MULTILINGUAL LANGUAGE PROGRAMME

LOWER SECONDARY SCHOOLS AND
İMAM HATİP LOWER SECONDARY SCHOOLS

MultiEnglish Year 6

STUDENT'S BOOK

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

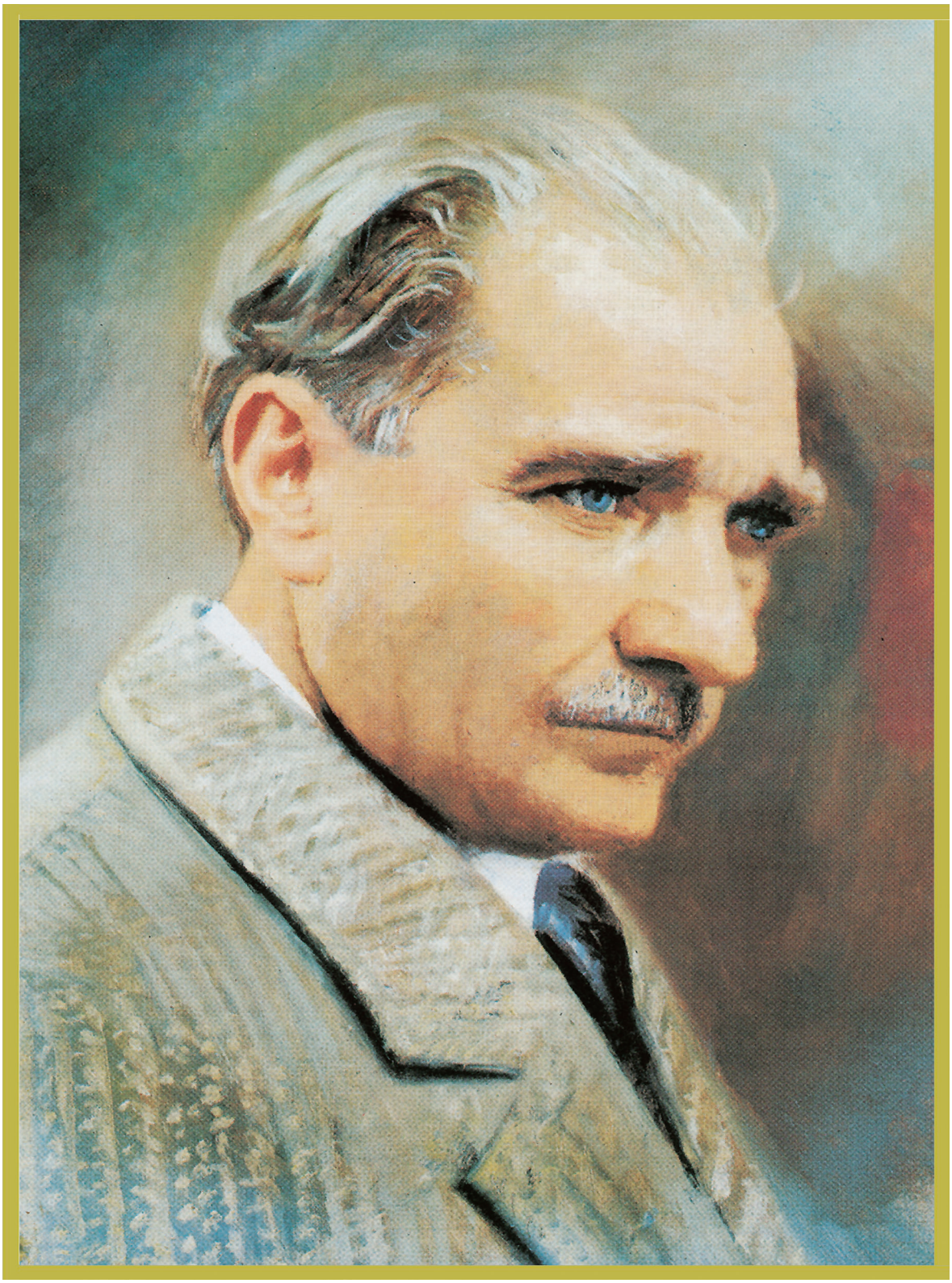
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME NO	MAIN THEME	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY	PRONUNCIATION
THEME 1 REVISION & CONSOLIDATION	SCHOOL LIFE & EDUCATION	School rules; people, roles and responsibilities at school; school routines; national and religious days and celebrations	Discriminating regular actions, general truths, or habits and ongoing actions or situations. (Use of the Simple Present Tense versus The Present Progressive Tense) Describing the frequency of an action, state, or event. (Adverbs of Frequency) Making polite requests. (Use of "May and Might", "Can and Could""Shall" for Polite Requests) Confirming positive or negative ideas. (Use of "Question Tags") Defining the specificity, generality and amount of nouns. (Use of "Articles and Quantifiers")	Vocabulary for competitions, events, and celebrations at school : An agency, a debate, a defeat, etc. Vocabulary for making schools better places: Accessibility, aid, discipline, diversity, etc.	Intonation of positive statements
THEME 2 REVISION & CONSOLIDATION	CLASSROOM LIFE & LEARNING	Preferences for learning activities; preferences for learning technologies	Describing scheduled future events fixed with timetables or plans. (Use of the Simple Present Tense for the Future) Describing planned future actions that are already arranged or decided. (Use of the Present Progressive Tense for the Future) Describing actions that cause irritation. (Use of the Present Progressive Tense with "always) Confirming or clarifying information. (Use of "Question Tags" for related tenses) Describing the thing or situation that causes the feeling. (Use of "Adjectives" with "-ed vs -ing" ending) Describes how a person feels as a result of that thing or situation. (With -ed) Describing two alternatives or a negative choice between two alternatives. (Use of "Correlative Conjunctions) Giving brief answers in a conversation to avoid unnecessary repetition. (Use of Elliptical responses)	Vocabulary for preferences for learning activities: An illustration, a concept, brainstorming, etc. Vocabulary for preferences for learning technologies: Courage, feedback, a monitor, etc.	Intonation of negative statements
THEME 3 REVISION & CONSOLIDATION	PERSONAL LIFE & WELL-BEING	Mobile phones and their impact on health and social life; personal preferences for films and visual arts	Describing an action that was interrupted by another event (Past Progressive) or completed in the past (Simple Past). (Use of the Simple Past Tense versus the Past Progressive Tense) Asking short questions to confirm or clarify information (in the past) in the sentence. (Use of "Question Tags" with the Simple Past Tense and the Past Progressive Tense) Describing an ability in the past. (Use of "Could" for ability) Describing past habits or routines that do not occur in the present. (Use of "Used to) Asking for specific information about a subject, an object, time, a place, manner and a reason. (Use of "Wh- questions") Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. (Use of Prepositions) Clarifying the details in the sentence about the cause, direction, manner, time, and location. (Use of Prepositional Phrases)	Vocabulary for mobile phones and their impact on health and social life: Addiction, aid, assistance, etc. Vocabulary for personal preferences for films and visual arts: Animation, cast, classic, etc.	Intonation of questions and question tags
THEME 4 REVISION & CONSOLIDATION	FAMILY LIFE & HOME	Relationships, problems, and solutions in the family; different families and family houses	Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. (Use of the Present Perfect Tense) Describing actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of the action. (Use of the Present Perfect Progressive Tense) Confirming information, encouraging agreement, seeking reassurance. (Use of the "Question Tags" with the Present Perfect Tense and the Present Perfect Tense) Comparing two or more things or people using regular or irregular adjective forms. (Use of the Comparative and Superlatives of Regular and Irregular adjectives) Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help. (Use of "Reflexive Pronouns) Asking about the duration of an action or event.("Wh-questions")	Vocabulary for relationships, problems and solutions in the family: An acquaintance, an ancestor, etc. Vocabulary for different families and family houses: An anniversary, air-conditioning, an attic, etc. Vocabulary for different families: A nuclear family, etc.	Pronunciation of the letters with a,b,c,d,e sounds

LISTENING & WATCHING - COMPREHENSION	READING- COMPREHENSION	SPEAKING- EXPRESSION	WRITING- EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
• School Life & Education Listening and watching for gist Bringing information together	• Without Barriers Skimming, scanning and reading for details	Interacting each other Expressing what they think	• Reading an email Writing an email Recognising the model Constructing the writing content	• Schools in the World Reading for deatils Reconstructing and communicating true speaking	• Schools activities/ celebrations Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation
• Classroom Life & Learning Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other Expressing what they think	• Traditional and Technological Learning Writing a short paragraph about traditional and technological learning activities Recognising the model Constructing the writing content	• Differentiated Classroom Reading for deatils Reconstructing and communicating true speaking	• Digital presentation/short video Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation
• Personal Life & Well-Being Listening for gist Bringing information together	• Impacts of Mobile Phones on Our Lives Skimming, scanning and reading for details	Interacting each other Expressing what they think	• Turkish Theatre Writing a text about Turkish Theatre Recognising the model Constructing the writing content	• Facts about Türkiye Reading for deatils Reconstructing and communicating true speaking	• Favourite film Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation
• Family Life & Home Listening for gist Bringing information together	• Family Unity Skimming, scanning and reading for details	Interacting each other Expressing what they think	• A scenario Writing a Scenario Recognising the model Constructing the writing content	• House types in the World Reading for deatils Reconstructing and communicating true speaking	• A story with your close ones and relatives based on a photo Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation

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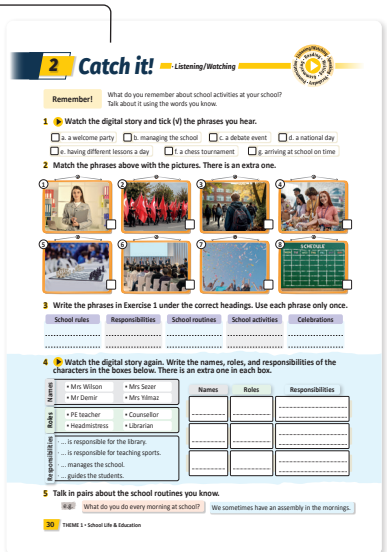
THEME NO	MAIN THEME	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY	PRONUNCIATION
THEME 5 REVISION & CONSOLIDATION	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	Different lifestyles in the city and rural areas; sports events in the city and rural areas	Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions. (Use of the "Be Going to Future Tense versus the Simple Future Tense") Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas. (Use of Connecting Words Expressing Cause, Effect, and Contrast)	Vocabulary for different lifestyles in the city and rural areas: A boost, a citizen, a civilisation, etc. Vocabulary for sports events in the city and rural areas: Aerobics, an attachment, an administration, etc.	Pronunciation of the letters with f, g, h, i, j, k sounds
THEME 6 REVISION & CONSOLIDATION	LIFE IN THE WORLD & CULTURE	Personal habits and routines for food; different local and international food types and cooking styles	Expressing possibility or probability. (Use of Modals for Probability) Expressing deduction or speculation when discussing possibilities or making guesses. (Use of "Could" for Deduction or Speculation) Indicating something that is required or essential. (Use of "need" for Necessity or Obligation) Expressing the difference between the source of necessity or obligation such as internal or external. (Use of "Must" vs "Have to") Giving advice or making recommendations. (Use of "Should" for Giving Advice) Indicating a logical certainty or a logical impossibility. (Use of "must/can't" for Deduction)	Vocabulary for personal habits and routines for food: A bunch, carb, carbohydrate, etc. Vocabulary for different local and international food types and cooking styles: A bagel, a baguette, baked beans, etc.	Pronunciation of the letters with l, m, n, (ng), o, p sounds
THEME 7 REVISION & CONSOLIDATION	LIFE IN NATURE & GLOBAL PROBLEMS	Natural disasters and their harms on animals and nature; natural disasters and their harms on humans	Referring to objects or things by providing essential information that identifies them. (Relative Pronouns used with Relative Clauses (defining) Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence. (Use of Non-defining Relative Clause)	Vocabulary for natural disasters and their harms on animals and nature: Alternative fuel, biofuel, etc. Vocabulary for natural disasters and their harms on humans: A lung, a rescue, a rescuer, etc.	Pronunciation of the letters with q, r, s, t, u sounds
THEME 8 REVISION & CONSOLIDATION	LIFE IN THE UNIVERSE & FUTURE	Life in the universe; life in the future; space and technology	Describing general truths, facts, and habits and situations where the result always happens if the condition is met. (Use of Zero Conditional) Describing realistic situations in future that are likely to happen and/or cause-and- effect relationship between a condition and its probable outcome. (Use of Conditional 1)	Target Vocabulary in Use (with revisional vocabulary): An alien, an asteroid, an astronomer, etc. Vocabulary for space and technology: An aerospace, an astronaut, bioengineering, etc.	Pronunciation of the letters with v, w, x, y, z sounds

LISTENING & WATCHING - COMPREHENSION	READING- COMPREHENSION	SPEAKING- EXPRESSION	WRITING- EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
• Life in the neighbourhood, City & Social LIfe Listening for gist Bringing information together	• My Project Skimming, scanning and reading for details	Interacting each other. Expressing what they think	• Burak's Blog Writing a blog Recognising the model Constructing the writing content	• Discovering the beautiful villages of Türkiye Reading for deatils Reconstructing and communicating true speaking	• Life styles in the urban and rural areas Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation
• Life in the World & Culture Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other. Expressing what they think	• Reading an email Replying the email Recognising the model Constructing the writing content	• Different cuisines Reading for deatils Reconstructing and communicating true speaking	• Foods and eating habits from different countries Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation
• Life in Nature & Global Problems Listening for gist Bringing information together	• Save the Future Skimming, scanning and reading for details	Interacting each other. Expressing what they think	• Reading Kylie's report Writing a report on natural disasters Recognising the model Constructing the writing content	• Cooperation is the Key Reading for deatils Reconstructing and communicating true speaking	• Natural Disaster Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation
• Life in the Universe & Future Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other. Expressing what they think	• Reading a biography Writing a short report Recognising the model Constructing the writing content	• Space and Technological Organisations Reading for deatils Reconstructing and communicating true speaking	• Life in Space Talking about school activities	Talking about the sub-themes	Rating scale Consolidation
Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting each other	Practising through writing	Presentation	Peer feedback	Observation	Observation

INTRODUCTION OF THE BOOK









Target vocabulary in use

Vocabulary practice with games

Target grammar language in use

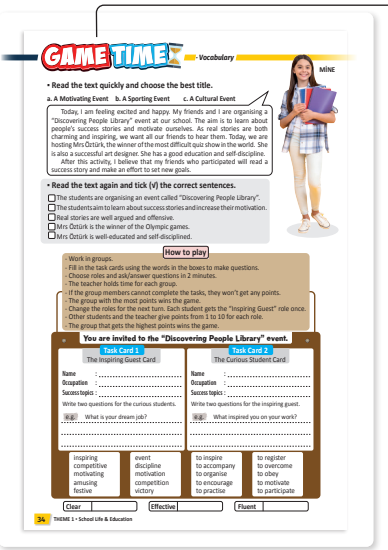
Grammar practice with games

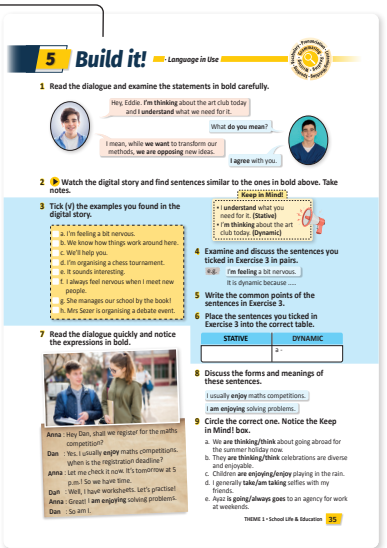
Digital Activity

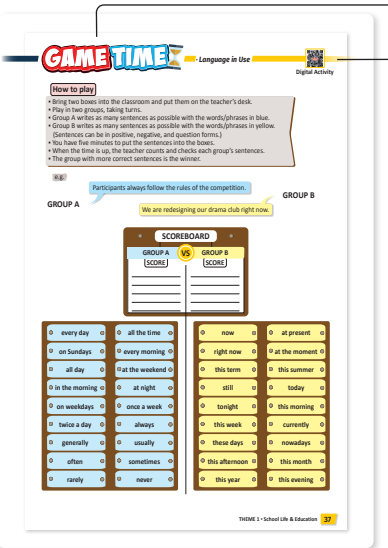
Reading Comprehension

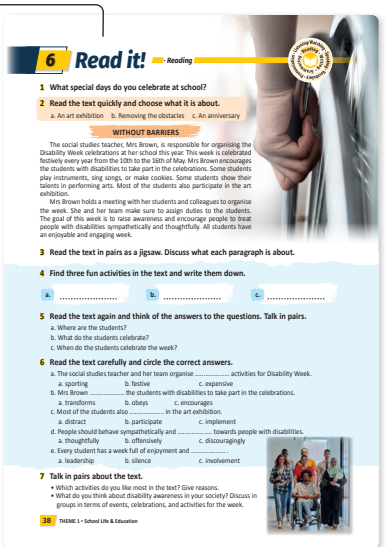
Writing Expression

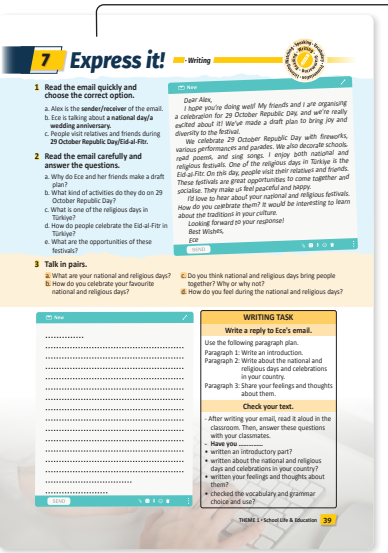




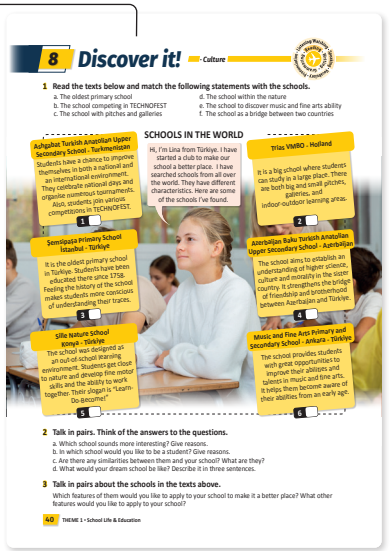








Reading about different cultures


8 Discover it! - Culture

1 Read the texts below and match the following statements with the schools.
a. The oldest primary school
b. The school competing in TECHNOFEST
c. The school with pitches and galleries
d. The school within the nature
e. The school to discover music and fine arts ability
f. The school as a bridge between two countries

SCHOOLS IN THE WORLD

Hi, I'm Lina from Türkiye. I have started a club to make our school a better place. I have searched schools from all over the world. They have different characteristics. Here are some of the schools I've found.

Aşgabat Turkish Anatolian Upper Secondary School - Turkmenistan
Students have a chance to improve themselves in both a national and an international environment. They celebrate national days and organise numerous tournaments. Also, students join various competitions in TECHNOFEST.

Trias VMBO - Holland
It is a big school where students can study in a large place. There are both big and small pitches, galleries, and indoor-outdoor learning areas.

Sensigasa Primary School Istanbul - Türkiye
It is the oldest primary school in Türkiye. Students have been educated there since 1758. Feeling the history of the school makes students more conscious of understanding their traces.

Azerbaijan-Baku Turkish Anatolian Upper Secondary School - Azerbaijan
The school aims to establish an understanding of higher values, culture and morality in the sister country. It strengthens the bridges of friendship and brotherhood between Azerbaijan and Türkiye.

Sille Nature School Konya - Türkiye
The school was designed as an out-of-school learning environment. Students get close to nature and develop fine motor skills and the ability to work together. Their slogan is "Learn-Do-become!"

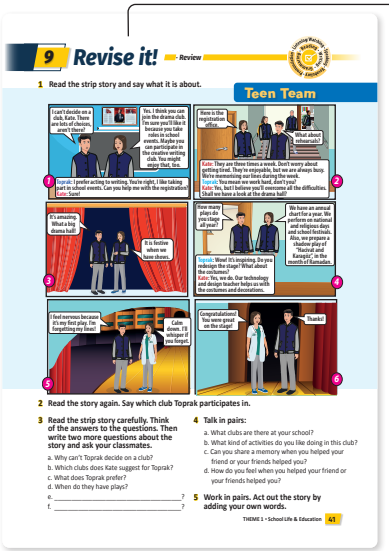
Music and Fine Arts Primary and Secondary School - Ankara - Türkiye
The school provides students with great opportunities to improve their abilities and talents in music and fine arts. It helps them become aware of their abilities from an early age.

2 Talk in pairs. Think of the answers to the questions.
a. Which school sounds more interesting? Give reasons.
b. In which school would you like to be a student? Give reasons.
c. Are there any similarities between them and your school? What are they?
d. What would your dream school be like? Describe it in three sentences.

3 Talk in pairs about the schools in the texts above.
Which features of them would you like to apply to your school to make it a better place? What other features would you like to apply to your school?

40 THEME 1 • School Life & Education

Consolidation with picture strip story


9 Revise it! - Review

1 Read the strip story and say what it is about.

Teen Team

2 Read the story again. Say which club Toprak participates in.

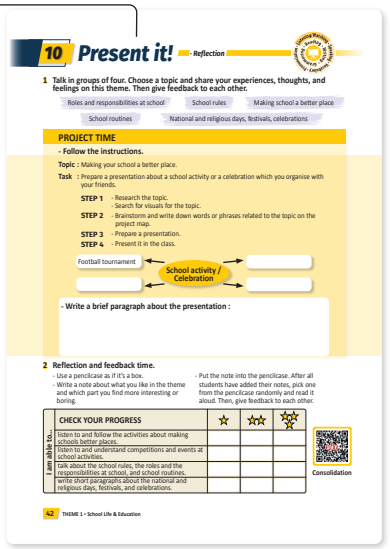
3 Read the strip story carefully. Think of the answers to the questions. Then write two more questions about the story and ask your classmates.
a. Why can't Toprak decide on a club?
b. Which clubs does Kate suggest for Toprak?
c. What does Toprak prefer?
d. When do they have plays?
e. _____ ?
f. _____ ?

4 Talk in pairs:
a. What clubs are there at your school?
b. What kind of activities do you like doing in this club?
c. Can you share a memory when you helped your friend or your friends helped you?
d. How do you feel when you helped your friend or your friends helped you?

5 Work in pairs. Act out the story by adding your own words.

THEME 1 • School Life & Education 41

Projects about the theme


10 Present it! - Reflection

1 Talk in groups of four. Choose a topic and share your experiences, thoughts, and feelings on this theme. Then give feedback to each other.

Roles and responsibilities at school | School rules | Making school a better place | School routines | National and religious days, festivals, celebrations

PROJECT TIME

- Follow the instructions.

Topic : Making your school a better place.

Task : Prepare a presentation about a school activity or a celebration which you organise with your friends.

STEP 1 - Research the topic.
- Search for visuals for the topic.

STEP 2 - Brainstorm and write down words or phrases related to the topic on the project map.

STEP 3 - Prepare a presentation.

STEP 4 - Present it in the class.

Football tournament | School activity / Celebration

- Write a brief paragraph about the presentation :

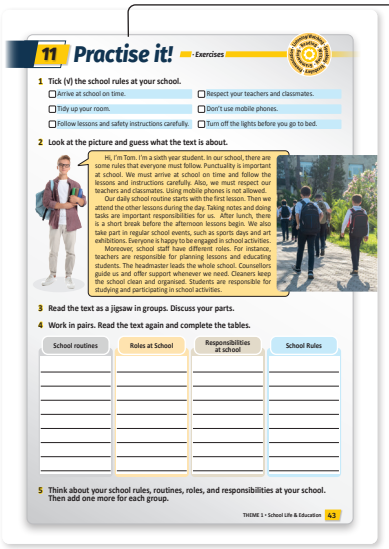
2 Reflection and feedback time.
- Use a pencilcase as if it's a box.
- Write a note about what you like in the theme and which part you find more interesting or boring.
- Put the note into the pencilcase. After all students have added their notes, pick one from the pencilcase randomly and read it aloud. Then, give feedback to each other.

I am able to...	CHECK YOUR PROGRESS	☆	☆☆	☆☆☆
	listen to and follow the activities about making schools better places.			
	listen to and understand competitions and events at school activities.			
	talk about the school rules, the roles and the responsibilities at school, and school routines.			
	write short paragraphs about the national and religious days, festivals, and celebrations.			

Consolidation

42 THEME 1 • School Life & Education

Evaluation of learning outcomes


11 Practise it! - Exercises

1 Tick (√) the school rules at your school.
- ☐ Arrive at school on time.
- ☐ Respect your teachers and classmates.
- ☐ Tidy up your room.
- ☐ Don't use mobile phones.
- ☐ Follow lessons and safety instructions carefully.
- ☐ Turn off the lights before you go to bed.

2 Look at the picture and guess what the text is about.

Hi, I'm Tom. I'm a sixth year student. In our school, there are some rules that everyone must follow. Punctuality is important at school. We must arrive at school on time and follow the lessons and instructions carefully. Also, we must respect our teachers and classmates. Using mobile phones is not allowed.

Our daily school routine starts with the first lesson. Then we attend the other lessons during the day. Taking notes and doing tasks are important responsibilities for us. After lunch, there is a short break before the afternoon lessons begin. We also take part in regular school events, such as sports days and art exhibitions. Everyone is happy to be engaged in school activities.

Moreover, school staff have different roles. For instance, teachers are responsible for planning lessons and educating students. The headmaster leads the whole school. Counsellors guide us and offer support whenever we need. Cleaners keep the school clean and organised. Students are responsible for studying and participating in school activities.

3 Read the text as a jigsaw in groups. Discuss your parts.

4 Work in pairs. Read the text again and complete the tables.

School routines	Roles at School	Responsibilities at school	School Rules

5 Think about your school rules, routines, roles, and responsibilities at your school. Then add one more for each group.

THEME 1 • School Life & Education 43

SKILL CHARTS



Listening/Watching



Pronunciation



Vocabulary



Grammaring



Reading



Writing



Culture



Check yourself



Project Time



Practising

ICONS


Let's Remember


Linking

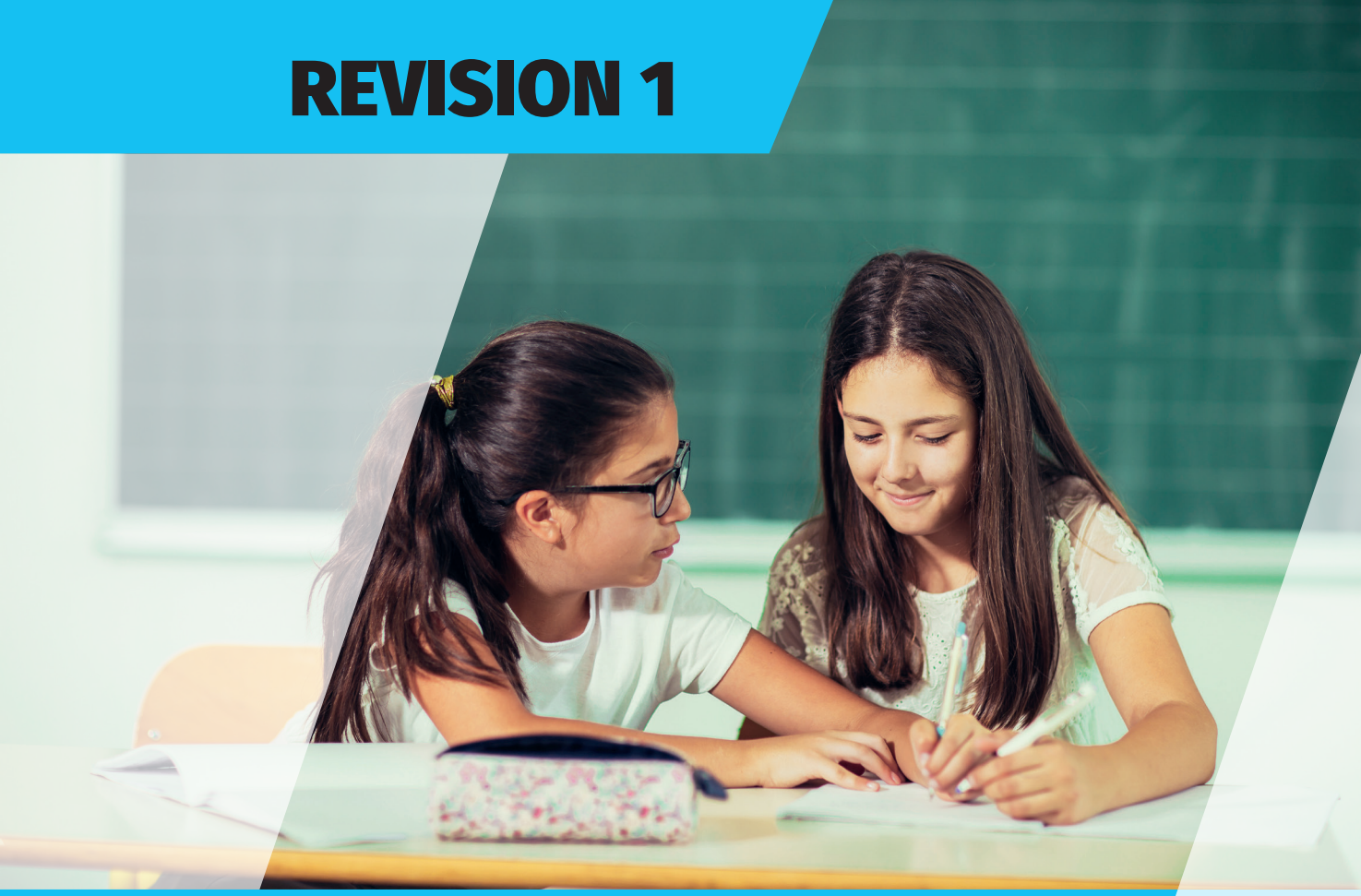

Watch the digital story


Look at the double spread page


Listening


Keep in Mind!

REVISION 1



Sub-themes

- School clubs
- Basic body parts and physical features
- Daily routines and activities
- Family members' hobbies and activities
- Basic food types
- Food events the city
- School subjects
- Clothes
- Family members' routines
- Different types of houses
- Ordering in a restaurant
- Types of animals in nature; wild animals in nature; their habitats

Functional Language

- Expressing a state, a condition
- Asking preferences about activities
- Asking about things, actions, ideas, a time of an event, about people in an action
- Describing the responsibilities of different roles in the classroom and daily routines and study routines in a classroom
- Describing daily routines or habits
- Confirming general truths, actions or habits
- Expressing actions or events that are happening at the moment
- Contrasting ongoing or temporary actions
- Confirming or checking ongoing actions
- Indicating existence or location
- Expressing comparisons between two people, objects, or ideas
- Asking or giving permission
- Expressing possession
- Expressing the amount of quantity of nouns
- Comparing things, animals and people
- Expressing future plans or intentions

Revise it! · Revision

1 a. Look at the pictures quickly. What are they about?

b. Read Ceylin's blog quickly and write the titles in the correct places.

a.My friends | b. My school | c. About me | d. My family



Hi, I am Ceylin. I live in Çanakkale. I am eleven years old. I am tall and slim. I have got brown hair and hazel eyes.

1 .....

2 .....

I study at Atatürk Lower Secondary School. I get up early and wear my school uniform on school days. My school starts at 8.30 a.m.

I have seven lessons in a day. My favourite lesson is Science. We do experiments, present our work, and discuss it in groups. We must listen to our teachers carefully and take notes during the lessons.





I have a lot of friends at school. Ata and İpek are my close friends. They are clever and polite. Ata is of medium height, but İpek is short and plump.

3 .....

4 .....

I live in a flat with my family. My mother is a preschool teacher. She works at a school in our neighbourhood. My father is a pilot. He flies planes and travels to different countries. He is going to fly to Uzbekistan tomorrow. I love my family.



c. Read the blog and match the questions with the answers. There is an extra answer.

- ☐ 1. What does Ceylin look like?
- ☐ 2. What does Ceylin do in the Science lesson?
- ☐ 3. What are Ceylin's friends like?
- ☐ 4. Where does Ceylin's mother work?
- ☐ 5. Where is Ceylin's father going to fly?

a. She does experiments, presents the results, and discusses them in groups.
b. They are clever and polite.
c. To Uzbekistan.
d. She is tall and slim with brown hair and hazel eyes.
e. At a school in the neighbourhood.
f. I get up early.

d. Think about your school, friends, and family. Ask and answer in pairs.



What time does your school start?

It starts at 8.30 a.m.



2 a. Read and complete the email with the correct words. There is an extra one.

stand in line / 29 October Republic Day / brown / classmate / borrow / librarian / rubbish / loudly

New

Dear Mike

I hope you are doing well. I want to tell you about my new school, lessons, routines, and rules there. My school is not very big, but it is very nice. It has a large playing field. We play basketball there. Our coach trains us twice a week. There is a big library full of interesting books. We can (1) ..... books from the library. We can't speak (2) ....., eat or drink in the library. The (3) ..... organises books and helps us find the books.

My favourite lesson is Drama. We are preparing a performance show for the (4) ....., on 29th of October. Our drama teacher is great. She always supports us. She wants us to follow her instructions in the rehearsals.

I generally have lunch at the school canteen. We must (5) ..... to get our meals. We can't throw our (6) ..... on the ground.

My classmates are always kind and helpful to me. My deskmate, Alp is a good-looking boy. He has got curly, (7) ..... hair and green eyes. We get on well with each other.

Please write to me about your school and life as soon as possible.

Best Wishes

DORUK

SEND

b. Read the e-mail carefully and complete the sentences .

1. Doruk wants to tell Mike about his ..... .
2. We can't ..... in the library.
3. We must ..... in the canteen.
4. My classmates are ..... .
5. My deskmate, Alp has got ..... .

3 a. Read and complete the text with the correct words.

Last summer, I went on a yacht tour with my family. We were traveling along the Aegean Sea. We were having a great time. We were swimming and playing in the sea while my parents (1) ..... We sometimes (2) ..... at some bays to go shopping. One day, when we stopped at a bay, we were shocked to see a lot of litter on the beach and even in the sea. So, we wanted to take action and decided to clean the bay. While we (3) ..... the litter, other people (4) ..... us. We picked up many bottles and cans together. We (5) ..... clean the bay in six hours. After that, the sea started to look cleaner. If only people (6) ..... keep the seas clean, we (7) ..... live in a better world.

1.	a. sunbathed	b. were sunbathing	c. sunbath
2.	a. stopped	b. were stopping	c. stop
3.	a. collected	b. are collecting	c. were collecting
4.	a. join	b. were joining	c. joined
5.	a. could	b. can	c. must
6.	a. can	b. would	c. need to
7.	a. could	b. live	c. should

b. Read the text again and answer the questions.

1. Why were they shocked?
2. What did they decide to do?
3. How long did it take them to collect all the litter?
4. What happened when they picked up the litter?
5. What should people do to live in a better world?





4 **a. Look at the picture quickly. What is the text about?**

b. Read Emre's diary quickly. Where did Emre go with his family?

Dear Diary,

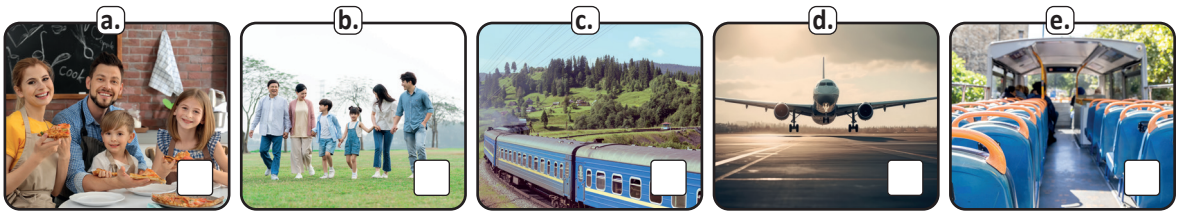
I am back home at last. I was in Italy for a Pizzafest with my family last week. I have been to many different countries so far, but Italy was the best. It is a small country in Europe. The food festival was in a nice town in Napoli. We went to the city by aeroplane. Then we took the train to reach the town.

We tried many different types of pizza. We also tasted fresh pasta and desserts. We met friendly people there and learnt about their cultures.

We stayed at a cosy hotel for five days. We went sightseeing to see the attractions in the city. It was an unforgettable experience for all of us.

EMRE

c. Read the diary carefully and put the pictures in the correct order.



d. Ask and answer about the pictures in Exercise 4c in pairs.



How did they go to Italy?

They went to Napoli by aeroplane.



5 **a. Read the dialogue and choose the correct option.**

Mustafa : What (1) ..... you ..... now, Laura?
Laura : I am studying maths. I am going to have a big test next week. What about you?
Mustafa : I am working on a school project. I must finish it before tomorrow. By the way, do you have any plans for the weekend?
Laura : Yes, I (2) ..... my grandparents this Saturday. They live in a bungalow in the countryside. How about you?
Mustafa : I (3) ..... my cousin on Saturday. She is a nurse, and she works at a hospital in the city. She is very busy, but she's always kind and helpful to patients.
Laura : That sounds nice. My mum works in a big hospital, too. She is a doctor. She (4) ..... sick people. She is really careful about her job.
Mustafa : I think our families have great jobs. So, what do you want to be when you grow up?
Laura : I think I (5) ..... an artist. I like drawing pictures and visiting art galleries. What about you?
Mustafa : I am going to be a dentist. I am going to check and clean teeth.
Laura : That's a great choice! I'm sure you'll be a wonderful dentist one day.
Mustafa : Thanks, Laura. I hope so!

1. a. will / do	b. do / do	c. are / doing
2. a. am visiting	b. visit	c. am visit
3. a. see	b. going to see	c. am going to see
4. a. help	b. helps	c. will help
5. a. am	b. will be	c. am going to be

b. What do you want to be in the future? Talk in pairs.

What are you going to be in the future?

I am going to be an engineer.

6 a. Read and complete the dialogue with the correct words.

1. a. desert	b. savanna	c. rainforest
2. a. grassland	b. ocean	c. jungle
3. a. habitat	b. farmland	c. field
4. a. lake	b. river	c. ocean
5. a. extinction	b. living	c. hunting
6. a. destroy	b. protect	c. exist
7. a. species	b. insects	c. habitats







Susan: Hi, Hugh! What are you doing?
Hugh : I'm watching a documentary about lions.
Susan: Oh, really?
Hugh : I learnt that lions live in the (1) ..... because it is warm there.
Susan: Lions live in the savanna because the weather is warm there. They can't live in cold places.
Hugh : How do penguins live in Antarctica, then?
Susan: They have to live in very cold places to keep their body temperature low.
Hugh : That's interesting! What about tigers?
Aslı : They live in the (2) ..... because there are lots of trees and animals. They can hunt easily there.
Hugh : Wow! The trees are important for them. If we don't stop cutting down trees in the jungle, tigers will have no place to live. We shouldn't destroy their (3) .....
Aslı : You're right. We also need to keep the (4) ..... clean for sea animals. If we pollute water, those animals will face the danger of (5) .....
Hugh : I'm sorry to hear that. We should all help (6) ..... animals and their habitats. If we don't, many (7) ..... will be in danger.
Aslı : Yes, we need to take care of the Earth so animals can have safe homes. If we protect their habitats, they will have a better chance to survive.

b. What should we do to protect the animals' habitats? Talk in pairs.



What should we do to protect the animals' habitats?

We shouldn't cut down trees. We should plant more trees.



7 Ask and answer the questions to your peers. Write their answers.

a. What do you usually do at home in the mornings?

..... .

b. What do you wear at school? Is it different from your usual clothes?

..... .

c. What did you do at home yesterday after school?

..... .

d. What were you doing at 6 p.m. yesterday? Were you helping someone?

..... .

e. Do you help your mum with the housework? What chores do you do?

..... .

f. How long have you lived in your city? Do you like living there?

..... .

g. How often do you go for a walk? Where do you usually go?

..... .

h. How old were you last year? Were you more active then?

..... .

i. Where are you going to go on holiday next week?

..... .

j. What are you going to do on holiday? Will you pack different clothes?

..... .

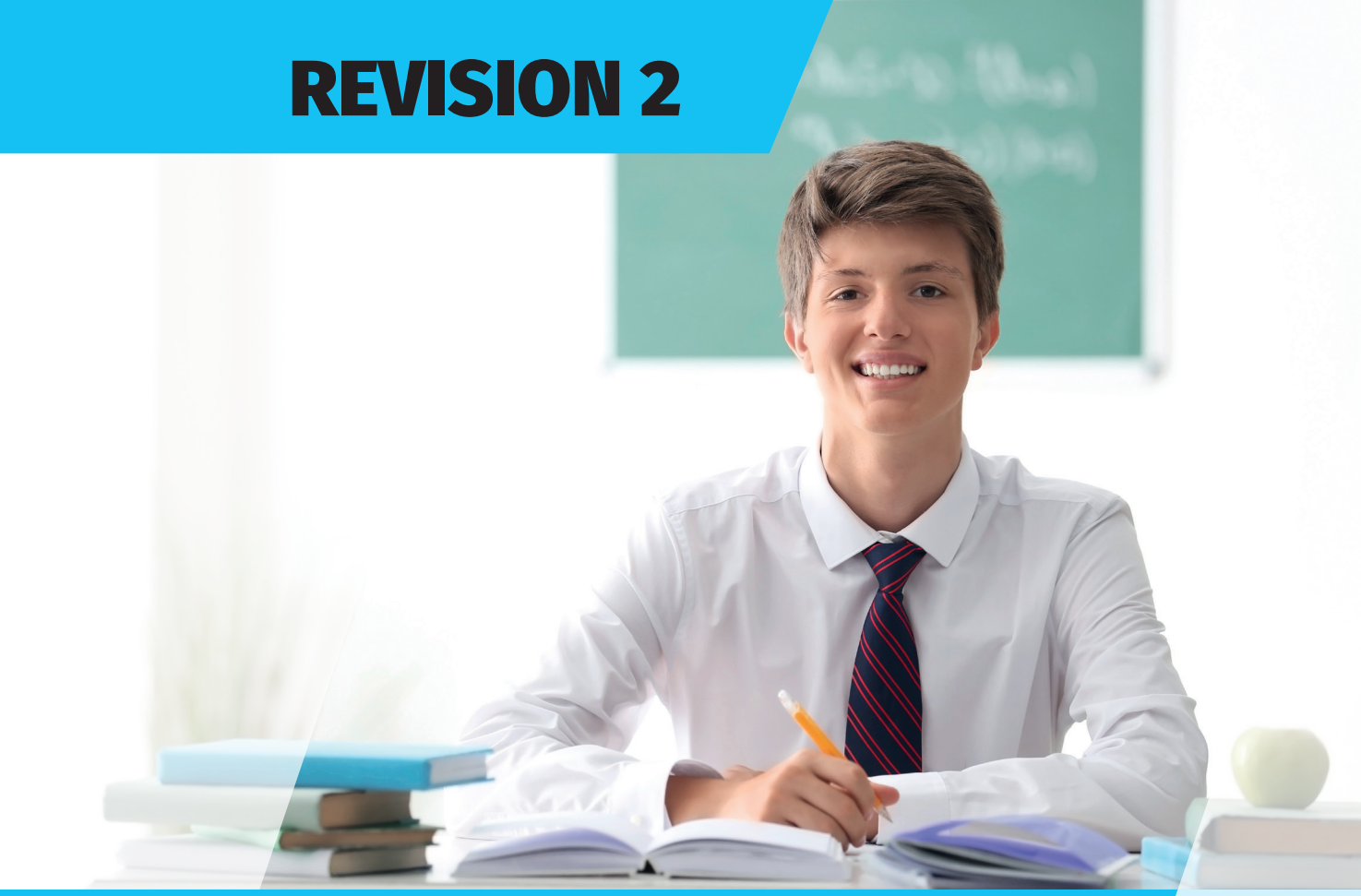
8 Match the questions in Exercise 7 with the correct function box. Say one example for each.

Sentences about routines, habits, and general truths	
Sentences about completed actions in the past	
Sentences about actions in progress at a specific past time	
Sentences about actions started in the past, still happening now	
Sentences about plans and intentions	

9 Write a short paragraph about yourself answering the questions in Exercise 7.

e.g. I usually wake up at 7 am and wear jeans. Yesterday, I cooked dinner and was watching TV at 6 pm. I've lived here for 5 years and walk weekly. Next week, I'm going to Spain to hike!

REVISION 2



Sub-themes

- Schools from different parts of the world
- Extracurricular activities at school
- Clubs at school (sports, music, books)
- Learning activities in the classroom
- Cardinal numbers and ordinal numbers
- Technological classroom tools
- Human illnesses and diseases
- Keeping good health
- Family members' abilities and skills
- Hobbies of family members
- Different lifestyles of families in different houses
- Cultural and historical places in the neighbourhood and the city
- Natural resources
- Festivals and events in the neighbourhood and the city
- Capitals of countries
- Protecting natural resources and animals
- Astronaut life on space stations
- Space explorations
- Life in the future
- Transportation in the neighbourhood and the city
- Landmarks and famous places in capitals and cities
- Capitals of countries sports events in various parts

Functional Language

- Describing what happens to someone or something, not who does it
- Emphasising the future action and its receiver rather than the doer
- Emphasising the action itself rather than who performed the action
- Emphasising a future action and its results rather than the doer
- Describing actions that will be in progress at a specific time in the future
- Talking about plans or intentions for the future
- Expressing future facts, predictions, or promises
- Confirming future actions or making polite checks
- Expressing actions or decisions made spontaneously
- Expressing polite suggestions and possibilities
- Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled
- Describing possible or likely outcomes in the future based on a condition being fulfilled
- Describing hypothetical or unreal situations and their possible outcomes
- Expressing regret or a strong wish for a present or past situation

Revise it! · Revision

1 a. Look at the pictures quickly. What are they about?




b. Read the text quickly and complete the blanks with the correct words from the box.

technology lab / homepage / website / discussion / Robotics Club

A Day at Global International School

Emily is a student at a modern international school in London. She is in year 10 and she really enjoys attending school because the facilities are excellent. The (1) ..... the library and the gym are her favourite places. Every morning, students log in to their school accounts using a PC or a laptop. Assignments are uploaded to the (2) ..... and class materials are downloaded by students from the (3) ..... .

In her information technology class, interesting projects are assigned every week. Today, a group presentation is being prepared by Emily and her classmates about safe internet usage. During the lesson, group work and pair work are practised, and students take notes, compare ideas and summarise articles. Sometimes, they also participate in brainstorming or (4) ..... sessions.

After lunch in the cafeteria, Emily joins the (5) ..... . This is her favourite extracurricular activity. Last week, a small robot was built by the team, and next week, it will be tested in the technology lab. The results will be shared with the Science Club.

Emily also plays basketball on Fridays. Matches are held in the basketball court and students from other schools are invited. Next month, a tournament will be organised by the PE department.

Although school is sometimes challenging, Emily believes it prepares her well. After graduating from upper secondary school, she hopes to attend a college and earn a good qualification.

c. Read the text carefully and match the halves. There is an extra half.

1. Emily enjoys going to school because
2. Students download class materials from
3. In IT class, Emily and her classmates
4. The Robotics Club built a small robot
5. Next month, a basketball tournament

..... a. the school homepage.
..... b. will be tested in chemistry club.
..... c. prepare presentations about internet safety.
..... d. will be organised by the PE department.
..... e. the facilities are excellent.
..... f. which will be tested in the lab.

d. Think about your class, school, and friends. Ask and answer in pairs.



What facilities does your school have?

It has a technology lab, a library, a gym, and a cafeteria.



2 a. Listen to the text and what is it about?

Revision Track 1

b. Listen to the text again to notice the words below.

Revision Track 2

a) detached house **b) sore throat** **c) allergic reaction** **d) COVID-19**

c. Match the pictures with the sentences.

1. He was also treated for a sore throat and a mild allergic reaction.
2. When we arrived, a barbecue had already been prepared by my uncle.
3. Last weekend, a small family trip was organised to our grandparents' cottage in the countryside.
4. My brother showed us how to skateboard.
5. My sister played the guitar, and songs were sung together.


a.


b.


c.


d.


e.

d. Listen to the text carefully and choose the correct option.

Revision Track 3

1. What illness did Lily have the week before?

a. COVID-19
b. An earache
c. A cold and sore throat
d. A headache and fever

2. What had been prepared when the family arrived at the cottage?

a. A picnic basket
b. A quiz game
c. A barbecue
d. A video game

3. What activity did the sister do during the day?

a. She painted a picture.
b. She played the guitar.
c. She went cycling.
d. She filmed a video.

4. Who had recovered from COVID-19?

a. The cousin
b. The grandmother
c. The grandfather
d. The uncle

5. What was suggested by the aunt to help with focus and sleep?

a. Drinking herbal tea
b. Doing regular exercise
c. Practising mindfulness and digital detox
d. Taking painkillers

e. Ask and answer about the text in pairs.



What was prepared before her family arrived at the cottage?

A barbecue had been prepared, and the food had been cooked using healthy ingredients.



3 **a. Look at the pictures quickly. What are they about?**

b. Read Emily's blog quickly and write the titles in the correct places.

- **Arrival and Transportation**
- **Future Attractions and Events**
- **Landmarks and Attractions**
- **Festivals and Food Events**

A Cultural Journey Through London

1. .....



Last summer, I travelled to London, the capital of the United Kingdom. I booked my flight early and received my boarding pass at the airport. After landing, I used public transport to reach my accommodation in a central neighbourhood. The hotel was located near many famous landmarks. If you travel by tube, you can reach almost any part of the city easily.

2. .....

The next morning, I joined a guided tour. The guide said that the population of London is over 9 million. We visited the Tower of London, Buckingham Palace, and the British Museum. The royal guard impressed me with their calm and powerful posture. If tourists visit Buckingham Palace, they admire the impressive architecture.

One highlight was the statue of Queen Victoria, which represents British history. I really enjoy exploring historical buildings during my travels. I wish there were fewer queues at some attractions, though!



3. .....



Later, I attended a local food festival. There were stalls from around the world offering dishes like Turkish pizza, curry, and seafood stew. If we attend food fairs, we always try something new. I tried a spicy curry and a juicy kebab. I didn't regret it!

The organiser stated that a traditional music show would be performed in the evening. I plan to return next year to enjoy it again.

4. .....

Many new exhibitions will be opened in the museum next summer. A sculpture collection will be displayed in the royal gallery. A new festival will be organised in Hyde Park.

Shall we visit the British Museum together next time?



c. Match the pictures with the sentences.

1. I travelled to London last summer.
2. The boarding pass was received at the airport.
3. The hotel was located near many famous landmarks.
4. Tourists admire the impressive architecture of Buckingham Palace.
5. Shall we visit the British Museum together next time?











d. Read the blog carefully and answer the questions.

1. Where did Emily stay during their visit to London?
2. What historical places did she visit in London?
3. What kind of food did Emily try at the food festival?
4. What did the organiser say about the music show?
5. What will be opened in the museum next summer?

e. Think about historical places in your country. Ask and answer in pairs.



What are some famous historical places in your country?

There are Topkapı Palace in İstanbul, Göbekli Tepe in Şanlıurfa, and the Ancient City of Ephesus in İzmir.



4 a. Listen to the text and what is it about?

Revision Track 4

b. Listen to the text again to notice the words below.

Revision Track 5

a. sea turtle b. non-renewable resources c. AI home assistants d. solar panels

c. Match the pictures with the sentences.

1. The astronauts returned from a mission orbiting Mars.
2. Climate change has destroyed many natural habitats.
3. Renewable energy sources were not developed quickly.
4. On the Earth, much rubbish and air pollution had spread.
5. In 2070, AI assistants and robots are common.



d. Listen to the text carefully and answer the questions.

Revision Track 6

1. What had the astronauts been doing on Mars?
2. Why had many species become endangered?
3. Which resources had been overused by 2050?
4. How had the astronauts survived during the mission?
5. What did Commander Harris say about protecting nature?

e. Talk about the text in pairs.



Which technologies had become part of everyday life in 2070?

Robots, AI home assistants, and virtual reality had become part of everyday life in 2070.



THEME 1



SCHOOL LIFE & EDUCATION

Let's remember!

Overview of theme

EBA

Sub-themes

- School Rules
- People, Roles & Responsibilities at School
- School Routines
- National and Religious Days & Celebrations

Functional Language

- Discriminating regular actions, general truths, or habits and ongoing actions or situations
- Describing the frequency of an action, state, or event
- Making polite requests
- Confirming positive or negative ideas
- Defining the specificity, generality and amount of nouns

Target Social Language Expressions

- Our headmaster manages our school by the book!
- Let's study hard and ace all tests at school!
- We're in the right state before the debate!
- Stop messing around! We've got a lot of work to do for the competition.

WARM UP • GO TO PAGE 171 • FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound. Guess what it is about.
- What do you see in the picture? Talk in pairs with the words you know.




1 ARTS CLASSROOM
2 MUSIC CLASSROOM
3 IT CLASSROOM
4 SCIENCE CLUB
5 DRAMA CLUB
6 CHESS CLUB
CHESS TOURNAMENT

2 Catch it! · Listening/Watching

Remember! What do you remember about school activities at your school? Talk about it using the words you know.

1 Watch the digital story and tick (√) the phrases you hear.

- ☐ a. a welcome party
- ☐ b. managing the school
- ☐ c. a debate event
- ☐ d. a national day
- ☐ e. having different lessons a day
- ☐ f. a chess tournament
- ☐ g. arriving at school on time

2 Match the phrases above with the pictures. There is an extra one.



3 Write the phrases in Exercise 1 under the correct headings. Use each phrase only once.

School rules	Responsibilities	School routines	School activities	Celebrations
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

4 Watch the digital story again. Write the names, roles, and responsibilities of the characters in the boxes below. There is an extra one in each box.

Names
- Mrs Wilson
- Mrs Sezer
- Mr Demir
- Mrs Yılmaz

Roles
- PE teacher
- Counsellor
- Headmistress
- Librarian

Responsibilities
- ... is responsible for the library.
- ... is responsible for teaching sports.
- ... manages the school.
- ... guides the students.

Names	Roles	Responsibilities
.....	.....	.....
.....	.....	.....
.....	.....	.....

5 Talk in pairs about the school routines you know.

e.g. What do you do every morning at school? We sometimes have an assembly in the mornings.

6 **Look at the picture on pages 28-29 and think of the answers to the questions. Talk in pairs.**

a. What classrooms/clubs can you see?
b. Where do the students play basketball?
c. What are the people doing in the school garden?
d. What are the students doing in the arts classroom?

e.g.



What is the PE teacher doing?

He is controlling the match.
He is the referee.



7 **Match the pictures with the phrases. There is an extra one.**

a. a book festival b. an outdoor science experiment c. an art workshop d. a food festival



8 **Talk in pairs with the words you know. What are the people in the pictures above doing?**

3 Hear it! · Pronunciation

Vocabulary · Pronunciation · Listening/Watching · Reading · Writing · Grammaring · Speaking

1 **Watch Scene 1 of the digital story and notice rises and falls in the utterances. Repeat them in pairs. Then, draw arrows for rises and falls in the last utterance.**

Batuhan : Relax. It's your first day, and it's normal to feel like this, isn't it?
Ceren : Yes, I always feel nervous when I meet new people. We'll help you as we know how things work around here, won't we?

2 **Listen to the voice message from Alex to his mum and circle the correct options.**

Track 1.1

a. Alex and his friends are organising **the 50th anniversary / national day** celebration at school.
b. They are preparing **a concert/ a poster.**

3 **Record a voice message at home about being late for a project. Then, send it to your teacher via EBA or email. Listen to them in the class and give feedback to each other as a whole class.**

4 **Listen to the tongue twisters and repeat them in pairs.**

Track 1.2

No need to light a night light on a light night like tonight.

Thirty-three thousand feathers on a thrush's throat.

A synonym for cinnamon is a cinnamon synonym.

5 **Have a competition to say the tongue twisters correctly and fluently in 20 seconds.**

6 **Draw funny pictures of the tongue twisters above in groups. Then, pin them on the noticeboard in the class. Give feedback to each other.**

4 Get it! · Vocabulary

1 ▶ **Watch Scene 4 of the digital story and circle: Is this a debate event or a talent show?**

a	**Tom**	Hi, everybody. I think we should plan more school activities. For instance, competitions and tournaments are sporty and rewarding. Celebrations and events are both festive and enjoyable.
b	**Ceren**	Hello, everyone. I suggest organising art workshops and exhibitions. We can invite artists and craftspeople. These kinds of events are inspiring for us.
c	**Batuhan**	Hello. I'd like to offer ideas to innovate the ways of learning. We need to plan outdoor learning and science experiment days. I'm sure these will be engaging and motivating for us.
d	**Susan**	I agree with you. I also suggest we redesign the infrastructure for better accessibility for people with disabilities.
e	**Mrs Wilson**	The debate event is over. Congratulations! You all are winners. Our mission is to prioritise supporting your learning and making our school a better place. Our slogan is "Be Curious, Be Creative, Be Yourself!"



2 **Read the speeches in groups of five quickly as a jigsaw. Then, discuss your parts.**

3 **Read the speeches quickly and match them with the topics below.**

a. Celebrations	☐
b. Events	☐
c. Making school a better place	☐
d. Roles - Responsibilities	☐
e. School Activities	☐



4 **Read the speeches again and tick (√) the words you don't know. Then discuss their meanings as a whole class.**

☐ a debate	☐ inspiring	☐ to redesign	☐ a mission
☐ rewarding	☐ to innovate	☐ an infrastructure	☐ to prioritise
☐ festive	☐ engaging	☐ accessibility	☐ enjoyable

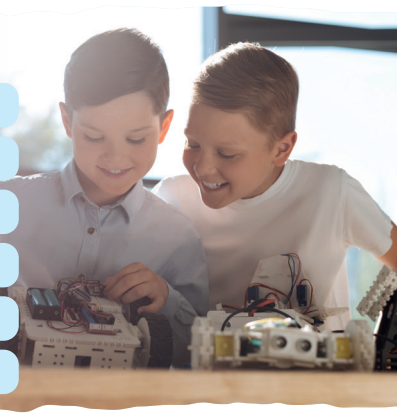
5 **Find the clues in the speeches and discuss in pairs. Check your answers as a whole class.**

Words	Clues
to innovate	to offer ideas, ways of learning, a science experiment
tournament	
celebration	
engaging	

6 **Match the words with their definitions. There is an extra one.**

a. festive
b. inspiring
c. to innovate
d. engaging
e. to prioritise

_____ 1. to introduce changes and new ideas
_____ 2. pleasant, attractive, and charming
_____ 3. to arrange in order of importance
_____ 4. making you feel you want to do something
_____ 5. having happy feelings for a festival or other special days
_____ 6. to cause someone to behave in a particular way



7 **Check the answers as a whole class.**

8 **Circle the best answer according to the speeches.**

a. Tom thinks that school activities are **festive / exhausting** and enjoyable.
b. Artists should be invited to **inspire / move** the students.
c. Batuhan makes suggestions to **obey / innovate** the ways of learning.
d. Susan also suggests we **redesign / build** the infrastructure.
e. Making the school a better place is their **slogan / mission.**



9 **Complete the dialogue with the correct words below. There is an extra one. Then act it out.**

to redesign / festive / inspiring / celebrations / motivating / to defeat / to prioritise

Tim : Hi Fulya, the discussion event was (1) ..... and useful, wasn't it?
Fulya : Yes. I got new ideas. Also, I'm thinking about what else we can do to make our school a better place.
Tim : Me, too. I think we can (2) ..... our drama club class. It is a bit old and untidy. I enjoy the (3) ..... club activities there. They inspire me.
Fulya : Right. I also love (4) ..... during national and religious days. And you?
Tim : Of course! I work on the organising committee at school. We (5) ..... motivating events to make our school a better place with joy and fun.
Fulya : That sounds (6) ..... . You look like you're having fun altogether, don't you? Can I join you?
Tim : Sure!

10 **Work in groups. Organise a debate to discuss how to make your school a better place within the classroom. The teacher draws a chart for points and criteria on the board. Each group gives points to one another.**

GAME TIME · Vocabulary


MİNE

▪ **Read the text quickly and choose the best title.**

a. A Motivating Event **b. A Sporting Event** **c. A Cultural Event**

Today, I am feeling excited and happy. My friends and I are organising a "Discovering People Library" event at our school. The aim is to learn about people's success stories and motivate ourselves. As real stories are both charming and inspiring, we want all our friends to hear them. Today, we are hosting Mrs Öztürk, the winner of the most difficult quiz show in the world. She is also a successful art designer. She has a good education and self-discipline.

After this activity, I believe that my friends who participated will read a success story and make an effort to set new goals.

▪ **Read the text again and tick (√) the correct sentences.**

- ☐ The students are organising an event called "Discovering People Library".
- ☐ The students aim to learn about success stories and increase their motivation.
- ☐ Real stories are well argued and offensive.
- ☐ Mrs Öztürk is the winner of the Olympic games.
- ☐ Mrs Öztürk is well-educated and self-disciplined.

How to play

- Work in groups.
- Fill in the task cards using the words in the boxes to make questions.
- Choose roles and ask/answer questions in 2 minutes.
- The teacher holds time for each group.
- If the group members cannot complete the tasks, they won't get any points.
- The group with the most points wins the game.
- Change the roles for the next turn. Each student gets the "Inspiring Guest" role once.
- Other students and the teacher give points from 1 to 10 for each role.
- The group that gets the highest points wins the game.

You are invited to the "Discovering People Library" event.

Task Card 1
The Inspiring Guest Card

Name : .....
Occupation : .....
Success topics : .....

Write two questions for the curious students.

e.g. What is your dream job?

.....

.....

Task Card 2
The Curious Student Card

Name : .....
Occupation : .....
Success topics : .....

Write two questions for the inspiring guest.

e.g. What inspired you on your work?

.....

.....

inspiring competitive motivating amusing festive	event discipline motivation competition victory	to inspire to accompany to organise to encourage to practise	to register to overcome to obey to motivate to participate

Clear		**Effective**		**Fluent**	

5 Build it! · Language in Use

1 **Read the dialogue and examine the statements in bold carefully.**



Hey, Eddie. **I'm thinking** about the art club today and **I understand** what we need for it.

What **do you mean**?

I mean, while **we want** to transform our methods, **we are opposing** new ideas.

I agree with you.



2 ▶ **Watch the digital story and find sentences similar to the ones in bold above. Take notes.**

3 **Tick (√) the examples you found in the digital story.**

- ☐ a. I'm feeling a bit nervous.
- ☐ b. We know how things work around here.
- ☐ c. We'll help you.
- ☐ d. I'm organising a chess tournament.
- ☐ e. It sounds interesting.
- ☐ f. I always feel nervous when I meet new people.
- ☐ g. She manages our school by the book!
- ☐ h. Mrs Sezer is organising a debate event.

Keep in Mind!

- I **understand** what you need for it. **(Stative)**
- I'**m thinking** about the art club today. **(Dynamic)**



4 **Examine and discuss the sentences you ticked in Exercise 3 in pairs.**

e.g. I'**m feeling** a bit nervous.

It is dynamic because .....

5 **Write the common points of the sentences in Exercise 3.**

6 **Place the sentences you ticked in Exercise 3 into the correct table.**

STATIVE	DYNAMIC
	a -

7 **Read the dialogue quickly and notice the expressions in bold.**



Anna : Hey Dan, shall we register for the maths competition?

Dan : Yes. I usually **enjoy** maths competitions. When is the registration deadline?

Anna : Let me check it now. It's tomorrow at 5 p.m.! So we have time.

Dan : Well, I have worksheets. Let's practise!

Anna : Great! I **am enjoying** solving problems.

Dan : So am I.

8 **Discuss the forms and meanings of these sentences.**

I usually **enjoy** maths competitions.

I **am enjoying** solving problems.

9 **Circle the correct one. Notice the Keep in Mind! box.**

a. We **are thinking/think** about going abroad for the summer holiday now.
b. They **are thinking/think** celebrations are diverse and enjoyable.
c. Children **are enjoying/enjoy** playing in the rain.
d. I generally **take/am taking** selfies with my friends.
e. Ayaz **is going/always goes** to an agency for work at weekends.

10 **Write four sentences about your daily routines and ongoing actions. Then share them in class.**

a. ..... c. .....

b. ..... d. .....

Let's find out! **Complete the sentences with the following terms.**

- Stative verbs (Simple Present Tense) - Dynamic verbs (Present Progressive Tense)

We use ..... when we talk about regular activities with frequency adverbs.

We use ..... when we talk about ongoing actions.

11 **Work in pairs. Use the phrases in the chart to make dialogues and act it out.**

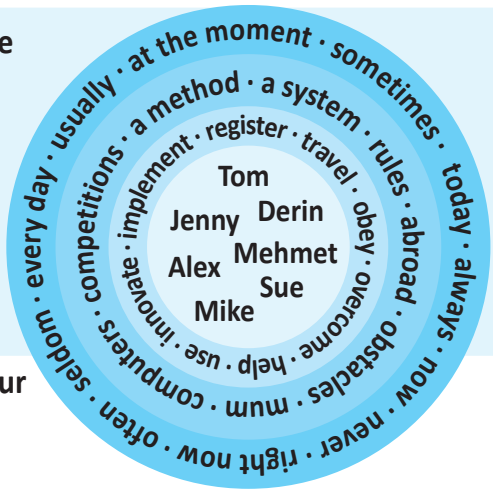
e.g.

Elif What is Mehmet doing now?

Melih He is helping his mum now.

Ali How often do you travel abroad?

Doğa I seldom travel abroad.



12 **Write a dialogue similar to the one above with your peer and act it out.**

13 **Read the situations. Make a dialogue in pairs as in the example. Notice the Keep in Mind! box.**

e.g. Cindy wants to register for the tennis tournament and talks to Miss Yıldız about it.

Cindy May I register for the tennis tournament?

Miss Yıldız Yes, of course.

Keep in Mind!

Making requests (with modals)

- **May** I **register** for the tennis tournament?
- **Might** I **shoot** a short video during the festival?
- **Can** you please **help** me with the decoration?
- **Could** we **change** the infrastructure for easy accessibility?
- **Shall** we **review** the rules before the final debate?

a. Julia has left her pencil case at home. She asks her deskmate for a pencil.

b. Frank organises an author talk event at his school. He asks his friend to write an invitation card for the author.

c. Emily asks her dad to buy some food and beverages for her birthday.

d. Mary wants to participate in the debate on the novel and asks her teacher for permission.

e. Sam needs help to decorate the classroom for the national festival. He asks Helen for help.



How to play

- Bring two boxes into the classroom and put them on the teacher's desk.
- Play in two groups, taking turns.
- Group A writes as many sentences as possible with the words/phrases in blue.
- Group B writes as many sentences as possible with the words/phrases in yellow. (Sentences can be in positive, negative, and question forms.)
- You have five minutes to put the sentences into the boxes.
- When the time is up, the teacher counts and checks each group's sentences.
- The group with more correct sentences is the winner.

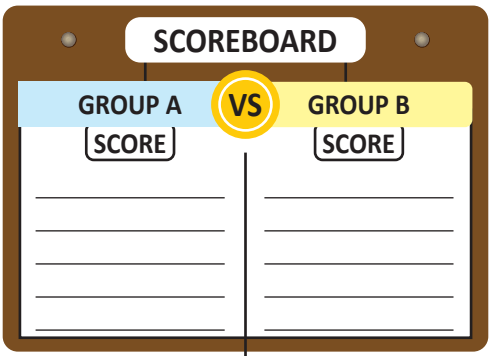
e.g.

GROUP A

Participants always follow the rules of the competition.

GROUP B

We are redesigning our drama club right now.



every day	all the time
on Sundays	every morning
all day	at the weekend
in the morning	at night
on weekdays	once a week
twice a day	always
generally	usually
often	sometimes
rarely	never

now	at present
right now	at the moment
this term	this summer
still	today
tonight	this morning
this week	currently
these days	nowadays
this afternoon	this month
this year	this evening

6 Read it! · Reading



1 What special days do you celebrate at school?

2 Read the text quickly and choose what it is about.

a. An art exhibition b. Removing the obstacles c. An anniversary

WITHOUT BARRIERS

The social studies teacher, Mrs Brown, is responsible for organising the Disability Week celebrations at her school this year. This week is celebrated festively every year from the 10th to the 16th of May. Mrs Brown encourages the students with disabilities to take part in the celebrations. Some students play instruments, sing songs, or make cookies. Some students show their talents in performing arts. Most of the students also participate in the art exhibition.

Mrs Brown holds a meeting with her students and colleagues to organise the week. She and her team make sure to assign duties to the students. The goal of this week is to raise awareness and encourage people to treat people with disabilities sympathetically and thoughtfully. All students have an enjoyable and engaging week.

3 Read the text in pairs as a jigsaw. Discuss what each paragraph is about.

4 Find three fun activities in the text and write them down.

a. ---------- b. ---------- c. ----------

5 Read the text again and think of the answers to the questions. Talk in pairs.

a. Where are the students?
b. What do the students celebrate?
c. When do the students celebrate the week?

6 Read the text carefully and circle the correct answers.

a. The social studies teacher and her team organise ..... activities for Disability Week.
a. sporting b. festive c. expensive

b. Mrs Brown ..... the students with disabilities to take part in the celebrations.
a. transforms b. obeys c. encourages

c. Most of the students also ..... in the art exhibition.
a. distract b. participate c. implement

d. People should behave sympathetically and ..... towards people with disabilities.
a. thoughtfully b. offensively c. discouragingly

e. Every student has a week full of enjoyment and ..... .
a. leadership b. silence c. involvement



7 Talk in pairs about the text.

- Which activities do you like most in the text? Give reasons.
- What do you think about disability awareness in your society? Discuss in groups in terms of events, celebrations, and activities for the week.

7 Express it! · Writing

1 Read the email quickly and choose the correct option.

a. Alex is the **sender/receiver** of the email.
b. Ece is talking about **a national day/a wedding anniversary.**
c. People visit relatives and friends during **29 October Republic Day/Eid-al-Fitr.**

2 Read the email carefully and answer the questions.

a. Why do Ece and her friends make a draft plan?
b. What kind of activities do they do on 29 October Republic Day?
c. What is one of the religious days in Türkiye?
d. How do people celebrate the Eid-al-Fitr in Türkiye?
e. What are the opportunities of these festivals?

New

Dear Alex,

I hope you're doing well! My friends and I are organising a celebration for 29 October Republic Day, and we're really excited about it! We've made a draft plan to bring joy and diversity to the festival.

We celebrate 29 October Republic Day with fireworks, various performances and parades. We also decorate schools, read poems, and sing songs. I enjoy both national and religious festivals. One of the religious days in Türkiye is the Eid-al-Fitr. On this day, people visit their relatives and friends. These festivals are great opportunities to come together and socialise. They make us feel peaceful and happy.

I'd love to hear about your national and religious festivals. How do you celebrate them? It would be interesting to learn about the traditions in your culture.

Looking forward to your response!

Best Wishes,

Ece

SEND

3 Talk in pairs.

a. What are your national and religious days?
b. How do you celebrate your favourite national and religious days?
c. Do you think national and religious days bring people together? Why or why not?
d. How do you feel during the national and religious days?

New

SEND

WRITING TASK

Write a reply to Ece's email.

Use the following paragraph plan.

Paragraph 1: Write an introduction.
Paragraph 2: Write about the national and religious days and celebrations in your country.
Paragraph 3: Share your feelings and thoughts about them.

Check your text.

- After writing your email, read it aloud in the classroom. Then, answer these questions with your classmates.
- **Have you .....**
- written an introductory part?
- written about the national and religious days and celebrations in your country?
- written your feelings and thoughts about them?
- checked the vocabulary and grammar choice and use?

8 Discover it! · Culture

1 Read the texts below and match the following statements with the schools.

a. The oldest primary school
b. The school competing in TECHNOFEST
c. The school with pitches and galleries
d. The school within the nature
e. The school to discover music and fine arts ability
f. The school as a bridge between two countries

SCHOOLS IN THE WORLD

Hi, I'm Lina from Türkiye. I have started a club to make our school a better place. I have searched schools from all over the world. They have different characteristics. Here are some of the schools I've found.

Ashgabat Turkish Anatolian Upper Secondary School - Turkmenistan

Students have a chance to improve themselves in both a national and an international environment. They celebrate national days and organise numerous tournaments. Also, students join various competitions in TECHNOFEST.

1 ☐

Trias VMBO - Holland

It is a big school where students can study in a large place. There are both big and small pitches, galleries, and indoor-outdoor learning areas.

2 ☐

Şemsipaşa Primary School İstanbul - Türkiye

It is the oldest primary school in Türkiye. Students have been educated there since 1758. Feeling the history of the school makes students more conscious of understanding their traces.

3 ☐

Azerbaijan Baku Turkish Anatolian Upper Secondary School - Azerbaijan

The school aims to establish an understanding of higher science, culture and morality in the sister country. It strengthens the bridge of friendship and brotherhood between Azerbaijan and Türkiye.

4 ☐

Sille Nature School Konya - Türkiye

The school was designed as an out-of-school learning environment. Students get close to nature and develop fine motor skills and the ability to work together. Their slogan is "Learn-Do-Become!"

5 ☐

Music and Fine Arts Primary and Secondary School - Ankara - Türkiye

The school provides students with great opportunities to improve their abilities and talents in music and fine arts. It helps them become aware of their abilities from an early age.

6 ☐

2 Talk in pairs. Think of the answers to the questions.

a. Which school sounds more interesting? Give reasons.
b. In which school would you like to be a student? Give reasons.
c. Are there any similarities between them and your school? What are they?
d. What would your dream school be like? Describe it in three sentences.

3 Talk in pairs about the schools in the texts above.

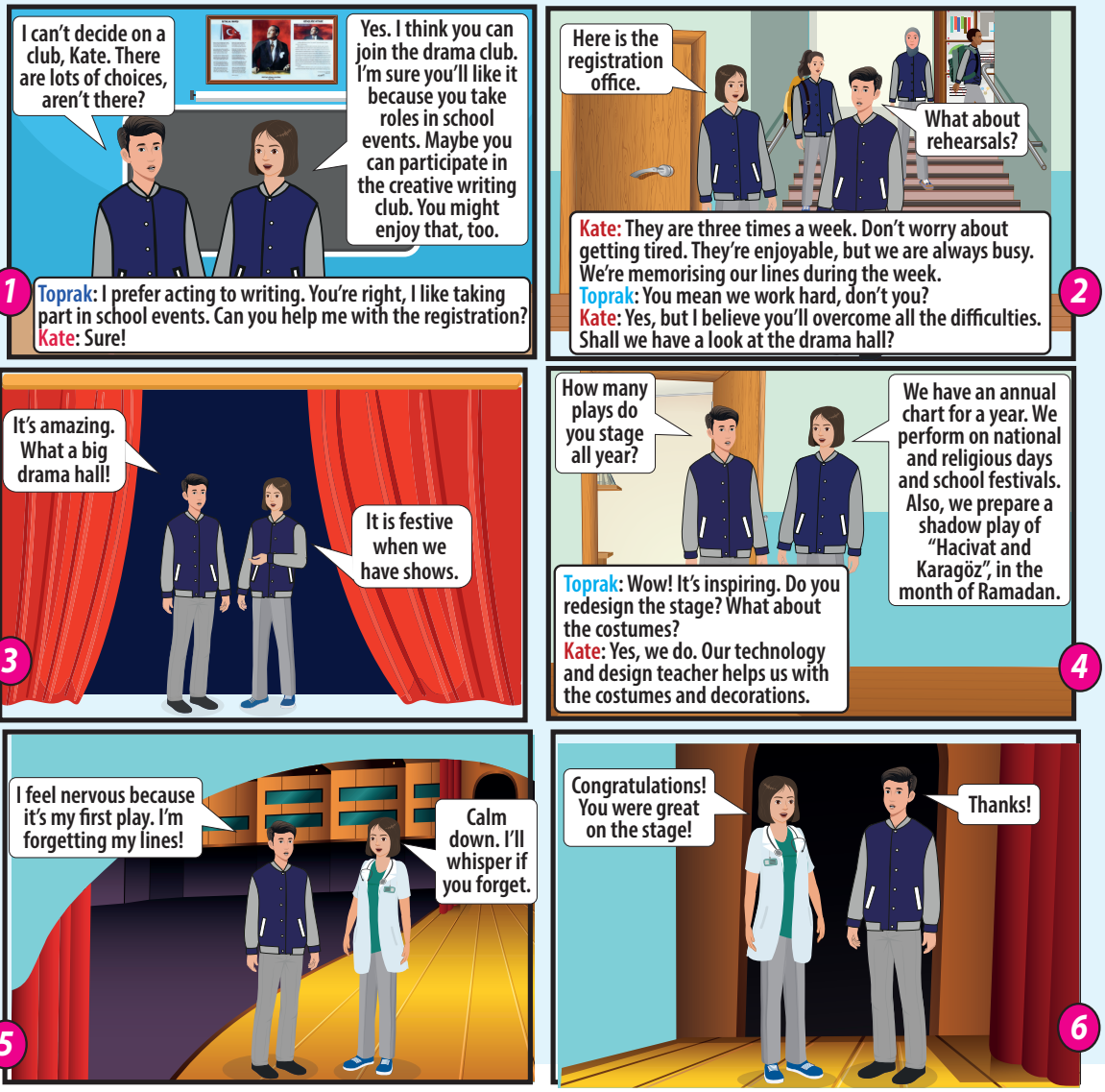
Which features of them would you like to apply to your school to make it a better place? What other features would you like to apply to your school?

9 Revise it! · Review

Listening/Watching · Reading · Writing · Speaking · Vocabulary · Grammar · Pronunciation

1 Read the strip story and say what it is about.

Teen Team



2 Read the story again. Say which club Toprak participates in.

3 Read the strip story carefully. Think of the answers to the questions. Then write two more questions about the story and ask your classmates.

a. Why can't Toprak decide on a club?
b. Which clubs does Kate suggest for Toprak?
c. What does Toprak prefer?
d. When do they have plays?
e. _____?
f. _____?

4 Talk in pairs:

a. What clubs are there at your school?
b. What kind of activities do you like doing in this club?
c. Can you share a memory when you helped your friend or your friends helped you?
d. How do you feel when you helped your friend or your friends helped you?

5 Work in pairs. Act out the story by adding your own words.

10 Present it! · Reflection



1 **Talk in groups of four. Choose a topic and share your experiences, thoughts, and feelings on this theme. Then give feedback to each other.**

Roles and responsibilities at school | School rules | Making school a better place

School routines | National and religious days, festivals, celebrations

PROJECT TIME

- Follow the instructions.

Topic : Making your school a better place.

Task : Prepare a presentation about a school activity or a celebration which you organise with your friends.

STEP 1 - Research the topic.
- Search for visuals for the topic.

STEP 2 - Brainstorm and write down words or phrases related to the topic on the project map.

STEP 3 - Prepare a presentation.

STEP 4 - Present it in the class.



- Write a brief paragraph about the presentation :

2 **Reflection and feedback time.**

- Use a pencilcase as if it's a box.
- Write a note about what you like in the theme and which part you find more interesting or boring.
- Put the note into the pencilcase. After all students have added their notes, pick one from the pencilcase randomly and read it aloud. Then, give feedback to each other.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow the activities about making schools better places.			
	listen to and understand competitions and events at school activities.			
	talk about the school rules, the roles and the responsibilities at school, and school routines.			
	write short paragraphs about the national and religious days, festivals, and celebrations.			

Consolidation

11 Practise it! · Exercises

1 Tick (√) the school rules at your school.

- ☐ Arrive at school on time.
- ☐ Respect your teachers and classmates.
- ☐ Tidy up your room.
- ☐ Don't use mobile phones.
- ☐ Follow lessons and safety instructions carefully.
- ☐ Turn off the lights before you go to bed.

2 Look at the picture and guess what the text is about.



Hi, I'm Tom. I'm a sixth year student. In our school, there are some rules that everyone must follow. Punctuality is important at school. We must arrive at school on time and follow the lessons and instructions carefully. Also, we must respect our teachers and classmates. Using mobile phones is not allowed.

Our daily school routine starts with the first lesson. Then we attend the other lessons during the day. Taking notes and doing tasks are important responsibilities for us. After lunch, there is a short break before the afternoon lessons begin. We also take part in regular school events, such as sports days and art exhibitions. Everyone is happy to be engaged in school activities.

Moreover, school staff have different roles. For instance, teachers are responsible for planning lessons and educating students. The headmaster leads the whole school. Counsellors guide us and offer support whenever we need. Cleaners keep the school clean and organised. Students are responsible for studying and participating in school activities.



3 Read the text as a jigsaw in groups. Discuss your parts.

4 Work in pairs. Read the text again and complete the tables.

School routines	Roles at School	Responsibilities at school	School Rules

5 Think about your school rules, routines, roles, and responsibilities at your school. Then add one more for each group.

6 Listen to the dialogue. What special day are they talking about?

Track 1.3

7 Listen to the dialogue again and match the students with their ideas. There is an extra one.

Track 1.4

a. Alex	☐ 1. an art exhibition
b. Esra	☐ 2. food and beverages for the celebration
c. Rob	☐ 3. a music rehearsal
d. Paul	☐ 4. competitive games
	☐ 5. diverse tournaments

8 Listen to the dialogue again and complete the sentences.

Track 1.5

a. They are celebrating the 50th ..... of their school.

b. The celebrations must be ..... and rewarding.

c. ..... can participate in the art exhibition.

d. Esra needs to have a ..... with musicians.

e. They give small ..... to the winners.

9 Discuss the situation below in pairs.

Mr Smith makes a great effort to make the school a better place in the dialogue above. Students also offer various ideas to help him. If you were a student in their school, what other ideas would you give Mr Smith to support his effort? (Use stative and dynamic verbs.)

10 Write the words/phrases into the correct columns. Then, check them in pairs.

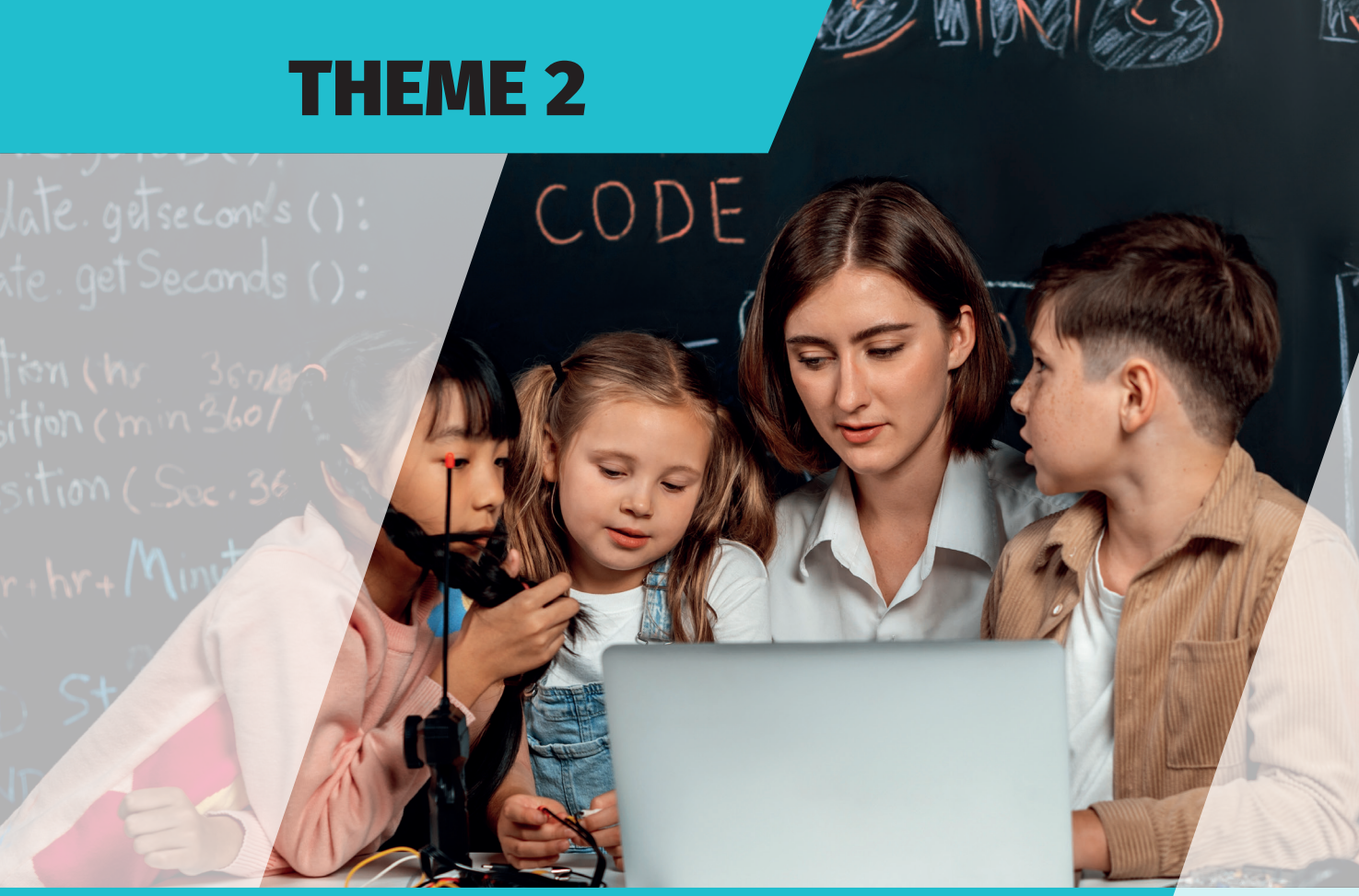
a participant / national days / a playing field / a referee / cultural festivals / events / an opponent /competitions / a spectator / a pitch / debates / tournaments / religious days / an assembly hall / award ceremonies / a corridor

PEOPLE	SCHOOL ACTIVITY	CELEBRATION	PLACE
----------	----------	----------	----------
----------	----------	----------	----------
----------	----------	----------	----------
----------	----------	----------	----------

11 Work in pairs. Write a dialogue to plan an activity you want to organise at your school. Use the table above and finish the dialogue with, "Let's study hard and ace all tests at school!". Role-play it in the classroom. Give feedback to each other with the chart below.

	1	2	3
· It is clear.	☐	☐	☐
· It is effective.	☐	☐	☐
· It is fluent.	☐	☐	☐

THEME 2



CLASSROOM LIFE & LEARNING

Let's remember!

Overview of theme

EBA

Sub-themes

- Preferences for Learning Activities
- Preferences for Learning Technologies

Functional Language

- Describing scheduled future events fixed with timetables or plans
- Describing planned future actions that are already arranged or decided
- Describing actions that cause irritation
- Confirming or clarifying information
- Describes how a person feels as a result of that thing or situation
- Describing two alternatives or a negative choice between two alternatives
- Giving brief answers in a conversation to avoid unnecessary repetition

Target Social Language Expressions

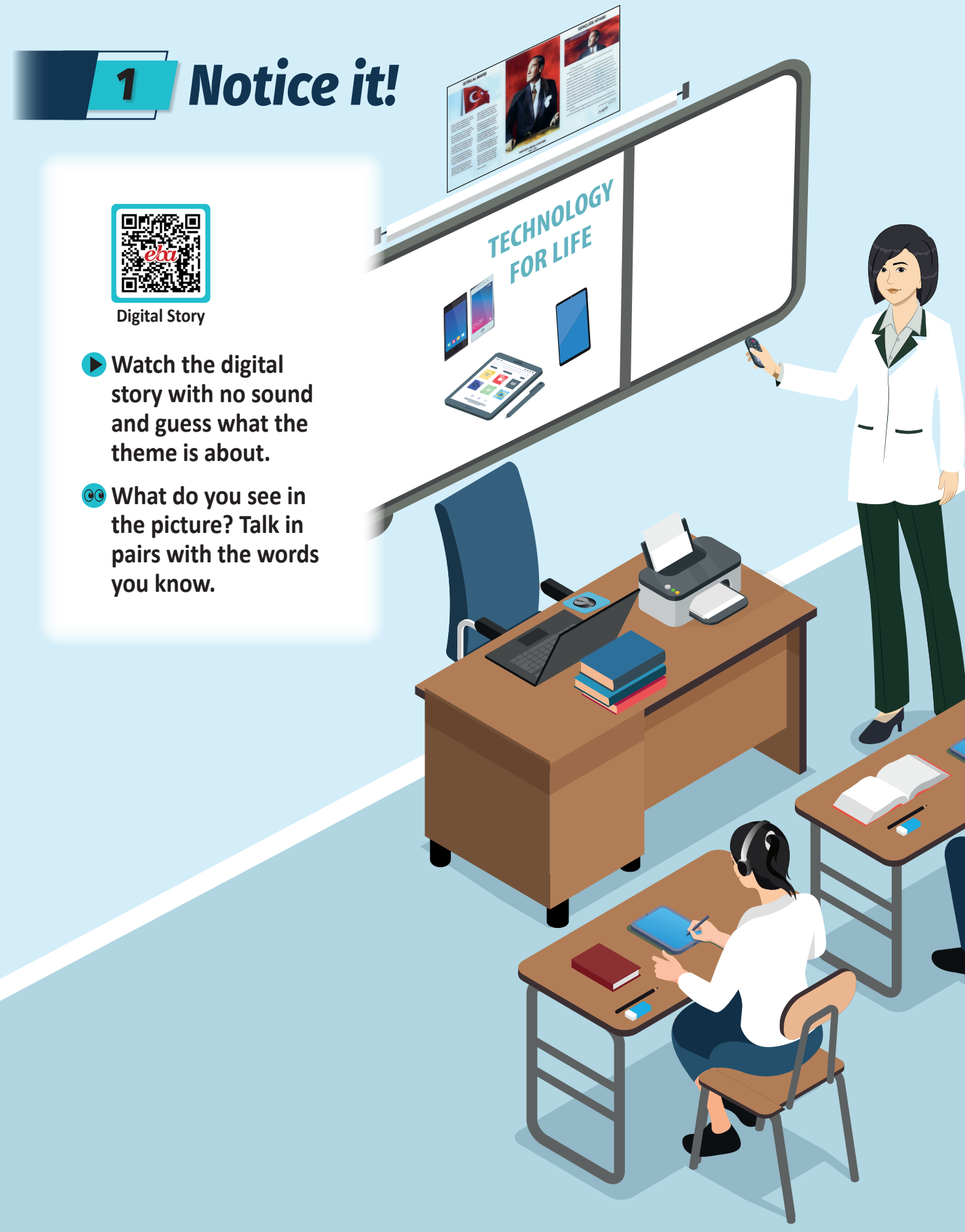
- Don't let your mind wander but focus! Take turns and play fair!
- The other team is out of our league!

WARM UP • GO TO PAGE 171 • FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound and guess what the theme is about.
- What do you see in the picture? Talk in pairs with the words you know.




TECHNOLOGY
EDUCATION

2 Catch it! · Listening/Watching

Remember! How do you learn best, working in a group or studying alone? Share your reasons with the words you know.

1 Match the words with the pictures. There is an extra one.

pair work / a laptop / group work / a printer / a webcam / a role-play / a keyboard

A  .....

B  .....

C  .....

D  .....

E  .....

F  .....

2 Work in pairs. Read the dialogue and make similar ones using the words in Exercise 1.

e.g.



Semih

I prefer role-play to reading while learning. How about you?

I prefer technological tools like laptops because they provide easy and fast learning. Why do you prefer role-play?

I learn better when I act out.



Ezgi

3 Watch the digital story and choose what the story is about.

The digital story is about

a- daily routines and responsibilities at the school.
b- global problems related to natural resources.
c- preferences for learning activities and technologies.

4 Watch the digital story again and write T (True) or F (False). Correct the false sentences.

☐ a. Bilgehan likes illustrations because he is good at drawing.
..... .

☐ b. Minjun finds group work challenging.
.....

☐ c. Mrs Cloud wants students to research traditional and technological learning opportunities.
.....

☐ d. Nora is taking photos for the outline of the group work.
.....

☐ e. Zuri thinks traditional learning activities are dynamic.
.....

5 **Work in pairs. Remember the digital story and put the sentences in the correct order. Check with your teacher.**

- ☐ Technological learning activities offer excellent accessibility anytime and anywhere.
- ☐ In many cases, limited use of technology can be more efficient.
- ☐ Technological learning opportunities can be personalised.
- ☐ If we want to accomplish a mission, giving feedback to each other is a necessity.
- ☐ Brainstorming and exploration sessions boost the creativity of the group.
- ☐ I am very excited about this partnership because group work is challenging.

6 **Talk in pairs. Share your opinions by giving reasons for the sentences in Exercise 5.**

e.g. I agree with the second sentence because using technology too much can cause some health problems.

7 **Work in pairs. Look at the picture on pages 46-47 and answer the questions.**

a. How can you describe this class, a traditional class or a technological class?
b. Which technological tools can you see in the picture?
c. Can you see any traditional learning tools in the picture? What are they?
d. What are the similarities and differences between the class in the picture and your class?
e. Would you like to have a class like the class in the picture? Give reasons.

3 Hear it! · Pronunciation

Vocabulary · Pronunciation · Grammaring · Listening/Watching · Reading · Writing · Speaking

1 **Listen to the utterances and notice rises and falls. Repeat them as a whole class.**

Track 2.1

They are not as flexible as modern ones.

Do not forget to compare them.

We almost guessed the topic, didn't we?

2 **Work in pairs. Read the dialogue and draw rises and falls. Check with your teacher.**

Mert : We are attending the weekend festival together, aren't we?
Ece : Sorry, but I'm not free this weekend.
Mert : Why aren't you joining us for the weekend?
Ece : Because I haven't finished my science project yet.
Mert : You don't have to finish it yet. The deadline is next Friday.

Keep in Mind!

Please, don't make noise!
They are here, aren't they?



3 **Listen to the tongue twisters and repeat them as a whole class.**

Track 2.2



4 **Follow the instructions and challenge your friends.**

Work in groups of three students. Each student in a group reads one of the tongue twisters in Exercise 3 fluently and as fast as he/she can. The rest of the class evaluates the groups. The teacher is the referee.

4 Get it! · Vocabulary

1 **Read the dialogue from the digital story quickly and choose the correct option.**

The students are comparing

a. traditional learning activities and technological learning activities.
b. personal learning activities and group learning activities.

Zuri : Wow, we almost guessed the topic, didn't we?
Nora : Absolutely, we were so close. Let's keep up the group rhythm and start brainstorming. I am taking notes to **outline** at the end of the lesson.
Bilgehan : Technological learning opportunities provide practicality, but some learners are always overusing them. In many cases, limited use of technology can be more efficient.
Minjun : Traditional learning activities provide instant **feedback**, but they're not as flexible as modern ones.
Nora : Technological learning opportunities can be personalised, but they can be complicated as well.
Zuri : Social **interaction** is one of the advantages of traditional learning activities, but they're not dynamic and may be a bit outdated.
Minjun : Technological learning activities offer excellent **accessibility** anytime and anywhere, but they sometimes cause concentration problems.
Nora : The popularity of **cutting-edge handheld** electronics is immersive, but we must also secure our privacy.
Bilgehan : As a result, we have clarified some advantages and disadvantages of both learning activity opportunities. Now, we're writing the research draft by the end of this lesson, aren't we?
Nora : Yes. Here are the notes I've taken about the topic.

2 **Read the dialogue in groups of four quickly as a jigsaw. Then, discuss what each student is talking about.**



3 **Write the bold words with similar meanings in Exercise 1.**

a. I like the **usability** / ..... of technology.
b. She made helpful **comments** / ..... on my work.
c. Mobile phones are the most popular **portable** / ..... devices.
d. **Advanced** / ..... technology makes life easier.
e. Good **communication** / ..... skills are essential.
f. Let's **summarise** / ..... the results.

4 **Work in pairs. Write the suitable bold words in Exercise 1 for the definitions below. Check with your teacher.**

- to give a description of the main facts involved in something : .....
- the newest stage in the development of something : .....
- the act of communicating with somebody : .....
- a device small enough to be held while using : .....
- advice, criticism or information about how useful something is : .....
- how easy something is to reach or use : .....

5 **Fill in the blanks with the suitable bold words in Exercise 1.**

Nehir : Kemal, I bought this device yesterday. It is a ..... tech tablet.
Kemal : Wow, it should provide great ..... with its high-tech features.
Nehir : Sure, and as it's ..... I can carry it with me and use it during classes.
Kemal : Nice. You can use it for online ..... too.
Nehir : I can also ..... the main parts of the classes and write ..... for them.

6 **Work in pairs. Write your sentences using the bold words in Exercise 1. Share them with your peers.**

7 **Read the paragraph quickly and answer the question.**

▪ **What are two benefits of group work mentioned in the text?**



Learning at your Fingertips

Learning is a lifelong activity. Preferences for learning activities can vary according to the aim of education. It's important to find the most suitable activity for a learning process. Pair work and group work activities can be the most common ones. During group work, learners can brainstorm and share different ideas related to the topic. This boosts the **creativity** of the group. Group work also allows learners to **evaluate** each other by giving feedback.

Using **illustrations** is another popular activity for learning because using visuals can make the topic more memorable. Even simple drawings can be useful for this process. We can also prefer **user-friendly** technological tools for learning activities. The popularity of technological tools is increasing nowadays as they provide easy access to suitable databases. You don't need to be an expert to use them. Learners can quickly select the suitable database on **touchscreens** just using their fingers.

8 **Fill in the blanks with the suitable bold words in Exercise 7.**

a. This program is ....., it is very easy to use.
b. I think ..... is an important skill for designers.
c. Modern smartphones use ..... instead of physical keyboards.
d. You can create ..... using different drawing apps.
e. Teachers ..... students' progress through exams and projects.

9 **Find the suitable bold words in Exercise 7 for the definitions below. Check with your teacher.**

a. Drawings or pictures that is used to explain something.
b. The use of skill and imagination to produce something new.
c. A screen that allows you to give instructions by touching.
d. To form an opinion of the quality of something.
e. Easy to use and understand, especially in technology.

a. .....
b. .....
c. .....
d. .....
e. .....

10 **Work in groups. Write your sentences using the words in Exercise 9 and share them with your friends.**

a. .....
b. .....
c. .....
d. .....
e. .....

11 **Find the hidden words in the line. Write example sentences for each word. Read them aloud to your friends.**

Thehrexwrewardaoplcypuzzlelwibznfmonitormdjmkbugvsuffolderasjkfsa

12 **Work in groups. Follow the instructions and challenge your friends.**

Prepare a hidden word line with five words you learned in this theme. Exchange the hidden word lines with other groups and find the hidden words.

How to play

- Form groups of four or five students.
- Groups play in turns.
- One student from each group mimes the word that the teacher showed him/her.
- When the group finds the correct word, they get a point.
- The group writes a sentence on the board using the word correctly to get one more point.
- The groups must complete the tasks in two minutes.
- The teacher holds time for each group.
- In each round, the group with the fastest guess and example sentence gets one extra point.
- For more points, go to bonus mission.
- After five rounds, the group with the most points wins the game.

WORD BOX

· an illustration	· brainstorming	· feedback
· pairwork	· a reward	· an optimist
· a preference	· creativity	· to accomplish
· a webcam	· to monitor	· a touchscreen
· flexible	· virtual	· volume
· handheld	· limited	· immersive
· a mouse pad	· courage	· a password
· memorable	· visual	· challenging
· preparation	· a partnership	· a folder
· an interaction	· accessibility	· technological

Bonus Mission

After each round, the group with the least points may challenge one of the other groups. The winner of the challenge round takes two points from the opponent group.

5 Build it! · Language in Use





1 **Read the dialogue quickly. Which of the following bold sentences describe future events?**

Felix : When is the next chess tournament?
Neva : I don't know. **Mr Kara announces the date next week.**
Felix : So, we still have time to practise for the tournament.
Neva : Yes. **We are training for the chess tournament during this week.**
Felix : That's nice but I don't want to train with Oscar.
Neva : **Because he is always beating you, right?**
Felix : Unfortunately.
Neva : Don't worry. **I am training with you for the next tournament.**
Felix : Thanks a lot, Neva.

2 **Watch the digital story and find sentences similar to the bold ones in Exercise 1. Take notes.**

3 **Tick (√) the examples you found in the digital story.**

- ☐ We're discussing your reports next week.
- ☐ Some learners are always overusing them.
- ☐ I'm using illustrations for the next group work.
- ☐ You're writing a research outline by the end of the lesson.
- ☐ We're establishing a great partnership this week.
- ☐ I am taking notes to outline at the end of the lesson.
- ☐ Mrs Cloud announces the groupwork topic in the next lesson.

Keep in Mind!

- They **study** in the faculty of medicine next year. (scheduled future event)
- Eren **is moving** to İzmir this summer. (arranged future action)
- Derek **is always arriving** at school late. (actions that cause irritation)

4 **Examine and discuss the sentences you ticked in Exercise 3 in pairs.**

e.g. We're discussing your reports next week. (arranged future action)

5 **Write the common points of the sentences in Exercise 3.**

6 **Notice the Keep in Mind! box and write the bold sentences in Exercise 1 in the correct column.**

a. **Scheduled future events fixed with timetables** →
b. **A planned future action that is already arranged** →
c. **An action describing irritation** →

7 **Read the dialogue below and underline the sentences that suit the columns in Exercise 6.**

Buket : Matteo, we are organising a surprise birthday party for our teacher tomorrow. Would you like to join us?
Matteo : I'd like to, but I can't. I am always missing the school basketball training. I can't miss it again. Otherwise, the coach won't let me play in matches.
Buket : Okay, no problem. I wish you good luck.
Matteo : Thank you, Buket. I hope I can stay on the team. We have a basketball match next Sunday. The other team is out of our league, so I really need to train hard.

Let's find out! **Complete the sentences with the following terms.**

Stative verbs (Simple Present Tense) - Dynamic verbs (Present Progressive Tense)
Dynamic verbs with "always" (Present Progressive Tense)

We use ..... when we describe scheduled future events fixed with timetables or plans.
We use ..... when we describe planned future actions that are already arranged.
We use ..... when we describe actions that cause irritation.

8 Notice the Remember! box and choose the correct option.

a. They seek a solution to the problem, **didn't / don't** they?
b. The students felt **bored / boring** because the topic was **bored / boring**.
c. Mr Johnson is informing the students about the principles, **isn't / doesn't** he?
d. She was **exciting / excited** about the **exciting / excited** news.
e. Billy installed the new application on his mobile, **doesn't / didn't** he?

Remember!

- We have an evaluation session tomorrow, **don't we?**
(Confirming or clarifying information)
- I'm **interested** in **interesting** technological improvements.
(Describing the situation that causes the feeling/how a person feels)

9 Work in pairs. Write two more examples for the Remember! box in Exercise 6.

10 Notice the Remember! box and write "either - or" or "neither - nor" in the blanks.

a. John is not interested in the competition because he is ..... satisfied with the reward ..... willing to win.
b. Technological tools are very useful for students; they can navigate the app using ..... with voice commands ..... a touchscreen.
c. With this app, it is possible to use ..... a webcam ..... a phone camera during an online connection.
d. They lost the debate because they showed ..... courage ..... determination.



Remember!

- You can select **either** the webcam **or** the mouse mat.
(Positive choice between two alternatives) (Accepts A or B)
- **Neither** the preparation **nor** the brainstorming boosts maximum creativity without teamwork.
(Negative choice between two alternatives) (Rejects both, not A or not B)

11 Work in pairs. Find and write the sentences from the digital story on page 177 for the functions given below.

a. **Confirming or clarifying information.** →
b. **Describing the situation that causes the feeling/how a person feels.** →
c. **Positive choice between two alternatives.** →
d. **Negative choice between two alternatives.** →

12 Work in groups. Write your sentences for the functions in Exercise 11. Write a short dialogue using the functions in Exercise 11. Then, act it out.

How to play

- Play the game in pairs.
- The teacher flips the coin and asks "Heads or tails?"
- Students play in turns.
- The student with the correct guess starts first.
- He/She tries to complete the first task.
- Each correctly completed task gives one more guess chance.
- Each correct guess moves the player to the next task.
- A wrong guess or uncompleted task passes the turn to other student.
- The student who completes the tasks first is the winner.

Task 1 You are organising a trip to a book fair. Write two sentences about this scheduled event.

Task 2 You want to go to a book fair. Write two sentences about your personal arrangements.

Task 3 You are in a library to study. Imagine and write two sentences about irritating actions happening around you.

Task 4 You are studying for an exam but you are not sure about the exam topics. Write two questions to ask your friend for confirmation.

Task 5 You are at a festival. Write two sentences expressing how the festival makes you feel.

Task 6 You are shopping. You have two options to decide. Write two sentences using "either…or" to compare them.

Task 7 You are at a restaurant and want to decline two dishes on the menu. Write two sentences using "neither…nor" to reject both dishes.

6 Read it! · Reading



1 **Tick (√) the methods and tools you use. Then, add one more.**

- ☐ Whiteboard teaching
- ☐ Flashcards & Posters
- ☐ Role-playing & Drama
- ☐ Worksheets
- ☐ Smart Boards
- ☐ Digital educational games
- ☐ Virtual Reality
- ☐ Online quizzes
- ☐ .....

2 **Read the dialogue quickly and choose what they are talking about.**

a. Responsibilities at school **b. IT exam preparation** **c. Learning methods**

Lara : Hi, Mehmet! Where are you going?
Mehmet : Hi, Lara! I'm going to the cafeteria. Mark and I are studying for the IT exam next week.
Lara : May I join you? I'm always having difficulties understanding the technological tools.
Mehmet : Sure, we can study together. Your IT exam is also next week, isn't it?
Lara : Yes, but I don't even know the main topics or the details about innovative technologies yet.
Mehmet : Don't worry. We can start studying either the main topics or the details first.
Lara : Thanks a lot, Mehmet.
(A few minutes later, they arrive at the cafeteria.)
Mehmet : There's Mark by the window. Let's go there.
Mark : Hi, Mehmet. I have been waiting for you. Please have a seat.
Mehmet : Thanks, Mark. This is my friend Lara.
Mark : Hi, Lara. Nice to meet you.
Lara : Hi, Mark. Nice to meet you, too.
Mehmet : Lara has an IT exam next week and she is joining us to study.
Lara : Because I have difficulties understanding the topic alone.
Mark : No worries, my friends call me the tech expert. You can ask me any questions about it. But I should mention that I failed the last IT exam.
(They all laugh)
Lara : Well, I can be the new tech expert here. Because I'm always failing the IT exams, too.
(They laugh again)
Mark : All right, dream team. Before we begin, let's have some coffee. We need to study hard because we all have an exam next week.

3 **Read the dialogue in groups of three quickly as a jigsaw. Then, discuss your part.**

4 **Read the dialogue again carefully and answer the questions.**

a. Why is Mehmet going to the cafeteria?
b. What is Lara's problem with technological tools?
c. In which sentence is Mehmet asking for confirmation?
d. What does Mehmet say to relax Lara?
e. What do his friends call Mark?

5 **Read the dialogue again and write T (True) or F (False). Correct the false statements.**

- ☐ a. Mehmet and Mark are studying for the IT exam next week.
- ☐ b. Mehmet asks Lara if she wants to study with them.
- ☐ c. Mark and Lara already know each other.
- ☐ d. Mark also failed the last IT exam.
- ☐ e. They don't need to study hard because they know the subject well.

6 **Work in groups. Talk about the advantages and disadvantages of studying with your friends. Give reasons for your opinions.**

7 Express it! · Writing



1 Read the text quickly and find a suitable title.



As we are students of the modern age, we can either prefer traditional or technological ways to learn. Both of them can be preferred for different purposes. Using textbooks, handwritten notes, and classroom discussions are some of the traditional methods that can help us focus and remember information better. But these methods can be considered old-fashioned and boring. So, we may need to find some fun and innovative activities for traditional methods. Warm-up, group work, role play, and gamification can be useful for the purpose. On the other hand, technology can make learning fun and fast through educational websites and interactive learning tools. The thing we need to consider is that monitoring too much can cause a lack of concentration. Limiting the use of technological tools can help prevent their negative effects. For a more enjoyable and effective learning atmosphere, we can adapt these two methods in balance together to our learning sessions.

2 Complete the sentences with your opinions, give reasons and share them with your peers.

a. The most effective traditional method is ..... .
b. ..... can be an educational traditional learning activity.
c. I like learning through technological activities like ..... .
d. Using too much technology in education can cause ..... .
e. To keep the balance in educational activities ..... .

WRITING TASK

Write a short paragraph about traditional and technological learning activities.

Use the following paragraph plan.

Paragraph 1: What type of learning methods do you prefer?
Paragraph 2: How can these activities support your learning?
Paragraph 3: What should you be careful about the activities?

Check your work.

- After writing your paragraph, read it aloud in class. Then, answer these questions with your classmates.

- Have you .....

- mentioned the type of learning methods you prefer?
- explained the benefits of the methods specified be careful parts?
- checked the vocabulary and grammar choice and use?

8 Discover it! · Culture

1 Ask the following questions to your peers and take notes.

a. What are the three learning methods you learn through better?
b. Which learning method do you have difficulty with?
c. What kind of materials do you need while learning?

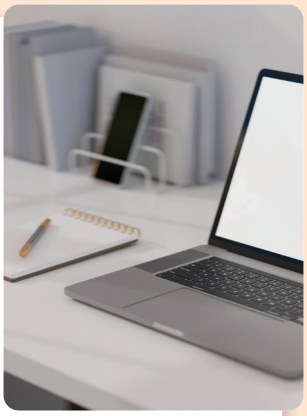
2 Write a short report for Exercise 1 and share it with your friends. Talk about the similarities and differences.

3 Read the paragraph quickly and circle the correct option.

The paragraph is about :

a. Classroom instructions | b. Learning approaches | c. Organising festivals

Differentiated Classroom



Learning preferences may vary, just like interests and capabilities. Some of us can learn better through visuals, while some learn better through hearing or touching. So, a traditional class where the teacher talks and the students listen can't be an effective way to educate the whole class. There are usually mixed-ability classrooms everywhere. Scientific studies on mixed-ability classrooms show that planning a lesson with visual, auditory, and kinesthetic approaches can create a dynamic and effective learning environment. The name of this approach is "Differentiated Instruction". It is one of the main topics in Türkiye's MoNE (Ministry of National Education) National Education Model.



Differentiated Instruction mainly creates a learning atmosphere for students with different interests and capabilities. There are six main principles of it.

Flexibility: Adapting teaching methods to student needs can boost total learning.

Respect for individual differences: Valuing diverse learning styles and abilities is another key element of achieving the goal.

Openness to change: Willing students can modify instructional approaches.

Balance between individual and group expectations: Students can meet both personal and collective learning goals during classes.

Each student progresses at her/his speed: Personalized learning progression provides suitable learning opportunities for each student.

Continuous, formative, and varied assessment methods: Ongoing, developmental evaluation using multiple approaches can be an effective way of learning.

4 Read the paragraph again and answer the questions.

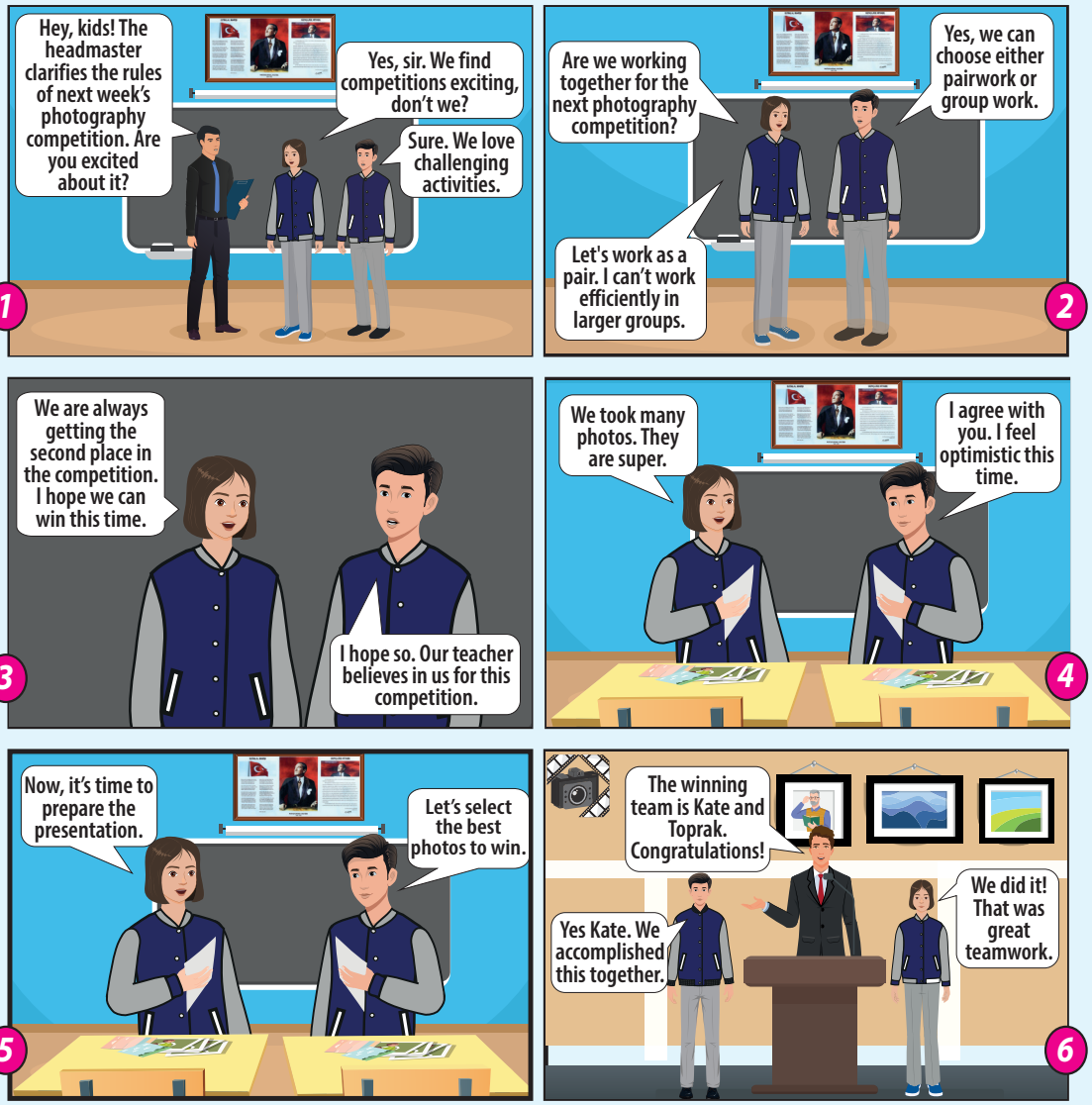
a. Why can't a traditional class educate the whole class effectively?
b. What is a mixed-ability classroom?
c. How can an effective learning environment be created?
d. What is differentiated instruction?
e. What are the principles of differentiated instruction?

5 Work in groups. Share your opinions about the method expressed in the text.

9 Revise it! · Review

1 Read the strip story and find out who the winner is.

Teen Team



2 Read the strip story again and answer the questions.

a. What is the teacher's announcement?
b. How do the students feel about the announcement?
c. What are the options Toprak mentioned about the groups?
d. Why does Kate prefer pair work?
e. How do Kate and Toprak feel about their past performances in competitions?

3 Talk in pairs. Ask and answer these questions.

a. Are you a competitive person?
b. Do you like attending competitions?
c. How would you describe Kate and Toprak's teamwork dynamic? Give examples.
d. How does this story illustrate the importance of teamwork?
e. If you were in the competition, would you choose pairwork or group work? Why?

4 Work in pairs. Act out the story by adding your own words.

10 Present it! · Reflection

1 **Draw a picture of your learning preferences or technologies. Then, present it to the class and explain why you like it. After the presentation, pin the picture on the noticeboard in the classroom.**

2 **Work in pairs. Ask and answer the following questions.**

a. How can traditional learning activities be modified?
b. What type of learning technologies do you prefer? Give reasons.
c. What do you think about student-centred education models?

PROJECT TIME

- Follow the instructions.

Topic : My Ideal Classroom

Task : Create a digital presentation or a short video project to describe your ideal classroom.

STEP 1 - Research the topic.

STEP 2 - Write down words or phrases related to the topic on the project map.

STEP 3 - Describe your preferences for learning activities.

STEP 4 - Describe your preferences for learning technologies.

STEP 5 - Explain why you believe these methods are effective for your learning.



- Write a brief paragraph about the presentation :

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	understand oral texts about scheduled future events and planned future actions.			
	express my opinions about learning preferences using proper words and phrases.			
	understand written texts about learning preferences and technologies.			
	write simple texts for diverse learning styles and technologies.			

Consolidation

11 Practise it! · Exercises





1 **Talk in pairs. What do you know about flipped classrooms?**

2 **Listen to the text and answer the questions.**

Track 2.3

a. What is the name of the innovative method they use in the science and technology classes?
b. How does this method differ from traditional ones?
c. What type of materials does the teacher provide to the students?
d. How can the students get ready for the classes in this method?
e. What type of activities can the students do during the classes?

3 **Work in groups. Brainstorm the benefits and challenges of the flipped classroom method.**

Benefits	Challenges
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

4 **Work in pairs. Talk about the challenges you find in Exercise 3 and find suitable solutions for them.**

e.g.

Challenge : Inequality in accessing the technology.
Solution : We can use offline materials like printed documents and worksheets.

5 **Match the sentences with the function boxes and write one more sentence for each box.**

a. We are organising a debate for our language class tomorrow.
b. My younger brother is always installing unnecessary apps on my laptop.
c. Our Science examination is on Thursday next week.

Scheduled future events fixed with timetables	.....
A planned future action that is already arranged	.....
An action describing irritation	.....

6 Talk in pairs. Share your opinions about the future of learning technologies. Do you think there will be great changes?

7 Read the script of a podcast and answer the questions.



Hello, everybody! I'm Steve, and welcome to my podcast, "Curious Minds". I always wonder how learning methods can be adapted to innovative, cutting-edge technologies. Today, I will share my opinions about the future of learning technologies. We have learnt a lot using traditional learning methods, but with rapid tech improvements, we must reform the new learning strategies. New technologies change the possible learning techniques for the future. Imagine this: students from different schools working together via virtual reality classrooms. There are no borders for creative thinking. How exciting it is. Yet, this can bring new questions to our minds. Can we provide equal tech opportunities for each learner, or does this mean another problem for equality? If you are interested in the topic, please subscribe and share your opinions in the comments.

a. What is the name of the podcast? .....
b. What does Steve always wonder? .....
c. What is the topic of the podcast? .....
d. How does he describe the traditional learning methods? .....
e. What type of classroom is imagined in the podcast? .....

8 Work in pairs. Ask and answer the questions with your friends.

1. Have you ever used Virtual Reality, VR, in your learning? If yes, how was it?
2. Which technology can affect the future of learning most?
3. How can the teacher's role change in the future?
4. What kind of problems can schools face when adapting learning technologies?
5. Should there be a limit for using technology in education?

9 Choose the correct option.

1. You can edit your profile either at the beginning or later on.
   a. You have only one option.
   b. You can choose between two options.
2. The students neither listened carefully nor understood the topic.
   a. The students didn't listen or understand.
   b. The students fulfilled their task.
3. Our neighbour's dogs are always barking at nights.
   a. We are not happy about it.
   b. There is no problem with the dogs.
4. The final exams start two weeks later.
   a. The exam date is not defined yet.
   b. This is a planned event.
5. The students are attending an art fair next Sunday.
   a. They attended the fair.
   b. They will attend the fair.

THEME 3



PERSONAL LIFE & WELL-BEING

Let's remember!

Overview of theme

EBA

Sub-themes

- Mobile phones and their impact on health and social life
- Personal preferences for films and visual arts

Functional Language

- Describing an action that was interrupted by another event (Past Progressive) or completed in the past (Simple Past)
- Asking short questions to confirm or clarify information (in the past) in the sentence
- Describing an ability in the past
- Describing past habits or routines that do not occur in the present
- Asking for specific information about a subject, an object, time, a place, manner and a reason
- Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location
- Clarifying the details in the sentence about the cause, direction, manner, time, and location

Target Social Language Expressions

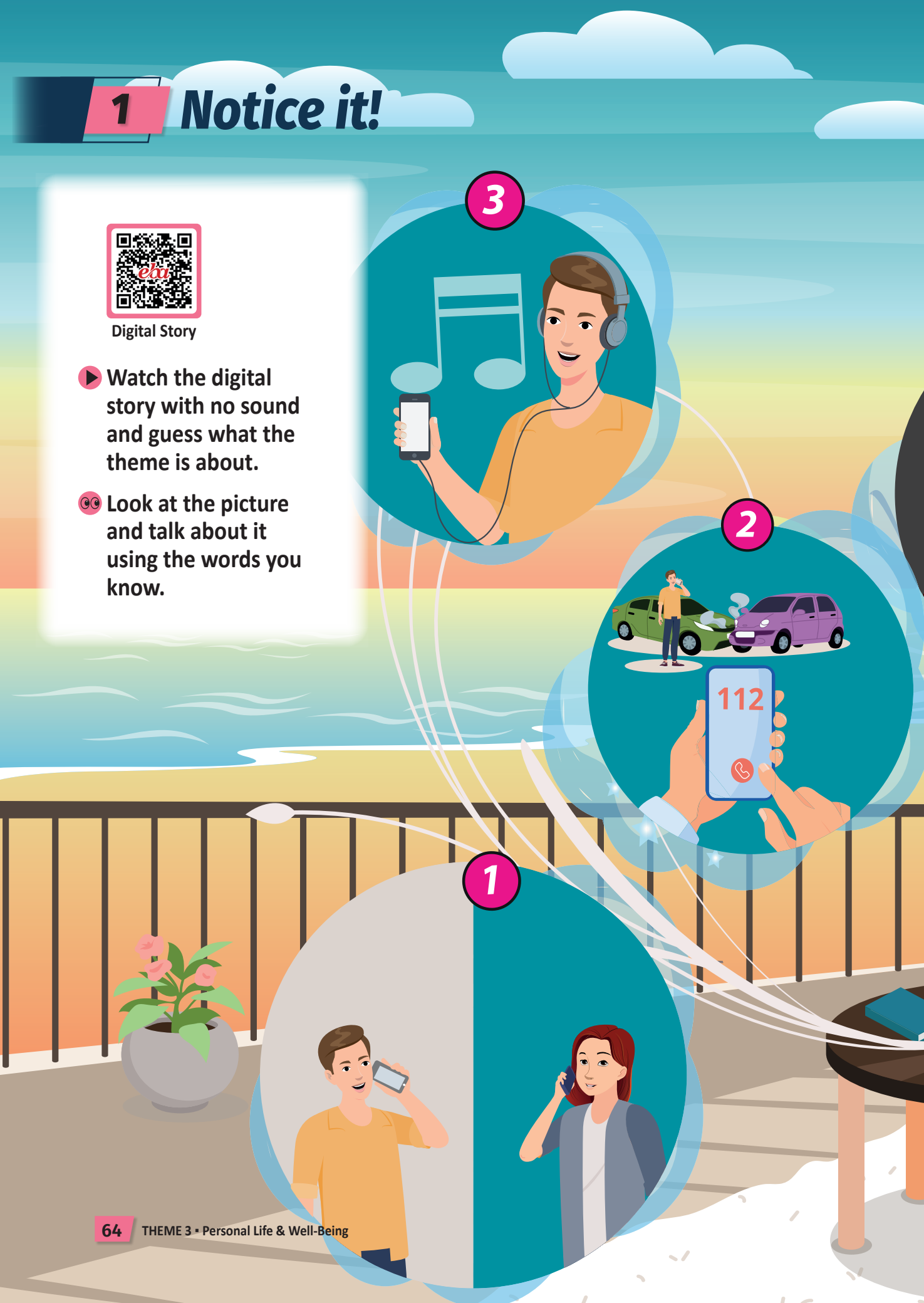
- Write this down, it's important!
- How do you feel?
- Is everything all right?
- She looks like a picture of health!

WARM UP • GO TO PAGE 171 • FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound and guess what the theme is about.
- Look at the picture and talk about it using the words you know.




5
6
4

2 Catch it! · Listening/Watching

Remember! What do you like doing in your free time?

1 ▶ **Watch the digital story and choose what the story is about.**


a. Responsibilities at school


b. Attending a chess tournament


c. Life in nature


d. Personal life

2 **Work in pairs. Watch the digital story again and tick (√) the activities you hear.**

- ☐ Joining a tennis tournament
- ☐ Using mobile phones
- ☐ Celebrating a national day
- ☐ Talking about future arrangements
- ☐ Expressing movie preferences
- ☐ Talking about past habits

3 ▶ **Watch the digital story again story and write T (True), F (False) or NI (No information). Check your answers with your teacher.**



- ☐ Ege dislikes using mobile phones.
- ☐ Ege's grandmother used to use less technology.
- ☐ Ege's parents bought some fruit when they went shopping.
- ☐ Ege's mother helped Ege to use his wheelchair.
- ☐ They agreed to watch a movie together.

4 👀 **Work in pairs. Look at the picture on pages 64-65. Tick (√) the activities related to the picture.**



- ☐ Fast and easy communication
- ☐ Making school a better place
- ☐ Going to a movie theatre
- ☐ Joining activities in nature
- ☐ Seeing a play
- ☐ Getting help in case of emergency
- ☐ Easy internet connection
- ☐ Visiting an art gallery

5 **Write the activities you tick (√) in Exercise 4 under the correct category.**

Impacts of mobile phones on social life	Personal preferences for entertainment

6 **Work in pairs. Read the dialogue below and make similar ones with the activities in Exercise 5.**


Taner

Do you find mobile phones useful?

Yes, of course. They provide easy and fast communication. What about you?

They are useful, but they may also cause health problems.


Rosalinda

7 **Read Elvin's podcast. Tick (√) the correct option.**

Elvin's podcast is about.....

- ☐ school routines and responsibilities.
- ☐ mobile phones and movie preferences.
- ☐ organising an event for a celebration.

Hi, everyone! I am sharing this podcast for my school project. I have got some questions for you, and if you answer them I will be very happy. Please write your answers in the comments. Thank you. I am looking forward to your response.

a. How often do you use your mobile phone?
b. What kind of apps do you usually use on your mobile phone?
c. Do you usually watch movies on your mobile phone?
d. When was the last time you watched a movie?
e. How was the last movie you watched?



8 **Ask and answer the questions in Exercise 7 in pairs.**

9 **Record a similar podcast in Exercise 7 at home. Then, share it with your class.**

3 Hear it! · Pronunciation



1 **Watch Scene 1 of the digital story and notice rises and falls. Repeat them as a whole class.**

Mom, I feel anxious! | Is everything all right? | Okay, Ege, no need to panic. Where are you now?

2 **Listen to the utterances and draw arrows for the rises and falls.**

Track 3.1

- How did you solve the connection problem?
- You couldn't share your photos on your vlog, could you?
- How long ago did you watch that movie?
- Did she finish the preview?
- He used to call you every day, didn't he?

3 **Listen to the tongue twisters and repeat them aloud.**

Track 3.2

- Can Ken can a can in a can shop?
- Where were the white whales when the waves went wild?
- Rehearsal refines the routine, doesn't it?
- Privacy matters most to us, but sharing secrets spreads stress.

Keep in Mind!

When did you go online?
They didn't arrive, did they?



4 **Follow the instructions and challenge your friends.**

Write the following words on ten pieces of paper and fold them. The teacher chooses two students for the challenge. Each student picks a word and reads it aloud. Each correct pronunciation gives a point.

privacy	anxiety	necessity	demonstrate	rehearsal
screenwriter	stunt	storyline	unconscious	isolate

4 Get it! · Vocabulary

1 Read the dialogue from the digital story quickly. Then, answer the question.

▪ What does Ege's mother prefer?



Grandma : We used to use less technology, Ege. But now, I like surfing the net.
Ege : Me, too, Grandma. I can't imagine a life without a mobile phone.
Father : You both act like you're addicted to your phones. Mobile phones make our lives easier, but on the other hand, overusing them severely affects our health and may cause health problems, anxiety and addiction. What about watching a film on TV instead?
Ege : Dad, I think you are right. People should restrict it to preserve privacy.
Mother : I hope so, dear.
Grandma : Watching a film sounds lovely. But I don't like dramatic and emotional films. I find them boring. Action and thriller films are my favourites. I adore sound effects, tension and stunts.
Mother : I think those kinds of scenarios might upset Ege. And I don't like sci-fi films, either. I find space and aliens scary. I prefer a film that cheers me up.
Father : Ege, you like animated films, don't you?
Ege : Yes, Dad. I love animations, but what about watching a comedy or a documentary instead?
Father : I know a good comedy that appealed to most comedy lovers recently. Its scenario is great, and the cast is full of very talented actors and actresses. It is not in English, but we can watch it with subtitles. Based on your criteria, let's go with a comedy, then.

2 Read the dialogue in groups of four quickly as a jigsaw. Then, discuss what they are talking about.

3 Complete the sentences according to the dialogue.

a. Ege's grandmother said they ..... use less technology in the past.
b. According to Ege's father, ... mobile phones may cause health problems.
c. Ege's grandmother prefers ..... and ..... because she likes tension.
d. Ege's mother finds space and aliens scary, so she doesn't like ..... .
e. They decided to watch ..... .

4 Match the words with the definitions. There is an extra definition.

a. addicted
b. restrict
c. adore
d. stunts
e. subtitles

..... 1. a dangerous and difficult action, especially as a part of a film
..... 2. to limit the size or amount of something
..... 3. a written translation of a dialogue on the screen
..... 4. a description of how things might happen in the future
..... 5. to love somebody or something very much
..... 6. unable to stop doing something as a habit, especially something harmful

5 Complete the dialogue with the words below. There is an extra one.

dramatic / scenario / tension / emotional / sound effects

Eda : Did you like the film's _____ ?
Yağız : Yes, I liked the description of the events. I also enjoyed the _____ .
Eda : So did I. The music made me _____ , and I cried in some scenes.
Yağız : I cried, too. Because the film was a _____ one.

6 Read the blog quickly. What is Anna's motto?

https://www.blogshare.org/annasblog



Anna's Blog

Increasingly, people are becoming **isolated** because they are overusing technology nowadays. During the pandemic years, many people around the world needed medical aid, lost their **welfare**, and became unaware of their standard lives. Only a **minority** of people could trace the factors influencing their quality of life. Some people still have a **bias** against technology, but it's a fact that mobile phones provide significant assistance to people in many aspects. People tried to preserve their health by keeping social distance, so instead of gathering in person, they used their mobile phones to friend others. Millions of students could monitor their lessons through remote learning. However, mobile phones can also harm our lives **severely**.

To me, addiction is the most common problem related to mobile phones. People addicted to their phones usually feel disconnected from real life. We should stop being so dependent on technology and take control of our personal lives. Is it too late to regulate and heal our social lives? Of course not. Write this down, it's important! Here is my motto: "Stay connected, but not dependent!"

7 Write the bold words with similar meanings in Exercise 6.

a. Students are **continuously** / ..... using online resources for learning.
b. The teacher **separated** / ..... the classroom into two groups.
c. Helping others can give you a sense of **happiness** / ..... .
d. Only the **subgroup** / ..... of students completed their tasks on time.
e. Unhealthy diets can **seriously** / ..... damage your health.

8 Work in pairs. Match the bold words in Exercise 6 with their definitions below.

▪ affecting something very badly or seriously	.....
▪ without much contact with other people, becoming lonely	.....
▪ personal opinions that affect your ideas, usually in a negative way	.....
▪ general health, safety, and happiness	.....
▪ less than half of a group or something	.....
▪ becoming more and more all the time	.....

9 Write six sentences with the words you found in Exercise 8 and share them with your friends.

e.g. Increasingly, people are using technology in every part of their lives.

a. .....
b. .....
c. .....
d. .....
e. .....
f. .....

10 SURVEY Do a survey about your friends' mobile phone usage. Use the questions below. Take notes and write a report.

a. What are the useful aspects of a mobile phone?
b. What are the harmful aspects of a mobile phone?
c. What type of movies do you watch on your mobile phone?

Report of the survey	
e.g.	Two students use mobile phones for entertainment. Three students find mobiles harmful for eyes.
a.	c. .....
b.	d. .....

How to play

- Form teams of four or five students. Choose a name for your group.
- The teacher writes the names of the groups on the board.
- The teacher writes each word in the word box on a piece of card separately.
- The teacher folds the cards and puts them in a box.
- Then the teacher picks one of the cards at random and writes the word on the board.
- Each team writes a funny sentence using this word on a piece of paper in 1 minute.
- A funny sentence with correct structure gets 1 point. Sentences with the wrong structure will not get a point. If the sentence is pronounced correctly, the team gets 1 extra point.
- The points are written on the board.
- The teacher decides on the funniest sentence for each turn and gives 1 extra point to it.
- The team with the most points at the end of the game wins.

e.g.

- **sci-fi**

People used to watch sci-fi in the Ice Age.

WORD BOX

- addiction
- anxiety
- necessity
- inbox
- privacy

WORD BOX

- subtitle
- sci-fi
- animation
- thriller
- a masterpiece

WORD BOX

- to adore
- to edit
- to restrict
- to heal
- to overuse

WORD BOX

- dependent
- emotional
- mindful
- significant
- dramatic

5 Build it! · Language in Use

Vocabulary · Pronunciation · Grammaring · Listening/Watching · Reading · Writing · Speaking

1 Read the school post quickly and answer the question.

Who doesn't like using technology?

In this week's post, we asked how students use technology. Here are the answers:

*For our last project work, I used my mobile phone **when** I searched for some information on the Internet.* — Carla

*I **used to** surf the Internet too much when I was younger, but now I prefer watching movies on TV.* — Leyla

*I hardly ever use technology because I find it useless. People lived without technology in the past, **didn't they**?* — Max

*Our parents **used to** go to the library to do research, but now we can find everything on the Internet.* — Selim

2 Read the school post again and write T (True) or F (False).

- ☐ a. The school post is about movie preferences.
- ☐ b. Carla used her mobile when she did online shopping.
- ☐ c. Leyla was addicted to the Internet.
- ☐ d. Max used to use technology for all duties.
- ☐ e. Selim's parents used to do research in the library.

3 Work in pairs. Read the school post again and answer the questions.

a. Why did Carla use technology?
b. When did Leyla use to surf the net?
c. Why does Max hardly ever use technology?
d. Where did Selim's parents use to go?
e. How many students prefer using technology?

Remember!

- **How long ago** did you watch that movie?
- The play started **at** 9 p.m.

4 Watch the digital story again and put the sentences in the correct order.

- ☐ We **did not** have more amusement options than we have now.
- ☐ You didn't touch any other electronic devices, **did you?**
- ☐ There **used to** be more power cuts **when** we were young.
- ☐ **So do I.** Let's go downstairs.
- ☐ We **used to** use less technology, Ege.
- ☐ She was baking cookies in the kitchen **when** I came upstairs.

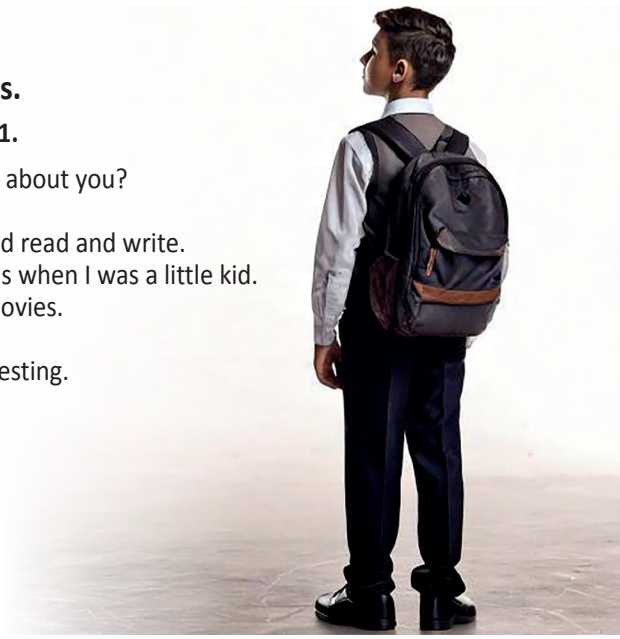
5 Work in pairs, study the sentences in Exercise 4 and write the numbers next to the correct function box.

Function box	Numbers
Combining interrupted actions in the past →	
Short questions to confirm or qualify →	
Describing an ability in the past →	
Expressing agreement about a situation →	
Describing past habits →	

Keep in Mind!

- I was reading a book **when** she entered. (combining sentences)
- We **used to** walk to school. (past habit)
- Alice watched the play, **didn't she**? (confirmation)





6 Read the dialogue below and answer the questions.

Emir and Sarah are talking about the school post in Exercise 1.

Sarah : I don't agree with Max. I always use technology. What about you?
Emir : So do I. I use technology almost everywhere.
Sarah : Me too. I **could** use a mobile phone even before I could read and write.
Emir : **So could I.** My favourite activity was watching cartoons when I was a little kid.
Sarah : It is still my favourite. I also like watching emotional movies.
Emir : What other types do you prefer?
Sarah : I sometimes watch sci-fi movies, too. I find them interesting.
Emir : Maybe we can watch a movie together later.
Sarah : Why not?

a. Why doesn't Emir agree with Max?
b. What could Sarah do before she could read and write?
c. What type of movie did they agree to watch?

7 Use the bold words/phrases in Exercises 1 and 6 to complete the dialogues below. Then, act it out.

Sue Aylin and Ondra studied together for the project, (1) .....?

Can Yes, they finished their project (2) ..... the recess bell rang.

Ela My little sister (3) ..... ride a bike before she was four.

Sam (4) ..... . My father and I (5) ..... ride in the park every weekend when I was three.

Remember!

- She learned it **from** the podcast.
- We searched **for** movie types.

Keep in Mind!

A: I got it.
B: **So did I.** Let's try it. (expressing agreement)
- My son **could** play the guitar when he was six. (describing past ability)



Let's find out! **Complete the sentences with the following terms.**

Interrupted actions (Simple Past Tense versus the Past Progressive Tense)
Past ability ("Could" for past ability) Past habits ("used to" for past habits)

We use ..... when we talk about an event interrupted by another event in the past.
We use ..... when we talk about an ability in the past.
We use ..... when we talk about habits or routines that do not occur in the present.

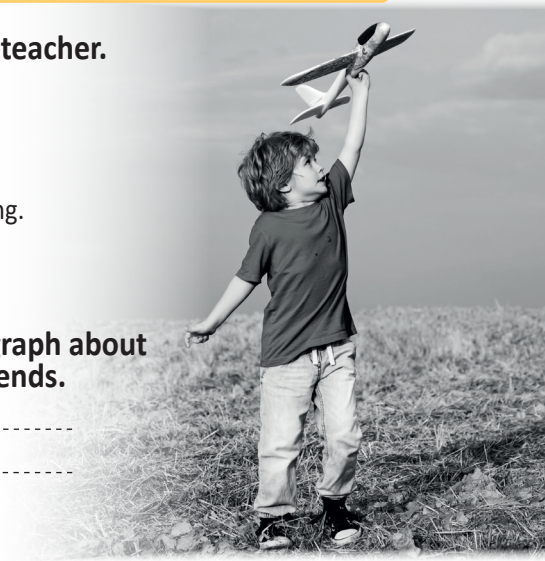
8 Circle the correct option. Check your answers with your teacher.

a. We **didn't use / use** to watch sci-fi movies years ago.
b. My father didn't like the film, **when / either**.
c. She **was / used to** play with dolls.
d. The teacher stopped the recording **why / when** the recess bell rang.
e. Ahmet **could / can** speak two languages at the age of four.
f. My friends live in this neighbourhood, and **didn't they / so do I**.

9 Look at the Keep in Mind! boxes and write a short paragraph about your past habits and past abilities. Share it with your friends.

When I was _____

_____



Work in pairs and complete the tasks below.

TASK 1 — **Answer the questions.**

- What did you do after dinner yesterday?
  .....
- What was the last movie you watched?
  .....
- What could you do or what couldn't you do before you started school?
  .....
- How old were you when you learned to ride a bike?
  .....
- Did you usually use to get up late last summer?
  .....
- Where did you use to go on holiday?
  .....

TASK 2 — **Write your friend's answers.**

- What did you do after dinner yesterday?
  .....
- What was the last movie you watched?
  .....
- What could you do or what couldn't you do before you started school?
  .....
- How old were you when you learned to ride a bike?
  .....
- Did you usually use to get up late last summer?
  .....
- Where did you use to go on holiday?
  .....

Time to Speak

A volunteer comes to the board. He/She remembers his/her own answers and combines them with his/her friend's answers.

e.g. a. I read a book when Nehir watched a movie after dinner yesterday.
b. The last film I watched was a comedy, and Nehir watched a comedy, too.
c. I could read books before I started school, but Nehir couldn't read books before she started school.
d. When I was six, I could ride a bike, but Nehir could ride a bike when she was seven.
e. I used to get up late last summer, but Nehir didn't use to get up late last summer.
6. I used to go on holiday in Mersin and Nehir used to go on holiday in Mersin, too.

Each sentence combined correctly gets 1 point.

Bonus Task

When the volunteers are finished, the students who can remember the volunteers' combined sentences will get a bonus point for each correct sentence.

6 Read it! · Reading

1 What is the best way of communication for you? Tick (√) your choices. Share it/them with your peers.

- ☐ face-to-face communication
- ☐ making phone calls
- ☐ instant messages
- ☐ writing emails
- ☐ making video calls
- ☐ other _____

2 Read the text quickly and answer the question.

When did people use to gather more often?



Impacts of Mobile Phones on Our Lives

As human beings, we are all unique individuals with our own thoughts, preferences, and lifestyles. However, we still need a social life for our well-being. People used to gather more often in the past. Many of our grandparents used to visit their friends and relatives. She looks like a picture of health! They used to complete their tasks together to make them easier. Today, we use technology to keep in touch. Using mobile phones as a communication tool is quite common nowadays. People often use mobile phones instead of meeting face-to-face. They make our lives easier, but overusing them may cause some problems. Spending long hours in front of screens may cause vision problems and headaches. Digital addiction and anxiety may be the other side effects of following constant notifications.

People used to have various entertainment preferences, like open-air cinemas and theatres, in the past. Young people used to play different games with their friends for fun. However, personal preferences have changed, and watching movies on portable devices has become very popular. People can choose from countless genres like animation, comedy, drama, sci-fi, adventure, or action on various digital platforms. These options make it easier to find entertainment, but we need to be careful not to become a technology-dependent person. By using technology wisely, we can both stay connected to social life and protect our personal privacy for well-being.

3 Read the text in groups as a jigsaw. Each group writes the related sentences under the correct column and the groups compare the differences between their sentences.

Sentences about past habits	Sentences about present habits
_____	_____
_____	_____
_____	_____
_____	_____

4 Read the text and tick (√) the statements that are <u>not</u> expressed about mobile phones.

- ☐ Entertainment options
- ☐ The inventor of the mobile phone
- ☐ Types of mobile phones
- ☐ Possible health problems
- ☐ The ways to use mobiles wisely
- ☐ Contributions to life

5 Read the text again and complete the sentence with the possible negative effects. Write an extra one.

Overusing mobile phones may cause .....

a._____ d._____

b._____ c._____ e._____

7 Express it! · Writing

1 **Have you heard any of these artists before? Who are they?**

Mihri Müşfik Hanım | İbrahim Çallı | Osman Hamdi Bey | Etem Çalışkan

2 **Read the paragraph quickly and answer the question.**

How many artists did Meltem learn about in the museum?

Hi, my name is Meltem. I have visited an art museum for my project and it was wonderful. The paintings were really eye-catching. The style of the artists inspired me a lot. I learned that Mihri Müşfik Hanım was one of the first female Turkish artists. She started modern art in Türkiye by drawing famous people's portraits. Another famous artist was İbrahim Çallı. His paintings were mainly focused on nature and the environment. He educated many well-known artists and introduced a new perspective through his paintings. I also saw the paintings of Osman Hamdi Bey. He was an artist and archaeologist, too. He established Mimar Sinan Fine Arts University and the İstanbul Archaeological Museum. I also learned more facts about another artist, Etem Çalışkan, who was a famous calligraphy artist. He designed Mustafa Kemal Atatürk's signature and photos used in the school books.



3 **Read the paragraph again and complete the sentences.**

a. Meltem ..... an art museum for her project work.
b. Mihri Müşfik Hanım started ..... in Türkiye by drawing portraits.
c. İbrahim Çallı ..... a new perspective through his paintings.
d. Osman Hamdi Bey ..... a university and a museum.
e. Etem Çalışkan ..... Mustafa Kemal Atatürk's signature and photos.

4 **Read the example below and write your own paragraph according to the writing task.**

e.g.

There were many successful actors in Turkish theatre. One of the most important figures was Muhsin Ertuğrul. He was the founder of modern Turkish theatre. He wrote and directed many plays and films during his life. He is known as the father of Modern Turkish theatre.

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WRITING TASK

Describe a famous person from Turkish theatre.

Use the following writing plan.

1: Who was the person?
2: What were his/her contributions?
3: What do people think about him/her?

Check your work.

- After writing your text, read it aloud in the classroom. Then, answer the following questions with your classmates.
- **Have you .....**
• mentioned a person?
• described that person's contributions?
• added people's opinions?
• checked the vocabulary and grammar choice and use?

8 Discover it! · Culture

Listening/Watching · Speaking · Writing · Vocabulary · Grammar · Pronunciation · Reading

1 Look at the titles and pictures. Have you heard any of these facts about Türkiye?

Türkiye in International Films

Some scenes of "The Chronicles of Narnia: The Voyage of the Dawn Treader" were filmed in Türkiye in 2010. They filmed several scenes along the Mediterranean coast in the Antalya region. The "Lone Islands" scene was shot in Adrasan Bay in Çavuşköy. In an action scene filmed in Phaselis Ancient City. The lead star ran through the ancient streets as he escaped from his enemies. While they were filming calm sailing scenes, the lead star was sailing on the sea of Konyaaltı Beach.



Introduction of GSM

Before Türkiye adopted GSM as its mobile standard in 1990, people couldn't use mobile phones. They used to communicate by corded phones. In 1993, the first GSM service became available when a service provider offered GSM services. The number of mobile phone users increased after TURKSAT-1B (1994) and TURKSAT-1C (1996) satellites were launched. Today, millions of people use mobile phones for various purposes.



Turkic Culture Theatres

Türkiye started a cultural cooperation in 1993 when Türkiye, Azerbaijan, Kazakhstan, Kyrgyzstan, Uzbekistan, and Turkmenistan signed the agreement for TÜRKSOY, the International Organization of Turkic Culture. Many cultural events have been organised to strengthen the unity and brotherhood of the Turkish people, to pass the common Turkish culture to future generations, and to introduce it to the world. Every year, Konya State Theatres hosts the "Bin Nefes Bir Ses" theatre festival in Konya, which brings together countries where theatre is performed in the Turkish language.



Movie sets in Türkiye

Several international films have been set in Türkiye. One of the film sets was built in Konya in 2021. The Ministry of Environment and Urbanisation devoted 390.000 m2 of land to TRT. The set was designed and built by TRT and the Konya Metropolitan Municipality in cooperation. TRT started to film a new series when the project was completed. This international film set is now ready to host filmmakers from all over the world.



2 Read the information again and answer the questions.

a. Where were some scenes of the film "The Chronicles of Narnia" filmed in Türkiye?
b. Why did the number of mobile phone users increase between 1994 and 1996?
c. What is the aim of TÜRKSOY?
d. When was the film set in Konya built?

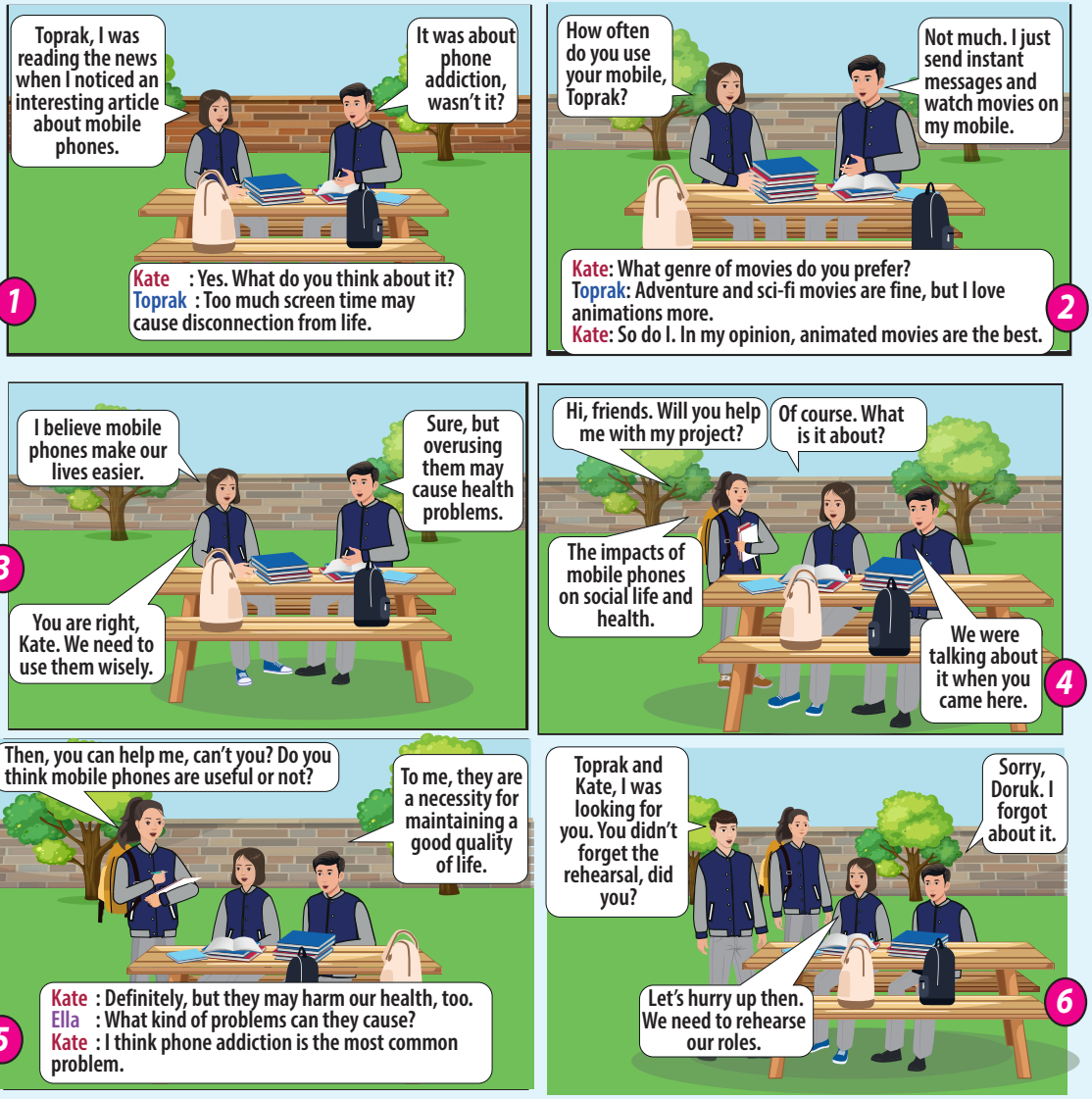
3 Work in pairs. Which of the texts above do you find interesting? Share your opinions with your friends.

9 Revise it! · Review

Listening/Watching · Reading · Writing · Speaking · Vocabulary · Grammar · Pronunciation

1 Read the strip story and find out who has a project duty.

Teen Team



2 Read the strip story and answer the questions.

a. When did Kate notice the interesting article?
b. What types of movies does Toprak prefer?
c. What is the topic of Ella's project?
d. What is the most common problem according to Kate?
e. Why was Doruk looking for Toprak and Kate?

3 Talk in pairs.

a. What kind of applications do you use on your mobile phones?
b. How can mobile phones be useful for educational activities?
c. What is the most common problem about using mobile phones?
d. How often do you watch movies?
e. What types of movies do you prefer?

4 Talk in pairs about the possible changes in mobile phones in the near future.

5 Work in pairs. Act out the story by adding your own words.

10 Present it! · Reflection

1 **Work in groups. Choose one of the topics below and answer the questions to share your ideas about the topic.**

a. Why do you choose this topic?
b. What kind of experiences and opinions do you have for the topic?
c. Share some examples about the topic.

- Effects of mobile phones on health
- Effects of mobile phones on social life
- Personal preferences for movies
- Personal preferences for visual arts

2 **Complete the Exercise below. Then, share them with your classmates.**

The things I have learned in the theme	The things I already know
_____	_____

PROJECT TIME

- Follow the instructions.

Topic : Your favourite film

Task : Create a presentation about your favourite film. Share it with your peers.

STEP 1 - Choose your favourite film.
- Express why you like it.

STEP 2 - Write down words or phrases related to the topic on the project map.

STEP 3 - Describe your favourite characters and important scenes.

STEP 4 - Express your feelings about the film.

STEP 5 - Present it in the class.



- Write a brief paragraph about the presentation :

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and understand speeches about the impacts of mobile phones.			
	listen to and follow personal preferences for films and visual arts.			
	read and follow the paragraphs about past habits and past abilities.			
	ask and answer questions about past events.			
	write paragraphs about the actions in the past.			

Consolidation

11 Practise it! · Exercises



1 **Have you ever participated in an event? Share your experiences with your friends.**

e.g. My friends and I joined a poetry competition last year. We couldn't win it, but we listened to many nice poems. They all sounded unique and wonderful. We had a great time together.

2 **Listen to the dialogue and answer the questions.**

Track 3.3

a. What are the students talking about?

.....

b. What did Mrs Kelly say to ask Selen her opinions about the festival?

.....

c. What could Selen do when she was at the festival?

.....

d. What did Victor say about his past habits in the village?

.....

e. What did Defne do about the drama at the festival?

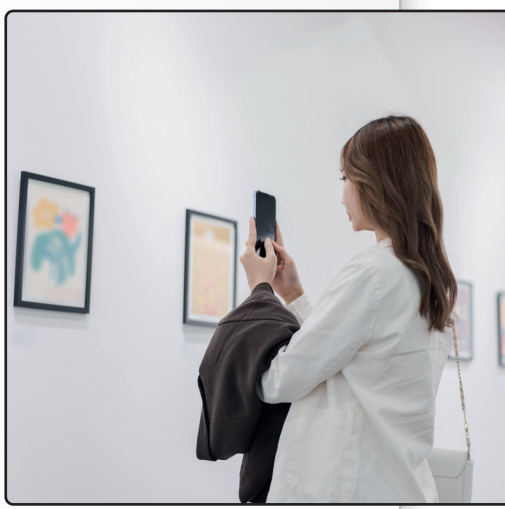
.....

f. What did Harry prepare for the festival?

.....

g. How did Yiğit express the visitors' opinions about his program?

.....



3 **Listen to the dialogue again and complete the sentences.**

Track 3.4

a. Selen joined ..... branch at the festival.
b. Victor ..... live in a village before he moved to the city.
c. Defne is in the school ..... .
d. Harry prepared ..... about film production technologies.
e. Yiğit designed a program for ..... .
f. Mrs Kelly thinks the students did ..... at the festival.

4 **Work in pairs. Imagine that you attended a music festival. Read the dialogue below and write a similar one. Then, act it out.**

Irmak : I am crazy about music. I attended a music festival when we went to İstanbul last week.
Jeremy : How nice! What did you do there?
Irmak : I attended the concerts and listened to many popular songs.
Jeremy : You enjoyed your trip to İstanbul then, didn't you?
Irmak : Absolutely. It was a great week for me.

.....
.....
.....
.....
.....
.....



5 Read the paragraph and answer the questions.

Past Technologies



Anything that makes our lives easier may be called technology. Technology is a living concept, so it is changing continuously. Technology can simplify hard tasks for everyone. Centuries ago, people used to use simple items for their daily routines. Even simple wheels made of stones could be the latest technology then. People could travel longer distances easily with the help of those stone wheels.. The invention of steam-powered machines, electricity, and computer technologies followed one another. Human beings used them for many purposes, didn't they? Thanks to them, we could live more comfortably. There were many other technologies we used to use before, but most of them are not as popular now. In the recent past, we started using mobile phones in nearly every part of our lives. Just like the earlier technologies, they may lose their popularity over time. Who knows, we may not even need them anymore soon.

a. What may be called technology according to the paragraph? .....

b. Which sentence is describing a past habit? .....

c. Which sentence is describing an ability in the past? .....

d. Which sentence is asking for clarification or confirmation? .....

e. What do you think about the last sentence of the paragraph? .....

6 Work in pairs. Talk about your past abilities and habits.

e.g.

Mustafa I could play the guitar before I started school.

Fatma I used to watch cartoons when I was younger.

7 Work in pairs. Write meaningful sentences using the phrases and question tags below.

- used to swim
- was he
- could play
- didn't they
- couldn't climb
- didn't use to do
- could run fast
- used to get up
- weren't you
- didn't use to walk
- did you
- couldn't read

e.g. I used to swim with my friends when I went on holiday.
Your little brother wasn't there with you, was he?
My grandmother could play volleyball with us when she was younger.

a. .....

b. .....

c. .....

d. .....

e. .....

f. .....

g. .....

h. .....

THEME 4



FAMILY LIFE & HOME

Let's remember!

Overview of theme

EBA

Sub-themes

- Relationships, problems, and solutions in the family
- Different families and family houses

Functional Language

- Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present
- Describing actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of the action
- Confirming information, encouraging agreement, seeking reassurance
- Comparing two or more things or people using regular or irregular adjective forms
- Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help
- Asking about the duration of an action or event

Target Social Language Expressions

- My grandma makes the best biscuits!
- It feels so cosy in our house!
- Home sweet home!
- A house divided against itself cannot stand!

WARM UP • GO TO PAGE 171 • FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound and guess what the story is about?
- Look at the picture and talk in pairs about it with the words you know.













2 Catch it! · Listening/Watching

Remember! What kind of house do you live in? Talk in pairs with the words you know.

1 Tick (√) the words/phrases that you know.

Types of Families		Types of Houses	
☐ A nuclear family	☐ An extended family	☐ A farmhouse	☐ A flat
☐ An immediate family	☐ A foster family	☐ An eco-house	☐ A hut

2 Talk in pairs about the words/phrases in Exercise 1.

e.g.



Henry

I have a nuclear family. We live in a flat.

We've moved to an eco-house.



Melike

3 Watch the digital story and do the Exercises a and b.

a. Tick (√) the topics you don't hear.

☐ School life	☐ Science projects	☐ A study club	☐ Problems and solutions in the families
☐ Family relationships	☐ Technology	☐ Identical twins	
☐ Celebration events	☐ Different Families	☐ Shopping	☐ Different family houses

b. Put the sentences in the correct order.

☐ Lina couldn't get used to living in her new house.	☐ Mia and her mum are talking about her school life.
☐ Mia offers to start a study club as a solution.	☐ Mia says she has overcome some obstacles.
☐ Mia promises to study regularly.	☐ Mia's mum makes cookies for her.

4 Match the pictures with the problems. There is an extra one.

a. need for studying more
b. a disagreement in the family
c. a wedding anniversary
d. conflicts between identical twins
e. misunderstandings among friends
f. not to sleep at night

1 ☐ 

2 ☐ 

3 ☐ 

4 ☐ 

5 ☐ 

5 Talk in pairs about the problems above. Give reasons.

e.g.

Clara I cannot sleep at night because our neighbour is too noisy.

Beren My room is too small because we have just moved to a tiny house.

6 Look at the picture on pages 82-83 and think of the answers to the questions. Talk in pairs.

a. Where are the people?
b. How many adults and children are there?
c. What kind of houses are there?
d. What kind of families can you see?
e. What are the people doing in the picture?
f. Which house do you prefer to live in? Give reasons.



e.g.

Eris The identical twins are reading a book now.

Sally The tiny house is unique and pretty.

3 Hear it! · Pronunciation

Vocabulary · Pronunciation · Grammaring · Listening/Watching · Reading · Writing · Speaking

1 Listen to the dialogue and notice the bold letters. Then, act it out.

Track 4.1



Senem

Have you **e**ver **a**ttempted to **a**dopt **a** **d**ifferent lifestyle in the **c**ity centre?

Not yet. I am **e**ager to live in **a** **b**ig **e**co-house in the **c**ountryside.

Really? It sounds relaxing!



Ecem

2 Listen to and repeat the words below. Notice the first letters. Then, find and write more words for each group.

Track 4.2

air - ask	broad - bond	conflict - central	debate - difficult	embrace- emotional

3 Circle the words with different first sounds. Check them with your teacher.

a.	answer	acrobatic	apple
b.	concert	company	century
c.	ecology	egg	empty
d.	animal	aid	aunt
e.	city	conflict	coach

4 Listen to the tongue twisters. Then, repeat them as a whole class.

Track 4.3

Betty Botter bought some butter.

Cooks cook cupcakes quickly.

Elizabeth has eleven elves in her elm tree.

5 Have a competition to say the tongue twisters correctly and fluently in 20 seconds.

6 Draw funny pictures of the tongue twisters. Then, pin them on the noticeboard.

4 Get it! · Vocabulary

1 **Read the dialogue in Scene 1 of the digital story below and underline the words you don't know. Then check them with your teacher.**

Mother : All right, Mia! It's time to study more if you want to be a hardworking student at school. You have finished your homework, haven't you?
Mia : Yes, Mum. I don't think it's enough. I need something new. I don't want you to blame me if I fail.
Mother : You say you feel upset when you get lower marks. I know you'd like to be a better student.
Mia : That's right. I regret not studying hard enough before, but now I've decided to adopt a new study approach.
Mother : Great, Mia. I hope you feel proud of your achievements and enjoy a happier and more fulfilling life.

2 **Match the words with their definitions. There is an extra definition.**

a. to blame b. to fail c. to regret d. to adopt e. fulfilling

☐ 1. causing somebody to feel satisfied and useful
☐ 2. to think or say that somebody/something is responsible for something bad
☐ 3. to start to use a particular method
☐ 4. to not be successful in achieving something.
☐ 5. to feel sorry about a situation
☐ 6. a method of a computer system

3 **Complete the sentences with the words below. There is an extra word.**

fulfilling / adopt / blame / eldest / regrets / fails

a. If Mia _____, she doesn't want her mum to _____ her.
b. Mia _____ when she doesn't study hard enough.
c. Mia has decided to _____ a new study approach.
d. Mia will have a more _____ life.

4 **Make a similar dialogue with the words in Exercise 2 in pairs. Act it out.**

5 **Match the halves.**

An identical	- heating system	e.g.	1. an identical twin
Air	- room		2. _____
A central	- mate		3. _____
An eco	- family		4. _____
A room	- house		5. _____
A store	- conditioning		6. _____
An extended	- twin		7. _____

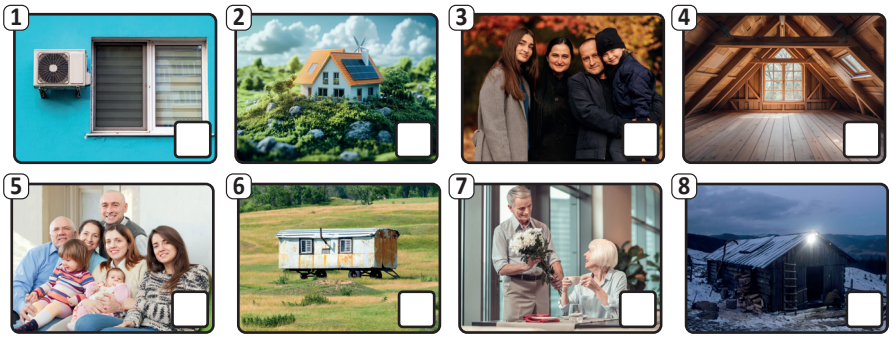
6 **Write four sentences with the combinations in Exercise 5. Share them with your peer.**

e.g. There are air-conditioning units in hotel rooms.

a. _____ c. _____
b. _____ d. _____

7 Match the words/phrases with the pictures. There is an extra one.

a. an anniversary
b. an attic
c. an eco-house
d. a hut
e. a mobile home
f. an extended family
g. a nuclear family



8 Read the diary quickly and say what the problem is.

Dear diary

I feel so emotional today. I'm more sensitive than usual. I have just visited my friend's farmhouse. It is farther from the city than the one I visited last year. My friend, Sally, and I have been working for hours decorating her room in the attic.

Suddenly, Sally started to cry. At first, I didn't understand what was happening. After a while, she talked about a conflict with her parents. She wants to go to another city for high school, but her parents do not allow her. She feels so desperate and pessimistic. I tried to console by saying, "Time heals all wounds!"



Amanda

9 Read the text and underline the words you don't know. Then, talk about them with the whole class.

10 Read the text again and tick (√) the correct column.

	Emotional	Desperate	Pessimistic	Sensitive
Amanda				
Sally				

11 Talk in pairs when you feel the emotions in Exercise 10 as in the example.

e.g. **Taner** I feel emotional when I miss my grandparents.

12 Read the text carefully and match the questions with the answers. There is an extra one.

a. How does Amanda feel today?
b. Where is the farmhouse?
c. Which room have they been decorating for hours?
d. What is the problem between Sally and her family?
e. How did Amanda console Sally?

1. Saying, "Time heals all wounds!"
2. Emotional and sensitive.
3. Her family doesn't allow her to go to another city for high school.
4. It is farther from the city.
5. Sally's room in the attic.
6. They are having dinner.

▪ The teacher chooses a problem from the "Problem Pack" and reads it to the group.

- Play in two groups and take turns.
- Each group has two minutes to find solutions to the problem and present them to the class.
- The teacher holds time for each group.
- After each presentation, the teacher and other students give feedback and points. They can ask questions about the solutions.
- The group with the most points wins the game.

Problem : Henry has a problem with his sister. They cannot share their room and the things they own.
Solution : Henry talks about the problem with his sister sincerely. They are both willing to solve the problem. Then, they decide to ask each other for permission before using one another's belongings.

Note : Use these sentences in your solution presentation!

- It feels so cosy in our house!
- Home sweet home!
-A house divided against itself cannot stand!

Problem

- An identical twin has a problem. They don't get on well with each other.
- An extended family lives in a small and crowded flat.
- A nuclear family lives in a tiny house. They need more space.
- The farmhouse is too close to the industrial area. There are both noise and pollution problems.
- A mobile house can't find a suitable place near downtown.
- The eldest sister always accuses her siblings of keeping their room untidy.
- Jane is so hopeless that she doesn't want to do anything.
- My friend is defensive. He always denies his mistakes.
- When Tom fails, his parents often blame him.
- Leo has a problem studying effectively. His neighbours are always distracting him by making noise. He feels desperate.
- Aras feels like collapsing because of the defeat in the tennis tournament.
- When my brother faces disappointment, he falls into a deep silence.

Solution

- a bond
- motivation
- a mission
- a reward
- a goal
- patience
- a victory
- a conversation
- to regret
- to struggle
- to acknowledge
- to assess
- to embrace
- to unite
- sophisticated
- broad
- enjoyable
- diverse
- a hug
- a medal
- joy
- discipline
- mentorship
- to forgive
- to overcome
- to approve
- to hug
- to socialise
- to possess
- charming
- detached
- engaging
- inspiring
- motivating
- voluntary

5 Build it! · Language in Use

1 Read the dialogue and examine the statements in bold carefully.

Sarah : You **have moved** to the eco-house, **haven't you?**
Mike : Not yet. I **have been working** on some decorations myself **for** days.
Sarah : I see. **How long** have you been doing preparations?
Mike : **Since** last week. It takes a long time. Can you help me?
Sarah : Of course.



2 Watch the digital story and find sentences similar to the ones in bold above. Take notes.

3 Watch the digital story and tick the examples you found in the digital story.

- ☐ a. I have been studying language lessons for two hours.
- ☐ b. I have already researched the origins of language.
- ☐ c. I need something new.
- ☐ d. You have finished your homework, haven't you?
- ☐ e. I have created a blog myself.
- ☐ f. We can assess our progress.
- ☐ g. How long have you been studying?

Keep in Mind!

- **I've just moved** to a mobile home. (The Present Perfect Tense)
- I **have been working** on some decorations myself. (The Present Perfect Progressive Tense)
- You **have moved** to the eco-house, **haven't you?** (Question Tags)
- **How long** have they lived in the igloo?
- They have lived there **since** 2010 - **for** five years. (Asking and answering about the duration of an action.)

4 Examine and discuss the sentences you ticked above in pairs.

e.g. I have created a blog myself. It is the Present Perfect Tense because ...

5 Write the common points of the sentences you ticked in Exercise 3.

6 Choose the correct option. Notice the Keep in Mind! box.

a. The new student **has been socialising/has socialised** with classmates since September.
b. She **has been participating/has participated** maths competitions but she has never won.
c. They **have been decorating/have decorated** their attic for hours. They are tired.
d. My dad **has known/has been knowing** that acquaintance for a long time.
e. He **has been struggling/has struggled** to find cheap housing since last year. But he hasn't found it yet.

7 Discuss the forms and the meanings of the sentences you chose above.

8 Work in pairs. Take turns to complete the sentences. Add two more sentences. Then, share them in the classroom.

a. Today, I have already ..... .
b. This morning, I have just ..... .
c. This year, I have never ..... .
d. Since the beginning of the year, I have been ..... .
e. For weeks, I have been ..... .
f. ..... .
g. ..... .

Let's find out! **Complete the sentences with the following terms.**

"The Present Perfect Tense" or "The Present Perfect Progressive Tense"

- We use ..... when we describe actions that began in the past and continue into the present, and describe an action that happened recently and has an impact on the present.
- We use ..... when we describe actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of the action.

9 Read the dialogue and examine the statements in bold carefully.

Sarah : You are **happier than** you were yesterday, Mike.
Mike : Yes. Look! I have bought a classic for the decoration. It is **the oldest** classic in the antique store.
Sarah : Wow! It is **the best** decoration I have ever seen. I think this is **more expensive than** what you bought before.
Mike : No. It's **cheaper** but **more charming and sophisticated**.
Sarah : Great!



10 Watch the digital story and find sentences similar to the ones in bold above. Take notes.

11 Watch the digital story and tick the examples you found in the digital story.

- ☐ a. I know you'd like to be a better student.
- ☐ b. People sometimes confuse us.
- ☐ c. You make the best cookies!
- ☐ d. You get lower marks.
- ☐ e. This has made my life more difficult than ever.
- ☐ f. We can start a study club.

12 Examine and discuss the common points of the sentences you ticked above.

13 Complete the tables in pairs. Then, check them with your teacher.

Adjectives	Comparative of regular adjectives	Superlative of regular adjectives
low	.....	the lowest
happy	happier	.....
sophisticated	more sophisticated	.....
.....	.....	the most objective

Adjectives	Comparative of irregular adjectives	Superlative of irregular adjectives
far	farther- further	the farthest - the furthest
.....	better	.....
.....	.....	the worst
little	.....	.....

14 Make sentences as in the example. Notice the tables above.

Forgiving is better than blaming.

My friend is the most objective person I have ever met.

a. Housing price in rural areas - in downtown areas (low)
b. My car - your car (characteristic)
c. The cabin - in the woods (far)
d. The decoration in this café - the decoration in the old café (contemporary)

15 Talk in pairs with the words below. Notice the tables in Exercise 13.

sincere - spiritual - passinate - bad - charming

e.g. My friend is more subjective than me.

Keep in Mind!

Reflexive Pronouns

- myself
- yourself
- herself
- himself
- itself
- ourselves
- yourselves
- themselves

16 Circle the correct one. Pay attention to Keep in Mind! box.

a. We've decorated the villa **myself/ourselves** for the birthday party.
b. I have been cleaning my room **himself/myself** today.
c. She has completed the project **myself/herself**.
d. Have you gone abroad by **yourself/ourselves**?
e. The cat is cleaning **themselves/itself** after eating.
f. Is Jack going to move to another city by **herself/himself**?
g. We can't overcome this struggle by **ourselves/yourselves**.

- **The teacher writes "Have you ever.....?" on the board.**
  - Form groups of four or five students.
  - Groups play in turns.
  - Each group forms as many questions as they can in five minutes.
  - The teacher holds time for each group.
  - When the group forms the most questions, they get one point.
  - When one group asks the questions they prepared to another group correctly, and the other group answers it correctly, both get one more point.
  - After five rounds, the group with the most points wins the game.



e.g.

Have you ever .....?

- moved to another city?
- planted a tree?
- been abroad?
- visited a village?
- felt hopeless?
- taken part in a competition or a tournament?

e.g.



Pelin

Have you ever planted a tree?

Yes, I have. / No, I haven't.



Ahmet

- **Finally, write a short report of at least five people and share it with the class.**

e.g.



Selen

Zeynep and Merve have planted a tree, but Ali hasn't.

Berkay and İrem have never been abroad, but Enes has been abroad twice.



Kemal

6 Read it! · Reading



1 **Tick (√) the houses and families there are in your neighbourhood.**

- ☐ a flat
- ☐ a detached house
- ☐ a nuclear family
- ☐ an extended family

Family Unity



I'm Kerem. I have an extended family, and I live in a farmhouse with my parents, two siblings - one brother and one sister- and my grandparents. I enjoy socialising with my family, especially when we unite and hug each other after a long and tiring day. We have a strong bond thanks to our sincerity and sensitivity. We sometimes have misunderstandings, disagreements, or conflicts, but we're not selfish and impatient. The most important thing is to embrace one another and maintain our unity.

My grandfather often tells us stories about our ancestry, origins, and the roots of our family, and the values we have inherited. Today, he has told us about Mustafa Kemal Atatürk, the founder of the Republic of Türkiye. Atatürk lived in a detached house with his nuclear family- his parents and his sister. When he was a child, he faced many struggles and obstacles that made life difficult for him. But he was determined to overcome them. His life story continues to inspire each of us.

2 **Read the text in pairs as a jigsaw. Then, discuss your parts.**

3 **Read the text again and choose the ones related to the text.**

a. Family types
b. Family houses
c. A failure in social life
d. Family relationships
e. Problems and solutions in a family
f. Stories about heritage
g. Mustafa Kemal Atatürk's life
h. Family trips

4 **Work in pairs. Follow the instructions.**

a. Discuss the words "to socialise, sincerity, and to embrace" from the first paragraph in pairs with the words you know.
b. Discuss the words "an ancestor, to inherit, a struggle" from the second paragraph in pairs with the words you know.

5 **Read the text carefully and write questions for the bold expressions in the answers.**

a. _____
b. _____
c. _____
d. _____
e. _____

1. Kerem lives with **six members of his family.**
2. Kerem enjoys **socialising with his family.**
3. Kerem and his family sometimes have **misunderstandings, disagreements, or conflicts.**
4. Atatürk lived **in a detached house.**
5. **Mustafa Kemal Atatürk's** life story continues to inspire each of them.

6 **It's your turn!**

Interview your older family members. First, write down questions that you want to ask them. Then, note down their answers. Role-play the interview in pairs in class.

7 Express it! · Writing



1 Read the first part of the scenario and answer the questions.

a. What is Albert's problem?
b. What has Albert done recently?
c. How does Albert feel?
d. Have you ever had a problem like Albert's? If yes, how did you solve it?

Scene 1

Albert : Hello, Mrs Candan. Are you available? I want to talk about my problem.
Mrs Candan : Hello, Albert. Come in, please.
Albert : I have studied hard recently, but I keep getting low marks.
Mrs Candan : I understand. How does it make you feel?
Albert : I feel disappointed and sad. And I'm always getting nervous and anxious during the exams.
Mrs Candan : .....

2 Read the first part of the script of a play and write the rest of it.

Topic : Albert's problem
Characters : Albert and Mrs Candan, his counsellor at school
Place : Counsellor's office

Scene 2

Scene 3

Scene 4

---

3 Write a conversation about your type of family and house in pairs. Then, role-play it in class. You can use the questions below.

a. What kind of family have you got? Describe it.
b. What kind of house have you got? Describe it.
c. What kind of houses do you like most?
d. How do you solve your family problems? What are your solutions?

WRITING TASK

Write the rest of the scenario.

Use the following paragraph plan.

Scene 2: Write about Mrs Candan's possible questions and Albert's possible answers about emotions and thoughts on the problem.
Scene 3: Write about Mrs Candan's possible solutions and Albert's reactions to the problem.
Scene 4: Write about the result of choosing each solution and which one can be the best choice.

Check your work.

- After writing your text, read it aloud in the classroom. Then, answer the following questions with your classmates.

- Have you .....

- written about Mrs Candan's possible questions and Albert's possible answers about emotions and thoughts on the problem.?
- written about Mrs Candan's possible solutions and Albert's reactions to the problem?
- written about the result of choosing each solution and which one can be the best choice?
- checked the vocabulary and grammar choice and use?

8 Discover it! · Culture

Listening/Watching · Reading · Speaking · Writing · Vocabulary · Grammar · Pronunciation

1 Look at the pictures and guess what the texts are about. Then, discuss them as a whole class.



a. Floating houses are designed to stay on water. People use them as a sustainable solution for rising sea levels, especially in The Netherlands, Canada, Sweden, Denmark and Thailand.



b. The igloo is a type of shelter made from ice. Inuit people traditionally use them in Arctic regions. Igloos keep inside warm even in freezing temperatures.



c. Mudbrick houses are common in regions with hot and dry climate. People use clay and straw to make the bricks. In many ancient cultures, people built them to keep inside cool during the day and warm at night.



d. Stone houses have been long-lasting for centuries because they are made from strong materials like granite or limestone. They are especially common in the Mediterranean region.



e. Wooden houses are popular in forested areas. They have a natural, cosy, and warm living environment with good insulation. They can be found in many rural areas around the world.



f. Cave houses offer natural insulation from extreme temperatures, keeping inside cool in the summer and warm in the winter. People have lived in them for thousands of years in some parts of Türkiye and southern Spain.



g. Tree houses are built high in trees and are popular for vacations or play house for children. Some of them are designed as luxury homes. They have great views and a unique experience.

2 Think of the answers to the questions. Talk in pairs.

a. Which house sounds more interesting? Give two reasons.
b. In which house would you like to live? Give two reasons.
c. What are the similarities between your house and the houses in the texts?
d. What would your dream house be like?

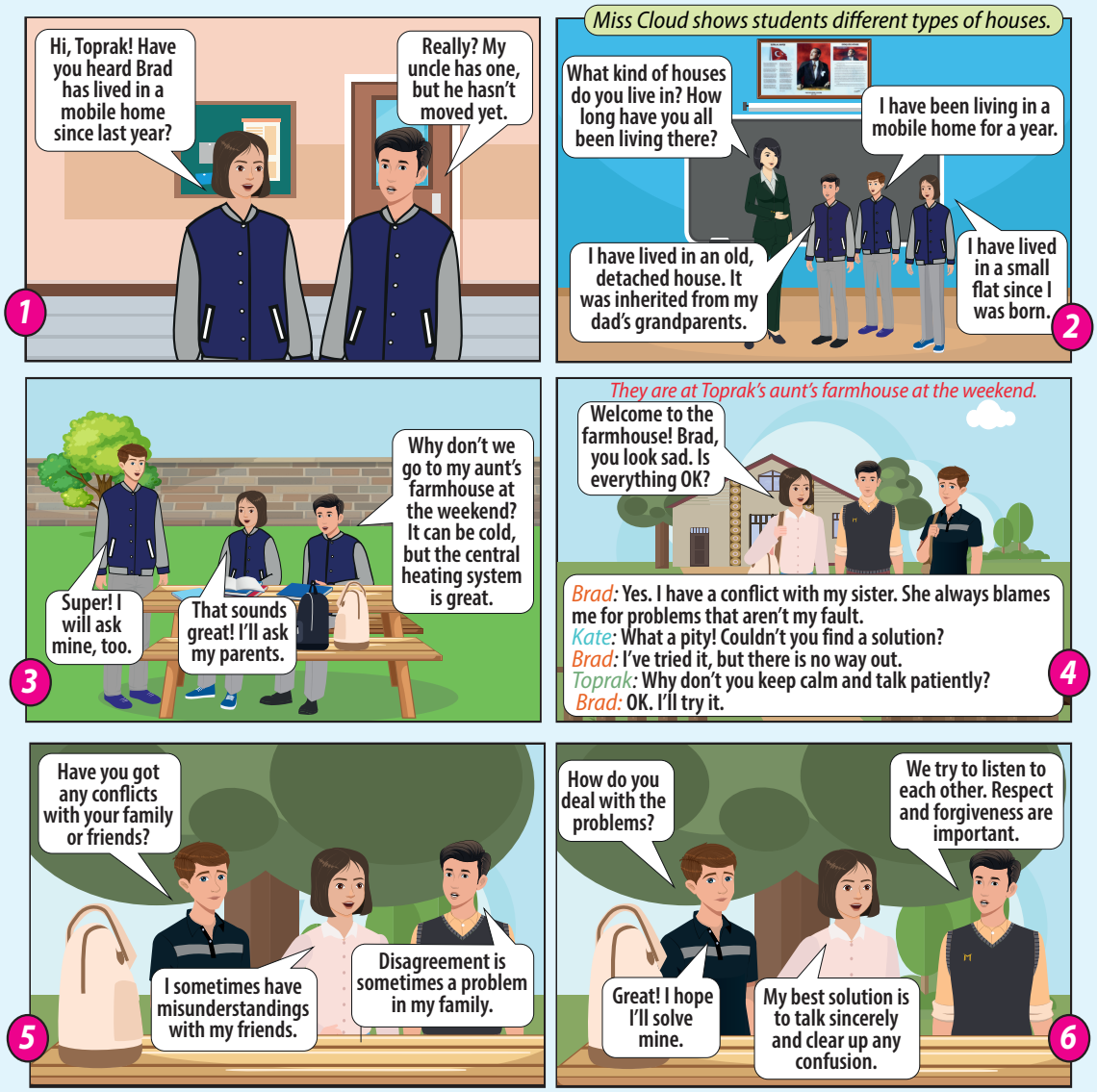
3 Find more interesting houses around the world and present them to the classroom.

9 Revise it! · Review

Listening/Watching · Reading · Writing · Speaking · Vocabulary · Grammar · Pronunciation

Teen Team

1 Read the strip story and find out how many house types there are.



2 Read the strip story carefully and answer the questions. Then, write two more questions about the story and ask your peer in turn.

a. How long has Brad been living on a mobile home?
b. What kind of house has Toprak lived?
c. What is Brad's problem?
d. _____?
e. _____?

3 Talk in pairs:

a. Have you ever been to a farmhouse? Describe it in three sentences.
b. If you have a conflict with your parents, how do you deal with it?
c. Would you like to live in a mobile house?
d. What kind of house would you like to live in when you grow up?

4 Work in pairs. Act out the story by adding your own words.

10 Present it! · Reflection

1 Think of the answers to the questions. Talk in pairs.

a. Have you ever moved to a new house? If yes, what kind of house was it?
b. Is your house big and modern? Describe it in two sentences.
c. Have you decorated your room? Describe it in three sentences.

PROJECT TIME

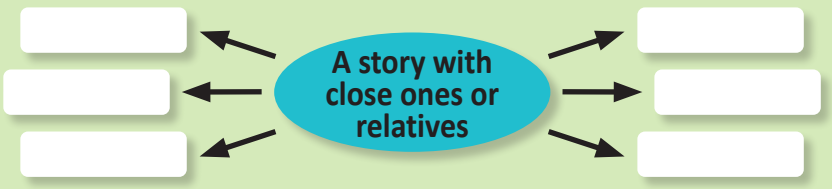
- Follow the instructions.

Topic : A story with your close ones or relatives based on a photo

Task : Write a story based on a photo that shows an important moment with your close ones or relatives.

STEP 1
- Choose a photo of your close ones or relatives scene (like a dinner or a birthday).
- Describe the relationships, problems, and solutions within the close ones or relatives, and how you all interact with each other.
- Include details about the home and its features, such as rooms, decorations, and furniture.

STEP 2 - Complete the word map.



STEP 3 - Present it in the class.

- Write a brief paragraph about the presentation :

2 Reflection and feedback time.

Draw or write about something you like from the theme. Then, present it to the class and explain why you like it. After the presentation, pin your work on the noticeboard in the classroom.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow family life and home.			
	listen to and understand relationships, problems, and solutions in the family.			
	talk about different families and family houses.			
	write short paragraphs about family life.			

Consolidation

11 Practise it! · Exercises



1 Look at the picture and guess the topic of the dialogue. Then, check your answers in pairs.

2 Listen to the dialogue and do Exercises a-b.

Track 4.4

a. Tick (√) the house types you hear.



b. Write down Larry's and Hande's house.

Larry's house → .....

Hande's house → .....

3 Listen to the dialogue again and choose the correct options.

Track 4.5

1. Hande says that Larry looks .....
   a. emotional b. honest c. objective
2. Larry has moved to a/an .....
   a. tiny house b. detached house c. eco-house
3. Larry doesn't know how to ..... the problem.
   a. forgive b. overcome c. defend
4. Hande had a/an ..... with her family.
   a. failure b. hug c. controversy
5. Larry has already attempted to ..... his room.
   a. redesign b. adopt c. select

4 Listen to the dialogue again and put the sentences in the correct order.

Track 4.6

- ☐ Larry and Hande will split up the work to redesign Larry's room.
- ☐ Hande empathises with Larry and tells her own story about moving.
- ☐ Larry says that he misses his apartment house.
- ☐ Larry asks Hande for help.
- ☐ Larry has approved the pros of his new house and described the house.

5 Talk in pairs about the problems and feelings you have when you move to a new house or meet new people.

6 Write a similar dialogue in Exercise 2 in pairs. Then, role-play it in the classroom.

.....

.....

.....

.....

.....

.....

7 **Make phrases with the words in the box. You can use a word more than once.**

e.g. a subjective approach

▪ an anniversary	▪ to overcome	▪ a sibling	▪ to struggle
▪ a decoration	▪ a division	▪ an approach	▪ to split
▪ semi	▪ a responsibility	▪ to move	▪ a wedding
▪ an obstacle	▪ subjective	▪ an attic	▪ detached

8 **Look at the picture and guess what the text is about.**



9 **Complete the text with the words below. There is an extra one.**

overcome / difficult / bond / anxiety
solutions / minimum / conflicts

Hello, I'm Zehra. I have just come back from the library. I have been doing research about family (1)..... today. It says that teenagers need family support when they make life decisions. This helps them (2)..... obstacles more effectively. If they do not get support, they may have negative feelings such as (3)..... and depression. They may also have disagreements and divisions. This makes life (4)..... for them. I think having a strong family (5)..... and talking about the problems and their (6)..... sincerely are the most important things. We sometimes feel sensitive, but problems can be solved in time.

10 **Read the text quickly and write down four words related to problems.**

a. _____ **b.** _____ **c.** _____ **d.** _____

11 **Write True (T), False (F) or No Information (NI) according to the text.**

- ☐ a. Ertan has just arrived home from the library.
- ☐ b. He has been reading about a family story.
- ☐ c. Family support helps teenagers to overcome obstacles.
- ☐ d. Teenagers may feel positive emotions if they do not get support from their family.
- ☐ e. Families do not allow their children to study abroad.
- ☐ f. When we feel sensitive, time is the best solution.

12 **Answer the questions in pairs. Add two more questions.**

a. How long have you lived in the city/town or village?
b. How long have you been a student in this school?
c. How long have you been studying English?
d. .....
e. .....

THEME 5



LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Let's remember!

Overview of theme

EBA

Sub-themes

- Different lifestyles in the city and rural areas
- Sports events in the city and rural areas

Functional Language

- Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions
- Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas

Target Social Language Expressions

- I can't go out today, I'm broke!
- Do you fancy a cup of coffee in a café?
- The walk to the shopping centre felt like a country mile!
- She's a down-to-earth person although she lives in a big city now!

WARM UP • GO TO PAGE 171 • FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound. Guess what it is about.
- What do you see in the picture? Talk in pairs with the words you know.





2 Catch it! · Listening/Watching

Remember! Where do you live? In a village, a town or a city?

1 **Write five words you know about the city and neighbourhood.**

e.g.



2 **Work in pairs. Say two sentences with the words in Exercise 1.**

e.g. Visiting museums inspires me.

3 **Watch the digital story and answer the questions below.**

Which one did you see,
- a school or a camp?
- a project or a celebration?
- a student's homework or a student's presentation?

4 **Tick (√) the words/phrases you hear in the digital story.**

☐ downtown	☐ suburb	☐ organic farming	☐ traffic light zones
☐ agriculture	☐ rural	☐ citizen	☐ mobile house
☐ greenhouse	☐ pesticide	☐ cornfield	☐ diversity
☐ urban	☐ smart cities	☐ wheat	☐ sports events

5 **Talk in pairs using the words/phrases you ticked in Exercise 4.**

e.g.


Sam

Downtown is crowded, isn't it?

That's why I like rural areas more.


Batu

6 **Match the words/phrases with the pictures. There is an extra one.**

a. a farming land
b. a smart city
c. a city
d. a traffic light
e. a village



7 **Talk in pairs about the pictures in Exercise 6 with the words you know.**

e.g. **Liyn** There is a great connection in smart cities in the first picture.

8 **Look at the picture on pages 100-101 and think of the answers to the questions. Talk in pairs.**

a. Which picture is about a smart city?
b. What are the people doing in picture 1?
c. What kind of sports are there in picture 2?
d. What are they doing in picture 2?



e.g. **Jack** How many people are there in the picture on the left? **Melly** There are five people.

9 **It's your turn! Ask and answer more questions similar to the ones above about the picture on pages 100-101 in pairs. Use the words/phrases that you know.**

3 Hear it! · Pronunciation



1 **Listen to the dialogue and notice the bold letters and repeat them. Then, act it out.**

Track 5.1

Kelvin What do you think about **g**enetically modified **f**ood and **i**ts **i**ndustry?

Isabel No **i**dea. But I will **g**o to my **f**riend's **g**arden today. **H**e is **g**ood at **f**arming. Why don't you **j**oin me?

Kelvin **G**reat **i**dea.

2 **Listen to the words below and repeat them as a whole class.**

Track 5.2

freedom - **f**ood	**i**dentical- **i**gloo
group - **g**enetic	**j**ungle - **j**oin
home - **h**air	**k**eyboard - **k**eep

3 **Work in pairs. Read the words below in turn and add one more word.**

a. finalist	b. group	c. generally	d. hope	e. important	f. island	g. joyful
.....	.....	.....	.....	.....	.....	.....

4 **Listen to the tongue twisters. Then, repeat them in pairs.**

Track 5.3







5 **Have a competition to say the tongue twisters correctly and fluently in 20 seconds.**

6 **Draw funny pictures of the tongue twisters. Then, pin them on the noticeboard in the class.**

4 Get it! · Vocabulary



1 Watch Scene 4 in the digital story. Read the text and underline the words you do not know. Then, check them with your teacher.

Lily Hello, everybody. Here is the title "Sustainable smart city solutions for people with disabilities." One of them is using audio signals to cross the road. The other works by detecting the pressure of pedestrians in traffic light zones. By the time this pressure is detected, the traffic lights for vehicles turn from green to red, and for pedestrians from red to green. Thank you for listening to me.

Aslı Welcome. I've discussed urban and rural areas. Lifestyles in the city involve fast-paced living, modern amenities and various social groups. Meanwhile, lifestyles in rural areas are slower with a stronger connection to nature and society. On the other hand, agriculture is enhanced through the use of technology in rural areas. While a group of farmers use pesticides and genetically modified seeds, others practise organic farming. Crops such as corn, sunflowers and wheat are grown in my village. Thanks a lot for listening to me.

2 Look at the pictures and talk in pairs about what Lily and Aslı are talking about in the dialogue.

3 Read the text carefully and circle the correct answers.

a. People with disabilities have two ..... smart city solutions.
a. sustainable b. downtown c.strong

b. Lifestyles in ..... areas are fast-paced and modern.
a. rural b. urban c. a village

c. People live in nature peacefully in ..... areas.
a. downtown b. city c. rural

d. Some of the farmers grow their crops by using ..... .
a. genetically modified seeds b. lights c. smart city solutions

e. Crops are grown without pesticides in ..... .
a. society b. organic farming c. industry



4 Match the questions with the answers according to the text above. There is an extra one.

- ☐ a. Who are sustainable smart city solutions for?
- ☐ b. What is one of the sustainable smart city solutions?
- ☐ c. What is enhanced through the use of technology in rural areas?
- ☐ d. What do lifestyles in the city involve?
- ☐ e. What is grown in Aslı's village?

1. Agriculture.
2. For people with disabilities.
3. Fast-paced living, modern amenities and various social groups.
4. Crops such as corn, sunflowers and wheat.
5. Using audio signals to cross.
6. Moving to the village.



5 Complete the dialogue with the words below in pairs.

sustainable / urban / crops / agriculture / sunflowers / pesticides / rural area / genetically modified seeds / leadership / corn / wheat

Jasmin : Does your grandma live in a/an ..... or ..... ?
Susan : In the rural area. Would you like to visit her with me?
Jasmin : Really? Sure. As you know I'm interested in ..... organic projects in ..... .
Susan : Well, farmers do not use any ..... or..... in my village.
Jasmin : Super! Do they grow ..... such as ....., ... and ..... .
Susan : Yes, right.

6 Read the text and say how many sports there are.



Sam and Julia are classmates. They both like sports and want to be successful sportspeople. Here are their thoughts about sports.

Hi, I am Sam. I am interested in sports, so I feel excited about the championship that is going to be held next Saturday. My favourite sports are biking, motor racing and weightlifting. I believe the championship will be challenging and enjoyable.

Hello, I'm Julia. My favourite sports are football, aerobics and marathons during the championship. This week, I will follow the junior and senior football league matches. They are always dynamic and satisfying.



7 Read the text again and write the sentences True (T), False (F) or No Information (NI).



☐ a. Sam is excited about the championship.
☐ b. The championship is going to be held next Sunday.
☐ c. Julia will watch the championship.
☐ d. Julia and Sam are students in the sports school.
☐ e. The junior and senior football league matches are dynamic and satisfying.

8 Circle the odd one out.

1.	a. biking	b. motor racing	c. a finalist
2.	a. dynamic	b. a spokesperson	c. satisfying
3.	a. a scoreboard	b. enjoyable	c. sporting
4.	a. bungee-jumping	b. bowling	c. a tournament
5.	a. a biker	b. rating	c. a spectator

9 Write a dialogue similar to the one in Exercise 6 in your own words. Then, act it out.

Here is a word bank for you.

biker - defeat - a stroke - winner - competition - match - sporting - enthusiastic

How to play

Task : Debate the pros and cons of smart cities and smart city applications in the classroom.

Steps :

- Divide into two teams. Each team should have 5 students.
- Team A defends the pros of smart cities and smart city applications.
- Team B defends the cons of smart cities and smart city applications.
- Use the words/phrases from the word boxes below.
- Each team has 5 minutes to present their arguments and try to persuade the opposing team.
- The teacher and the spectator students give points.
- Each team gets 10 points for each criterion in the scoring table.
- The team with the highest score wins the game.



Mr William

Hello, everybody. Today, we are going to talk about smart cities and smart city applications. They aim to connect the innovative use of technology to data. We will also talk about carbon neutrality. There are advantages and disadvantages to the topics, too. That's what we are here to debate them.

WORD BOXES

- to boost
- to increase
- to decrease
- to eliminate
- to connect
- to innovate
- to approach
- to attempt
- to modify
- to agree
- to disagree

- industrial
- regional
- rural
- urban
- sufficient
- automatic
- sustainable
- extensive
- useful
- useless
- dynamic

- a citizen
- a civilisation
- capacity
- a delivery
- a zone
- downtown
- transportation
- agriculture
- a sensor
- a connection
- an opera
- wealth
- wildlife

	Accuracy 10	Relevance 10	Fluency 10	Vocabulary 10	Persuasion 10
The teacher					
The spectator students					

5 Build it! · Language in Use

1 Read the dialogue and examine the statements in bold carefully.

Kaan : Hello, Elif. I **am going to attempt** to join the volleyball championship tomorrow. Would you like to join me?
Banu : Yes, it's a good idea. I **will ask** my parents.
Kaan : OK. It **will be** dynamic and sporting.
Banu : When is it going to start?
Kaan : Let me check! It **is going to start** next Monday at 10 o'clock.
Banu : Great!



2 Watch the digital story and find sentences similar to the ones in bold above. Take notes.

3 Watch the digital story and tick (√) the examples you found in the digital story.

- ☐ a. I will introduce you our new project today.
- ☐ b. I haven't been on a project before.
- ☐ c. I'm impatient to see your performances
- ☐ d. I'll do my best.
- ☐ e. We are going to research smart cities.
- ☐ f. You are free to choose your sub-themes.
- ☐ g. You are going to work on it until 1st October.

4 Examine and discuss the sentences you ticked above in pairs.

e.g. I **will introduce** you our new project today.

It is an unplanned action because ....

5 Write the common points of the sentences you ticked in Exercise 3.

Keep in Mind!

- **unplanned action** ☆
  I will tell you the time.
- **planned action** ○
  I am going to have a meeting tomorrow.

6 Group the sentences under the correct sign. Look at the Keep in Mind! box.

a. The team is going to participate in a championship next month.
b. Sezen will call her mom to ask about her project on sports.
c. Bob is going to fly to İstanbul for the tennis tournament at 9 p.m.
d. The farmers in my village will work together today.
e. The players are going to train hard for the league matches next Monday.

☆	○

7 Discuss the forms and the meanings of the sentences above.

8 Circle the correct options. Then, draw the correct signs in the boxes.

- ☐ a. Sarah **will/is going to** send an email to the customer to confirm the meeting this morning.
- ☐ b. Mark **will/is going to** visit his friends in Madrid next Friday.
- ☐ c. We **will/are going to** start to do exercises in five minutes.
- ☐ d. Mr Smith **will/is going to** talk with us about the rules of the competition at 14:00 today.
- ☐ e. I **will/am going to** leave home in two minutes.

9 Talk in pairs about your future plans and spontaneous decisions. Notice the Keep in Mind! box.

Let's find out! **Complete the sentences with the following.**

"The Simple Future Tense" or "Be Going to Future Tense"

- We use ..... when we express future plans, predictions, and planned actions.
- We use ..... when we express unplanned actions and spontaneous decisions.



10 **Read the text and examine the connecting words in bold carefully.**

I'm Emma, a farmer on this farm. I want to talk about organic farming. Farmers do not use chemicals in this system, **whereas** in industrial farming, pesticides and genetically modified organisms (GMOs) are commonly used. This method enables us to grow healthier and more nutritious food. **While** we can protect soil fertility and the environment, we can't prevent the spread of pests. **As** organic farming reduces greenhouse gas emissions, we will have more eco-friendly alternatives in agriculture. **So**, it is crucial to make this system more extensive.

11 **Watch the digital story and find sentences similar to the ones in bold above. Take notes.**

12 **Watch the digital story and tick (√) the examples you found in the digital story.**

- ☐ a. Your classmates will help you as they know how things work on a project.
- ☐ b. One of the solutions involves using audio signals to help visually impaired people cross the street.
- ☐ c. While some farmers use pesticides and genetically modified seeds, others practise organic farming.
- ☐ d. Agriculture is enhanced through the use of technology in rural areas.

13 **Place the sentences with connecting words from Exercise 10 in the correct column. Pay attention to the Keep in Mind box!**

Cause	
Effect	
Contrast	

Keep in Mind!

- **Cause - Effect**
(so, why, as)
- **As** he can plant his cornfield, he learns more about agriculture.
- **Contrast**
(while, when, whereas)
- I love classical music **whereas** my best friend likes pop.



14 **Complete the sentences with their halves. There is an extra one.**

a. Transportation is sufficient in this factory **so**

b. They are going to live in a farmhouse **whereas**

c. They will complain about the traffic jams **as**

d. My mum prefers separate rooms **while**

e. Farmers don't understand **why**

- ☐ 1. they live downtown.
- ☐ 2. my dad prefers an open-plan living room.
- ☐ 3. we are going to live in a tiny house next year.
- ☐ 4. they will be extensive in their research on agriculture.
- ☐ 5. the cornfield is not productive this year.
- ☐ 6. delivering materials is faster and safer.

15 **Make two sentences similar to the ones with the connecting words in the Keep in Mind! box. Then share them in the classroom.**

a. .....

b. .....

16 **Talk in pairs about your social life by using connecting words in Keep in Mind! box.**

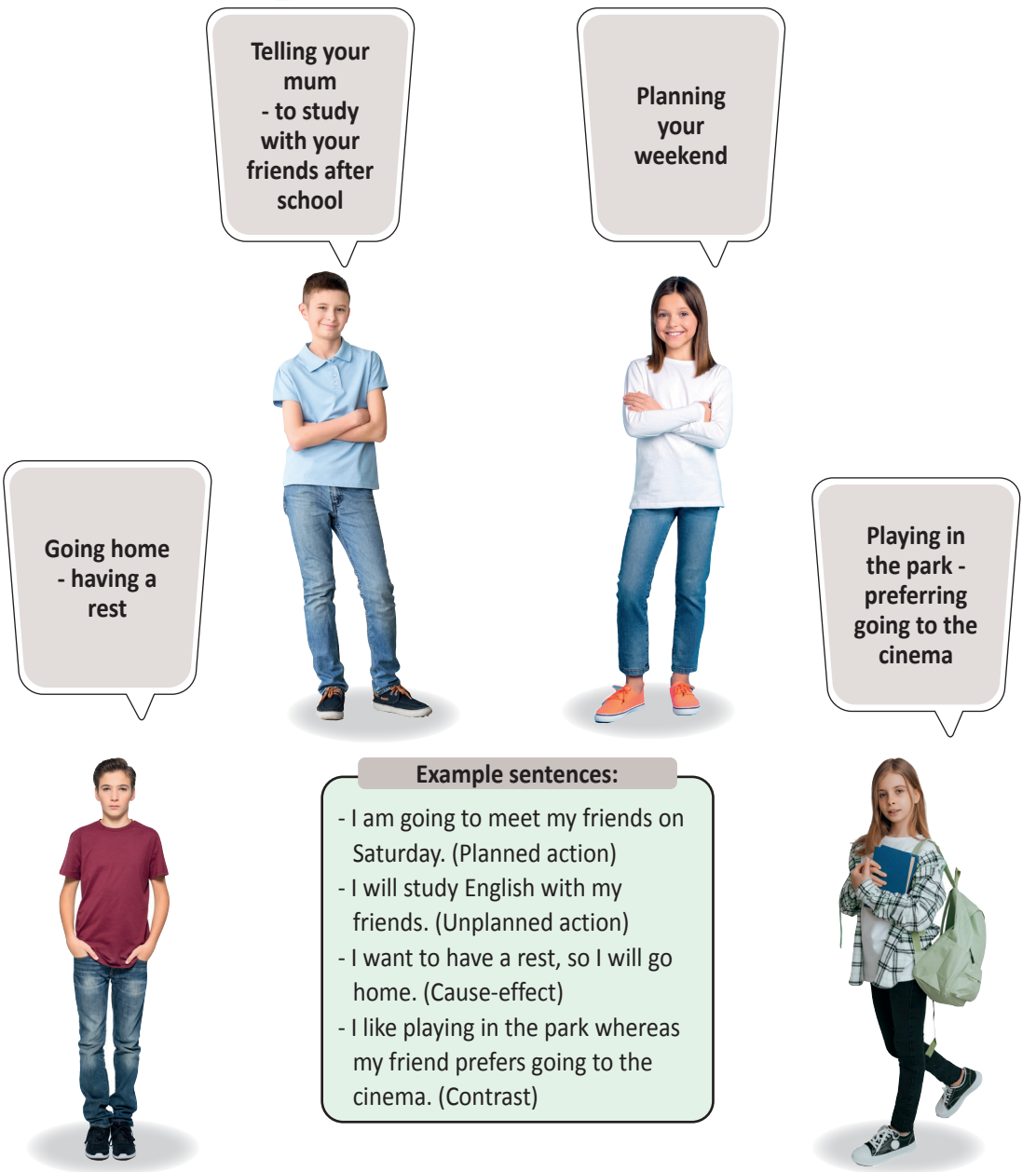
Let's find out! **Complete the sentences with the following.**

Write down "C-E" for cause and effect sentences, and "C" for contrast sentences.

- We use connecting words "so, why, as" expressing ..... between ideas about life and social life in the neighbourhood, city, and rural areas.
- We use connecting words "while, when, whereas" expressing ..... between ideas about life and social life in the neighbourhood, city, and rural areas.

How to play

- Play the game in two groups.
- The teacher and all students write some short scenarios using planned actions and unplanned actions on separate sheets of paper. Some scenarios also include cause and effect or contrast meaning.
- Fold the papers and mix them. At each turn, one student from each team comes to the board and picks one of the scenarios.
- The student acts out the scenario without speaking.
- Her/his team needs to guess the action and say the correct sentence to get a point.
- If they can't, the other team can take the point by providing the correct sentence.
- The team with the most points at the end wins the game.



Example sentences:

- I am going to meet my friends on Saturday. (Planned action)
- I will study English with my friends. (Unplanned action)
- I want to have a rest, so I will go home. (Cause-effect)
- I like playing in the park whereas my friend prefers going to the cinema. (Contrast)

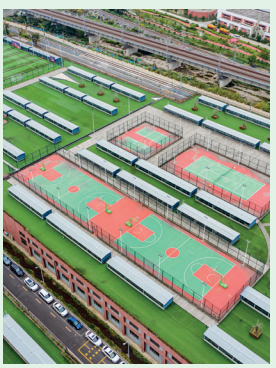
6 Read it! · Reading

1 What kind of sports do you like?

2 Look at the pictures and guess what the text is about.

MY PROJECT

Today, I'm writing my project about sports events both in the urban and rural areas. In the city, sports events are **dynamic** and **social** with many opportunities. They are more **spectacular** and **colourful** thanks to sponsorship from big companies. In rural areas, younger people generally organise competitions and tournaments in sports such as marathons, football, volleyball and basketball. They are more **regional** but **amusing**. Everybody comes together to support the teams.







Sports events in urban and rural areas are **entertaining** and **exciting** for both participants and spectators. Events in cities are **well-organised** and **professional**, whereas rural events are **enjoyable** and regional. In the future, I think we will see bigger differences. Technology is going to be more effective in both urban and rural areas. It doesn't matter whether sports events take place in the city or rural areas. The most important thing is to enjoy sports and unite people.

3 Work in two groups. Group A, read the first paragraph. Group B, read the second paragraph. Discuss what each paragraph is about.

4 Complete the sentences with the bold words/phrases from the text. Then, read them aloud in class.

▪ Events in urban areas are .....
.....

▪ Events in rural areas are .....
.....

5 Read the text carefully and answer the questions.

a. What does Selim write about?
b. Why are the sports events more spectacular and colourful?
c. Who organises competitions and tournaments in rural areas?
d. Why do people come together in the countryside?
e. According to the text, what is the most important thing?

6 Talk in pairs with the questions below.

a. What kind of sports can you play in your neighbourhood?
b. Are there any sports centres, pitches, or playing fields in your neighbourhood?
c. Do people in your neighbourhood prefer doing sports or staying at home?
d. Which group does sports more kids, youngsters, adults, or elders in your neighbourhood?
e. What do you predict about sports activities in the future?

7 Express it! · Writing

1 **Read the blog and say what Burak's biggest plan is.**

https://www.blogshare.org/buraksblog

Burak's Blog



Welcome to my blog. I would like to write about my future plans and predictions for my life. Until I graduate from high school with good grades, I can't attend university. So, I am going to graduate successfully and attend a university in a big city. This is my biggest plan for the future. I think big cities will give me more opportunities to experience various lifestyles and get a good education. My parents are also going to support me and boost my confidence.

Moreover, I like sports, especially football and tennis. I have some plans and predictions about sports activities. I think I will eliminate some of my free time activities to study more. I am going to join a football team in the summer holiday. I hope I will implement my plans.

2 **Complete the sentences according to the text. Then, check them in pairs.**

a. Burak is going to ..... .
b. Big cities will ..... .
c. His parents are going to ..... .
d. Burak will ..... .
e. Burak is going to ..... in the summer holiday.

3 **Write questions for the answers in pairs.**

a. About his future plans and predictions about his life.
b. He likes football and tennis.
c. He will implement his plans.

1. .....
2. .....
3. .....

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WRITING TASK

Write a blog using the paragraph plan below.

Paragraph 1: Write about future plans and feelings or thoughts about your life.
Paragraph 2: Write about your predictions and your feelings and thoughts about your life.

Check your work.

- After writing your blog, read it aloud in the classroom. Then, answer the following questions with your classmates.
- **Have you** .....
  - written a blog about future plans and feelings or thoughts about your life?
  - written about your predictions and your feelings and thoughts about your life?
  - checked the vocabulary and grammar choice and use?

8 Discover it! · Culture

Listening/Watching · Reading · Speaking · Writing · Vocabulary · Grammar · Pronunciation

Discovering the Beautiful Villages of Türkiye

1. Adatepe - Çanakkale



Adatepe is a small village in Çanakkale with olive groves and traditional stone houses. It has got amazing views of the Aegean Sea and Mount Ida.

2. Cumalıkızık - Bursa



Cumalıkızık, located in Bursa, is a village listed as UNESCO World Heritage Site. The village is famous for its well-preserved Ottoman-era houses and cobbled streets. It offers Turkish history and culture.

3. Ormana - Antalya



It was selected as the best tourism village in the 2024 by the United Nations Tourism Organisation. It's on the foothills of the Taurus Mountains. Its historical buttoned houses are built with stone and tar trees.

4. Söğüt - Bilecik



Söğüt, located in Bilecik, is historically significant as the birthplace of the Ottoman Empire. Visitors can see centuries-old oak trees and examples of old Ottoman architecture.

5. Mustafapaşa - Nevşehir



Mustafapaşa, located in Nevşehir, is known for its mystical atmosphere with stone houses, history, and nature. It is a peaceful countryside in the heart of Cappadocia.

6. Belkıs - Gaziantep



Belkıs is located by the Euphrates River in Gaziantep. It has got a rich cultural heritage with the ancient city of Zeugma which was founded in the 3rd century BC.

1 Read the texts and match the phrases with the villages. There is an extra one.

a. The heart of Cappadocia
b. The birthplace of the Ottoman Empire
c. The best tourism village
d. UNESCO World Heritage Site
e. The Ancient City of Zeugma
f. Views of the Aegean Sea and Mount Ida

☐ 1. Cumalıkızık
☐ 2. Çamlıhemşin
☐ 3. Belkıs
☐ 4. Adatepe
☐ 5. Ormana
☐ 6. Mustafapaşa
☐ 7. Söğüt

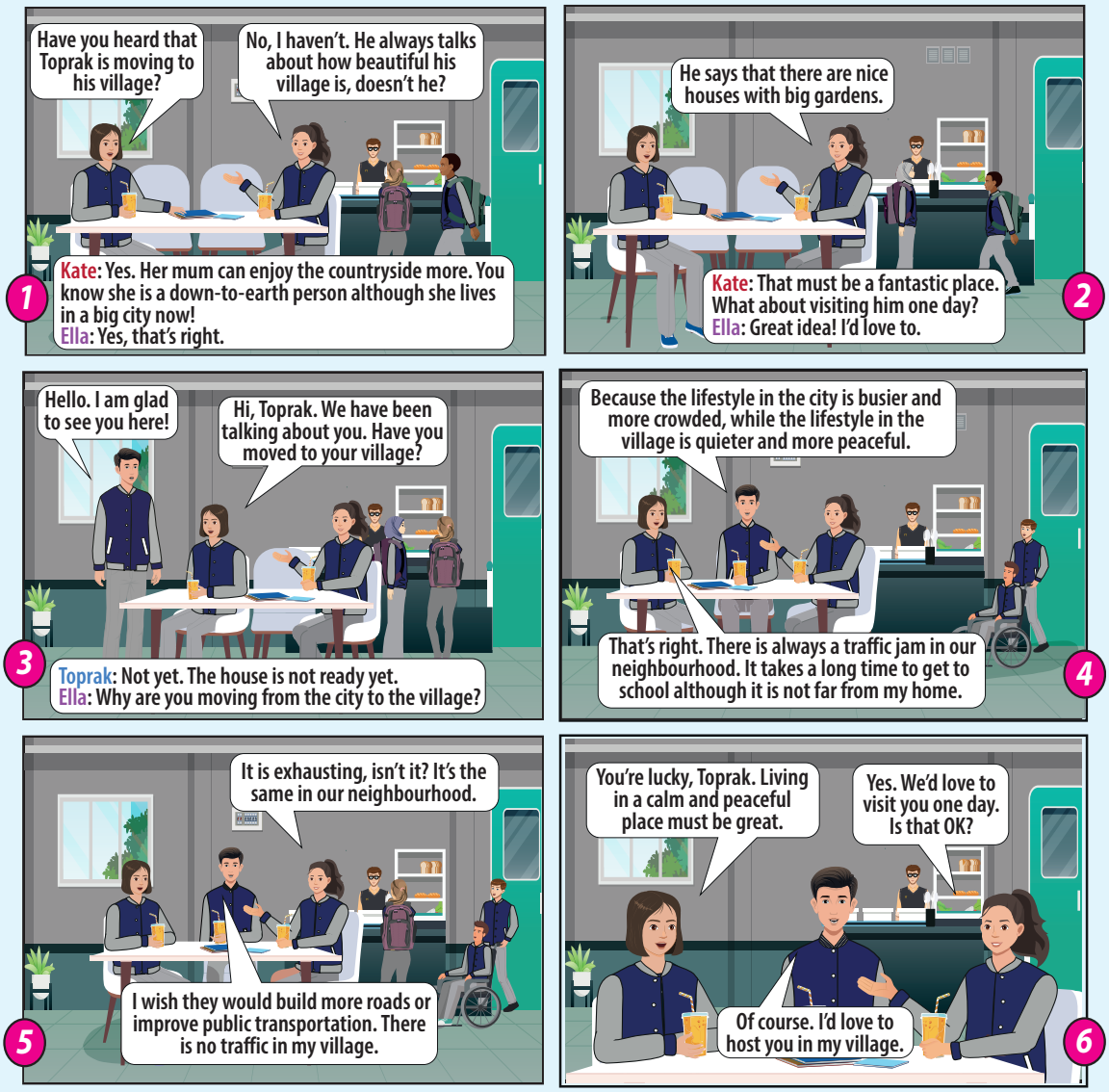
2 Talk about the questions with your partner.

a. Which one sounds more effective in the text? Give reasons.
b. Which one would you like to visit? Give reasons.
c. What kind of villages are there in your city?
d. What aspects of rural or urban life inspire you the most?
e. What would your dream village be like?

3 Find more beautiful villages and present them in the class.

9 Revise it! · Review

1 Read the strip story quickly and say what the characters are comparing.



2 Read the story again and answer the questions. Then, add two more questions in pairs.

a. Where is Toprak moving to?

b. Why hasn't Toprak moved yet?

c. Which lifestyle is busier and more crowded?

d. Where is there always a traffic jam?

e. .....

f. .....

3 Talk in pairs about the questions.

a. Is it a good idea for Toprak to move to the village? Give reasons.

b. Which one do you prefer, a life in the city or countryside? Give reasons.

c. What do you think about different methods of agriculture in the village?

4 Work in pairs. Act out the story by adding your own words.

10 Present it! · Reflection

1 Talk in pairs.

- What do you think about your life in the neighbourhood, city, and social life?
- Make sentences with "cause and effect" or "contrast" meanings.

e.g. I am going to move to my village as traffic jam is a big problem in downtown.

PROJECT TIME

- Follow the instructions.

Topic : Lifestyles in urban and rural areas

Task : Prepare a poster about different lifestyles in urban and rural areas.

STEP 1 - Research the topic.

STEP 2 - Write down words or phrases related to the topic on the project map.

STEP 3 - Focus on the differences and similarities between lifestyles in urban and rural areas. Then, collect information about them.
- Search for effective visuals for the topic and task.
- Express your ideas using the linkers that show cause and effect or contrast.

STEP 4 - Present it in the class.



- Write a brief paragraph about the presentation :

2 Reflection and feedback time.

- Bring a box to the class.
- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note into the box. After all students have added their notes, pick one from the box randomly and read it aloud.
- Give feedback to each other.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow the activities about lifestyles in the city and rural areas.			
	listen to and understand sports events in the city and rural areas.			
	talk about the life in the neighbourhood, city and social life.			
	write short paragraphs about different lifestyles in the city and rural areas."			

Consolidation

11 Practise it! · Exercises



1 Read the text quickly and say where the earliest civilisations were settled.

A civilisation is a large group of people, who live together in an area. As people socialise and work in harmony, they develop different lifestyles, cultures, and government systems.

The first civilisations produced enough food for themselves and others. When they began using transportation for the delivery, they were ready to exchange their domestic goods. They also practised arts and crafts so they could trade them for food.

The earliest civilisations settled in valleys as the lands were suitable for agriculture. For instance, one of the earliest civilisations was in Mesopotamia around 4500 BC. Another civilisation was along the Nile River around 2925 BC. It is known as Ancient Egypt.



2 Read the text again and underline the words that you don't know. Then, check them with your teacher.

3 Complete the halves of the sentences according to the text.

a. A civilisation is a large group of people ..... .
b. As people socialise and work harmoniously, ...
c. When they started transportation for the delivery, ...
d. They also practised arts and crafts so ..... .
e. The earliest civilisations settled in valleys ..... .

4 Read the text carefully and think of the answers to the questions. Talk in pairs.

a. What is a large group of people who live together in an area?
b. What do people develop in the text?
c. For whom did the first civilisations grow enough food?
d. When did people start exchanging their domestic goods?
e. Where did the earliest civilisations settle?

5 Place the sentences from the text in the correct column.

e.g. ▪ As people socialise and work harmoniously, they develop different lifestyles, cultures and governments.

Cause	Effect	Contrast
As people socialise and work	They develop different lifestyles,	
harmoniously	cultures and governments.	

6 Talk in pairs. Are there any other civilisations you already know? What are they? Which features of them are you most interested in?

7 Read the sentences carefully and write under the sentences "cause, effect and contrast".

e.g. As the weather improves, farmers cannot begin planting their cornfields.
Cause — Effect

The weather is freezing when they are going trekking today.
Contrast

a. We have moved downtown, so it takes an hour to arrive home.

b. As I try to decrease my duties, I can manage my time better.

c. When she has already completed her project, she is still working hard.

d. As I eliminate unhealthy food from my diet, I can lose weight and feel more dynamic.

e. Jack is going to study science at university while Tom is going to prefer medicine next year.

8 Add one more sentence for cause and effect and one for contrast. Then, share them in the classroom.

a. ..... b. .....

9 Look at the pictures and guess what the dialogue is about. Check your guesses in pairs.



10 Listen to the dialogue and fill in the blanks.

Track 5.4

a. "Are you around on .....?"
b. "Do you ..... a cup of coffee in a cafe?"
c. "I can't go out this weekend, I'm .....!"
d. "I'm going to ..... my grandparents on Saturday morning."
e. "..... are yummy!"
f. "I will call you as soon as it's ..... ."

11 Listen to the dialogue again and tick (√) the phrases related to the dialogue.

Track 5.5

- ☐ to fancy a cup of coffee in a cafe
- ☐ to boost her confidence
- ☐ to visit grandparents
- ☐ to live in a farmhouse nearby
- ☐ to decrease eating sugar
- ☐ to see and feed farm animals



12 Look at the sentences below and fill in the blanks.

"I will call you as soon as it's clear."(unplanned action)
" I'm going to visit my grandparents on Saturday morning."(planned action)

a. Where ..... we go after school today?
b. Look at the clouds! It ..... rain.
c. I think we ..... finish the project after lunch.
d. She ..... eliminate the risk of this method before the meeting.
e. I hope Mr Smith ..... boost profits of the company.
f. We ..... fly to Istanbul at 2 p.m. tomorrow.

13 Work in pairs. Write a dialogue similar to the one in Exercise 10 using planned and unplanned actions. Then, act out it in the classroom.

THEME 6



LIFE IN THE WORLD & CULTURE

Let's remember!

Overview of theme

EBA

Sub-themes

- Personal habits & routines for food
- Different local & international food types & cooking styles

Functional Language

- Expressing possibility or probability
- Expressing deduction or speculation when discussing possibilities or making guesses
- Indicating something that is required or essential
- Expressing the difference between the source of necessity or obligation such as internal or external
- Giving advice or making recommendations
- Indicating a logical certainty or a logical impossibility

Target Social Language Expressions

- Pasta is my have-a go-to recipe!
- A key to a good stew is slow cooking it for hours!
- I'll whip up a quick salad for dinner!
- Cooking is my mum's bread and butter!

WARM UP • GO TO PAGE 172 • FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound. Guess what it is about.
- What do you see in the picture? Talk in pairs with the words you know.




INDIA
JAPAN
TÜRKİYE

2 Catch it! · Listening/Watching

Remember! What kind of food do you eat when you visit your grandparents?

1 **Tick (√) the words/phrases that you know on the table. Add one more for each group. Then, share it with the classroom.**

Cooking Actions	Kitchen tools	Characteristics	Vegetables	Fruits
☐ to boil	☐ a knife	☐ delicious	☐ an onion	☐ a melon
☐ to bake	☐ a plate	☐ sweet	☐ a garlic	☐ a watermelon
☐ to cook	☐ a glass	☐ salty	☐ a mushroom	☐ a strawberry
☐ to cut	☐ a bowl	☐ boiled	☐ broccoli	☐ a lemon
☐ to fry	☐ a fork	☐ fried	☐ courgette	☐ an orange
☐ to grill	☐ a fridge	☐ cheesy	☐ cucumber	☐ grapes
☐ to roast	☐ a cooker	☐ bitter	☐ sweet potato	☐ a pear
.....	.....	.....	.....	.....

2 **Talk in pairs about your habits for food using the words/phrases above.**

e.g.



Gökhan

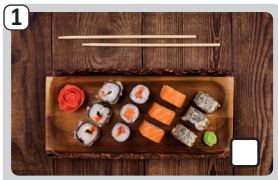
I eat a boiled egg every morning.

I like eating grapes from the garden every summer.



İpek

3 **Work in pairs. Tick (√) the pictures related to the digital story.**

1 

2 

3 

4 

5 

6 

7 

8 

4 **Watch the digital story and check your answers. Then, write the names of the foods above in pairs.**

5 **Talk in pairs about the traditional food in Exercise 3.**

- What other types of local or international food do you know?
- Which country's style of cooking interests you?

e.g.

Sam Noodle is a Chinese food.

Nazlı Steaming the dough ball is an Asian style. It's interesting and low-fat.

6 **Watch the digital story again and order the sentences.**

- [ ] Mrs Acar interviews with Narmin.
- [ ] Akira gives the recipe and the ingredients for ramen.
- [ ] Mrs Acar makes an opening speech for the food festival.
- [ ] Merve gives details about her traditional food.
- [ ] Andrea has cooked lasagne for the festival.

7 **Look at the picture on pages 118-119 and think of the answers to the questions. Talk in pairs.**

a. Which festival is it?
a. Which countries can you see?
b. What kind of food and cooking styles can you see?
c. What are the people doing at each counter?



e.g.

Which festival is it?

It is a food festival.

3 Hear it! · Pronunciation

Vocabulary · Pronunciation · Grammaring · Listening/Watching · Reading · Writing · Speaking

1 **Listen to the dialogue and notice the bold letters. Then, act it out.**

Track 6.1

Zuhal : Hello, Zafer! What's up?
Zafer : Hi, Zuhal. I'm starving. Are you hungry?
Zuhal : Not much! But I can join you. There is a good pizzeria over there.
Zafer : Let's go, then.

2 **Listen to and repeat words as a whole class. Notice the bold letters.**

Track 6.2

- Litre
- Pudding
- Noodle
- Mineral
- Mixing
- Sour
- Nutrition
- Obesity
- To reserve

3 **Work in pairs. Write rhyming words for each word below. Then, repeat them in turn.**

- Lemon : .....
- Mug : .....
- Near : .....
- Cooking : .....
- Good : .....
- Potato : .....

4 **Listen to the tongue twisters. Then, repeat them in pairs.**

Track 6.3



5 **Have a competition to say the tongue twisters correctly and fluently in 20 seconds.**

6 **Draw funny pictures of the tongue twisters above in groups. Then, pin them on the noticeboard in the class. Give feedback to each other.**

4 Get it! · Vocabulary

1 ▶ **Watch the digital story and circle:**

Is this **an international or national food festival?**

Merve First, I peel and chop two onions. Second, I add a teaspoon of salt, black pepper, and spices to a kilo of mince. Third, I knead it to flavour well in a mixing bowl. Finally, I grill kebabs.

Andrea Thank you. I'm Andrea from Italy. I've prepared lasagne today. The ingredients are lasagne sheets, mince, onion, sweet pepper, spices, herbs, and cheese. You can add some other veggies such as broccoli, chilli, courgette, and sweetcorn. After preparation, you need to bake it in the oven. You should try it!

Akira You need to have a packet of ramen -a Japanese noodle-, boiled chicken, and soy sauce. You should sprinkle fresh onion on it and add a boiled egg to it. Nowadays, some people pour sour cream into it. You see, it is low-fat, nutritious, and a bit sour.

Mrs Acar Great! It's full of protein, minerals, and vitamins. Thank you very much, Akira.

2 **Read the speeches quickly and underline the words you don't know. Then, talk about them with the whole class.**

3 **Write down: Which recipe is each speech about?**

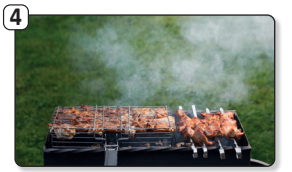
Merve : ..... **Andrea** : ..... **Akira** : .....

4 **Write the words/phrases from the text under the correct pictures.**

1 

2 

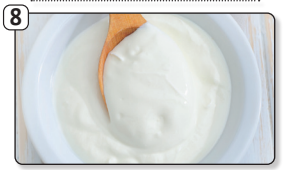
3 

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.....

.....

.....

.....

5 **Repeat the words/phrases above as a whole class.**

6 **Choose the correct one according to the speeches.**

a. Merve kneads kebab to **flavour / cook** very well.
b. Andrea adds spices and **herbs / minerals** to lasagne.
c. Andrea gives options of **fruits / veggies** to put in the meal.
d. Akira needs **a bunch / a packet** of ramen for the food he prepared.
e. Akira pours **soy / sweet** sauce into the ramen.

7 **Read the speeches again and think of the answers to the quesitons. Then, answer them in pairs.**

a. What does Merve do with two onions?
b. How much salt does Merve add?
c. What style of cooking does Merve use?
d. What can you add to lasagne for Andrea?
e. How does Akira describe his meal?
f. What does Mrs Acar say about the chicken ramen?

8 **Match the words/phrases with their definitions. There is an extra definition.**

a. lasagne	☐ · very good for you
b. to flavour	☐ · a plant whose leaves, flowers or seeds are used to add taste to food
c. herbs	☐ · to add something to food to give it more taste
d. low-fat	☐ · large, flat pieces of pasta
e. nutritious	☐ · to steam for long hours
	☐ · containing only a small amount of fat

9 **Work in pairs and prepare a recipe using the words/phrases in Exercise 4. Then, share it with your classmates. Give feedback to each other.**

e.g. First, you can peel onions and courgettes.

10 **Look at the picture and guess what the journal article is about.**



Humans have different habits and routines for food. People always have a tendency to differentiate food. So, they've gained lots of variety. And this causes a wide range of consumption nowadays. Obesity and an eating disorder are also other current problems as a result of it.

When we examine human routines for food, they consume carbohydrates, proteins, vitamins and minerals during their nutrition processes. Having breakfast, drinking plenty of water, and eating fruit and vegetables are some of the remarkable routines for them. Cooking at home could be the best choice, but eat-in or self-service cafes or takeaway are other acceptable alternatives.

11 **Tick (√) the words/phrases you do not know and repeat them as a whole class. Then, discuss their meaning with your teacher.**

☐ tendency	☐ remarkable
☐ consumption	☐ eat-in
☐ eating disorder	☐ takeaway
☐ nutrition	☐ acceptable

12 **Complete the categories from the journal article above.**

Problems	Nutrition elements	Routines for food	Choices
Consumption	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

13 **Choose the best option according to the text above.**

1. Humans and living creatures have different ..... for food.
   a. habits b. server c.grocery
2. People have ..... lots of variety.
   a. reserved b. gained c. starved
3. Lots of variety in food causes a wide range of ..... .
   a. consumption b. fryer c. therapy
4. People consume vitamins and minerals during their ..... processes.
   a. discipline b. procedure c. nutrition
5. Having breakfast is one of the ..... routines.
   a. sporting b. remarkable c. dairy-free

14 **Talk in pairs about your habits and routines for food. Find three common ones with your friend. Then, share them in the classroom.**

How to play

- Play the game in two groups in turns.
- Group A will write down a name of recipes they already know on a piece of paper.
- Show it to one of the members in Group B.
- The student tries to describe the recipe to her/his group in two minutes.
- If they say the name of the recipe, they get one point.
- If they can't say it on time, the other group can take point by saying the correct sentence.
- The group with the most points will win the game.
- Get help from the bank.

e.g.



It has many types. There are tomato sauce, cheese, salami, mushrooms and sweet pepper on it. You are free to add anything you like to it.

a bunch of parsley, meat, chicken, fish, mince

a mixer, a mixing bowl, a knife, a plate, a cup, a glass, a bowl, a fork, a fridge, a cooker

to roast, to chop, to grill, to heat up, to peel, to boil, to bake, to cook, to cut, to fry, to mix

bitter, cheesy, juicy, lean, organic, pure, sour, tough

herb, spice, salt, vinegar

rice, sour cream, sweetcorn, sweet pepper

broccoli, sweet potato, a veg, wheat, courgette, chilli, an onion, a garlic

A melon, a strawberry, a lemon, an orange, grapes, a pear

5 Build it! · Language in Use

1 Read the dialogue and examine the following in bold carefully.

Sam : Hey, Freddy. You **may** know how bitter the coffee is at this café. (1)
Freddy : Yes, it's not so bitter. You **should** try it. (2)
Sam : First, I **have to** eat something lean before the coffee. (3)
Freddy : You **must** be on a diet, right? (4)
Sam : Yes. My dietician says that I **must** be careful about fatty food. (5)
Freddy : Well, I **need to** do it, but I **can't** stop to eat fried food. (6)
Sam : You **must** see my dietician as soon as possible. (7)
Freddy : This **might** work for me. Who knows? (8)



2 Watch the digital story and find sentences similar to the ones in bold above. Take notes.

3 Watch the digital story again and tick the examples you found in the digital story.

- ☐ a. They will give remarkable recipes for their traditional foods today.
- ☐ b. I may prepare a portion for you.
- ☐ c. You need to bake it in the oven.
- ☐ d. It must be easy to cook for you.
- ☐ e. You are so lucky.
- ☐ f . My mum is a well-known chef.
- ☐ g. It may remind you of your own traditional meals.
- ☐ h. I have to say that traditional foods play a big role.

4 Examine and discuss the common points of the sentences above in pairs.

5 Place the numbers in Exercise 1 and the letters in Exercise 3 into the correct table.

Probability	Deduction

Obligation	Advice

Keep in Mind!

Probability: (can, could, may, might)
She can have a good diet from now on.
Deduction: (could, must, can't)
It must be acceptable.
Necessity (Obligation): (need to/needn't)
You need to heat up the stove.
Internal obligation: (have to)
I have to eat nutritious food for my health.
External obligation: (must-mustn't)
He must have supper at home at six every evening.
Giving advice: (should-shouldn't)
You should adopt new eating habits.

6 Choose the best option. Notice the Keep in Mind! box.

1. You ..... eat a portion of vegetables for good health. (advice)
   a. should b. must c. might
2. You ..... eat so sweet and chocolate. (obligation)
   a. shouldn't b. mustn't c. may not
3. He ..... be cooking roasted chicken because of the smell. (deduction)
   a. could b. need to c. must
4. It ..... be rainy today. So we have to go to an eat-in restaurant. (probability)
   a. can b. must c. should
5. You ..... peel cucumbers. (necessity-obligation)
   a. should b. need to c. may

7 Remember the digital story and fill in the blanks. There is an extra one.

should - can - need to - mustn't - should - can - must

a. You ..... add some other veggies such as broccoli, chilli, courgette, and sweetcorn.

b. You ..... also add a good olive oil to boost the flavour.

c. It ..... be as delicious as düşbere.

d. You ..... have a packet of ramen- a Japanese noodle-, boiled chicken, and soy sauce.

e. You ..... sprinkle fresh onion on it and add a boiled egg to it.

f . I hope I ..... cook them.



8 Discuss the forms and meanings of the sentences in Exercise 7.

9 Circle the correct one. Pay attention to the Keep in Mind! box.

a. He **can/must** enjoy a bagel every morning.
b. The sweet potato **can't/could** be part of a healthy diet.
c. You **may/must** use a scale for one portion of your diet.
d. You **needn't/couldn't** use sugar if you don't like it.
e. We **has to/have to** reserve a bagel in advance at the café.
f. The doctor suggests that she **should/needn't** eat organic and pure food for her health.

10 Fill in the blanks with "shouldn't – must - needn't - have to - should - have to - mustn't - need - must"

a. You ..... see a doctor. You cough badly.
b. You ..... touch the artefacts in the museum.
c. You ..... to take your dog for a walk twice a day.
d. The bus ..... be here as the timetable says.
e. You ..... use sugar. It's not necessary. It's sugar-free.
f. Tom ..... be hardworking because he always gets the highest marks.
g. I feel like I'm gaining weight nowadays, I ..... do more exercises.
h. I ..... go to bed early because I'm tired.
i. You ..... drink cold water after doing exercises.
j. I ..... wash up fruits before eating.

11 Follow the instructions. Then, share them with your friends.

a. Make two sentences with an obligation.
b. Make two sentences with a probability.
c. Make two sentences with a necessity.
d. Make two sentences with deduction.
e. Make two sentences with giving advice.

12 It's your turn!
Work in pairs. Make a dialogue similar to the one in Exercise 1 using modals. Then share it with your classmates. Give feedback to each other.

Let's find out!

Complete the sentences with the following. Check them with your teacher.

probability - advice - external obligation - internal obligation - necessity - deduction(x2)

- We use "can, could, may, might" to express ..... .
- We use "could" to express ..... when discussing possibilities.
- We use "need" to express ..... .
- We use " must" to express ..... .
- We use "have to" to express ..... .
- We use "should" to give ..... .
- We use "must/can't" to express ..... for a logical certainty or a logical impossibility.

How to play

- Play the game in pairs. Take turns.
- Read the scenario and make sentences as in the example.
- If you make a correct sentence, you will get 10 points.
- The student who gets the most points is the winner.

e.g.

Scenario: If Sam sees a burning cooker, it is his obligation to call the firefighter. What does he say?

He must call the firefighter.

Scenario 1: If you would like to make a chocolate cake, you have a necessity to go to the supermarket to buy some flour, eggs and chocolate. What do you say?

.....

Scenario 2: Your friends will go on a picnic and you have a possibility to join them. What do you say?

.....

Scenario 3: You have reserved a table in a restaurant for dinner. It is an obligation to be at 6 o'clock there. What do you say?

.....

Scenario 4: Ömer is in a traffic jam. He has a possibility not to arrive at the meeting on time. What does he say?

.....

Scenario 5: Your friend has just tried to cook a new pasta recipe. But he needs advice. What do you suggest to him?

.....

Scenario 6: Jack has the possibility to travel abroad to taste different cuisines. What does he say?

.....

Scenario 7: It smells smoky and delicious in here. Make a deduction about it.

.....

Scenario 8: Your friend is seeking advice on decorating her new kitchen. What do you recommend to her?

.....

Scenario 9: It is an obligation not to throw any food or rubbish on the floor at the school canteen. What do you say?

.....

Scenario 10: The house door is open. Make a deduction about it.

.....

6 Read it! · Reading

1 **What kind of traditional food can you see in your life?**

2 **Look at the picture and guess what the text is about. Discuss your guesses as a whole class.**

3 **Read the text quickly and choose the best title.**

a. Food Traditions b. Cultural Roots c. Cooking Styles



I am interested in different local and international foods and cooking styles. I have been researching them and taking notes for quite some time. I might compile them into a book one day. I believe people must learn about the cultures and traditions of food.

Today, I have two wonderful guests, my grandparents. Both have remarkable experiences. I've gained an old recipe – called "Calla"- from them. You need to have half kilo of lamb meat with bones, a cup of water, 10 to 15 peeled plums, two chopped onions, a spoonful of butter, and salt. You must cook them over low heat. My grandmother often says, "A key to a good stew is slow cooking it for hours!". You could serve it with rice.

Preserving old recipes nowadays is a considerable responsibility for us. We must keep our food traditions alive by sharing them across generations. Just because this reflects our identity.

4 **Read the speeches in groups of three quickly as a jigsaw. Then, discuss your parts.**

5 **Choose the correct box of the ingredients of "Calla" from the text.**

1 

2 

3 

6 **Write True (T), False (F) or No Information (NI).**

- ☐ a. Eren has been researching different food types and cooking styles.
- ☐ b. Eren has gained a new recipe.
- ☐ c. Eren should watch documentaries about food culture.
- ☐ d. The dish must be cooked over low heat.
- ☐ e. Food traditions reflect their tastes.

7 **Read the text carefully and think of the answers of the questions. Talk in pairs.**

a. What is Eren interested in?
b. How long has Eren been taking notes about food?
c. What must people do?
d. Who are Kerem's guests?
e. What is a considerable responsibility for them?
f. How must they keep their food traditions alive?

8 **Talk in pairs.**

- What do you think about the meal in the text? Do you like it? If yes/no, give a reason.
- Have you ever known any other old recipes? If yes, what is it?
- What do you think about keeping your food traditions alive by sharing them across generations?

7 Express it! · Writing



1 Read the email and choose the correct option.

a. Gökhan is the **sender/receiver** of the mail.
b. Carlos is talking about **a traditional recipe/a supper organisation.**
c. Taco is a local food in **Germany/Mexico.**

New



Dear Gökhan

How have you been? I need to learn new recipes from different food cultures for my project. I also give you a traditional recipe from my country, Mexico. It's called "Taco". There are many types of it. You may try it.

You need to get a packet of taco shells. You might prepare it with proteins like mince, meat, chicken or fish. You add salt, spices, herbs, and veggies like onions, chilli, pepper, and tomato. After all the ingredients are cooked, you put them in a taco shell with lettuce, some cheese and sauce. You can make it dietary, cheesy, lean, tough or pure. However you cook, it is nutritious and tasty.

Mexican taco is a big part of our food tradition. Food is important to come together especially for celebrations in our culture. Do you have similar to tacos in your cuisine? Could you tell me a recipe for your favourite traditional dish?

Best wishes,
Carlos

SEND

2 Read the email and think of the answers of the questions. Talk in pairs.

a. What is Carlos's email about?
b. What does Carlos talk about in the second paragraph?
c. What is a big part of Carlos's tradition?

3 Think and write about the recipe for your favourite dessert. Then, read it aloud in the classroom. Give feedback to each other.

WRITING TASK

Write a reply to Carlos.

Use the following paragraph plan.

Paragraph 1: Write an introduction.
Paragraph 2: Share the recipe for your favourite traditional dish.
Paragraph 3: Share your feelings and thoughts about the subject.

Check your work.

- After writing your email, read it aloud in the class. Then, answer these questions with your classmates.
- Have you .....
- written an introductory part?
- written the recipe for your favourite traditional dish?
- written your feelings and thoughts about the subject?
- checked the vocabulary and grammar choice and use?

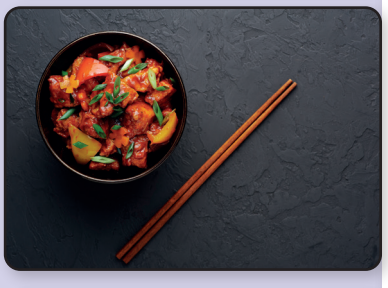
8 Discover it! · Culture

1 Read the texts below and match the following with the countries. There is an extra one.

a. Rice and vegatables
b. Half a cup of tea
c. Juicy meat
d. Falafel
e. Sweet and sour chicken
f. Fermented cabbage
g. Pastries
h. Keşkek









Türkiye:

Turkish cuisine is a timeless and balanced cuisine, including meat, fish, vegetables, herbs, grains, legumes, dairy products, oilseeds, and fermented goods. During festivals and celebrations, people come together around a large table to enjoy traditional flavours like sarma, kebab, keşkek, halva, and baklava. Both the food and table manners are very rich. Hospitality and neighbourliness are also considerable. People often share their meals with their neighbours, and the plate from the neighbour is generally sent back with any food.

Germany:

In German food culture, people generally cook juicy meat served with potatoes, fermented cabbage or soft egg noodles. Germans' love of bread should not be forgotten, such as rye bread, whole wheat rye bread, roll or small cakes.

China:

China is one of the richest culinary cultures in the world. Food means health, luck and wealth. Rice, vegetables, dough and especially sweet and sour chicken can be seen in the kitchen. In their culture, if you finish your plate, it is considered rude. Even if you enjoyed the meal very much. It means that the host has not fed you well enough. You should leave a piece of food on the plate.

Kazakhstan:

Kazakh cuisine is one of the richest cuisines of Central Asia. Bread, soups, hot dishes, meat and milk dishes, and pastries are very important in Kazakh cuisine. Half a cup of tea is worth forty years. If you are served tea in Kazakhstan, it may come in a half-full glass. This shows that your host loves you very much. Half a cup of tea means 'the tea will continue, let's continue the conversation'; a full cup of tea means 'drink it as soon as possible and leave'.

2 Think of the answers to the questions. Talk in pairs.

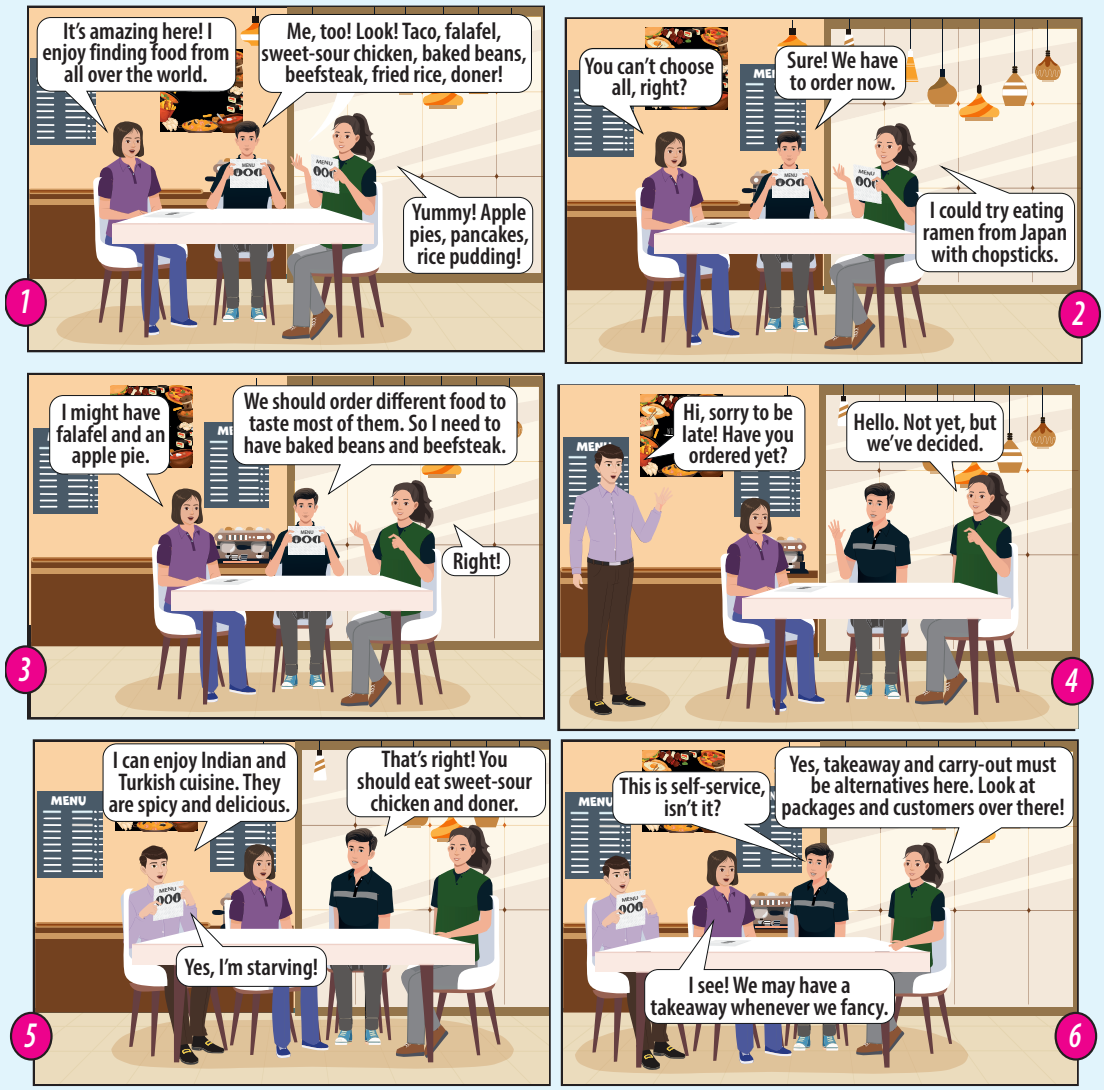
a. Which one sounds more interesting? Give two reasons.
b. Which country would you like to visit to try its food? Give two reasons.
c. What are the similarities between your local food and the cuisines in the text?
d. What else traditional food do you have in your hometown?
e. Do you enjoy cooking or eating more? Give reasons.
f. Do you prefer cooking at home or eating out? Give reasons.

3 Find more different local or international food types and present them to the classroom.

9 Revise it! · Review



1 Read the strip story and find how many main courses there are.



2 Read the strip story and answer the questions.

a. What kind of restaurant is it?

b. Which desserts are there on the menu?

c. Why should they order different food?

d. Who likes spicy food?

e. What alternatives does the restaurant have?

3 Talk in pairs.

- If you were in the restaurant above, what would you want to have?
- What kind of restaurants are there in your hometown?
- How often do you eat out with your family or friends?
- What kind of cuisines do you know in the world?
- What types of food do you prefer?

4 Talk in pairs about your preferences, habits and routines for food.

5 Work in pairs. Act out the story by adding your own words.

10 Present it! · Reflection

1 Write three sentences about what you must/have to do yourself.

e.g. I have to do my homework myself on time.

a. ..... b. ..... c. .....

PROJECT TIME

- Follow the instructions.

Topic : Life in the world & Culture

Task : Design a quiz about the theme of life in the world and culture.

STEP 1 - Search for foods and dishes from different countries, food habits and routines from various cultures.
- Prepare questions related to this information. The quiz may include true/false questions, multiple choice or short-answer questions.

STEP 2 - Write down words or phrases related to the topic on the project map.

STEP 3 - Search for visuals or pictures for the quizzes.



- Write a brief paragraph about the presentation :

2 Reflection and feedback time.

- Bring a box to the class.
- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note into the box. After all students have added their notes, pick one from the box randomly and read it aloud.
- Give feedback to each other.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow the activities about different local and international food types and cooking styles.			
	listen to and understand personal habits and routines for food.			
	talk about personal habits and routines for food; local and international food types and cooking styles.			
	write short paragraphs about different local and international food types and cooking styles.			

Consolidation

11 Practise it! · Exercises



1 Look at the picture and guess what they are doing. Then, check your answers in pairs.



2 Listen to the dialogue do Exercises a-b.

Track 6.4

a. Tick (√) the foods you hear in the dialogue.

- ☐ Tomatoes
- ☐ Mushrooms
- ☐ Cucumbers
- ☐ Courgettes
- ☐ Sweet peppers
- ☐ Vinegar
- ☐ Sweetcorn
- ☐ Sour cream
- ☐ Herbs
- ☐ Goat cheese

b. Which one is the salad in the dialogue.







3 Listen to the dialogue again and write True (T), False (F) or No Information (NI). Correct the false sentences.

Track 6.5

☐ Mum will whip up a quick salad for dinner.

..... .

☐ Betty has bought veggies from the grocery on the corner.

..... .

☐ Betty wants to sprinkle some sweetcorn on the salad.

..... .

☐ Mum pours some cream and goat cheese into the pasta.

..... .

☐ Dad must bring a bunch of herbs from the village.

..... .

4 Listen to the dialogue carefully and put the sentences in order.

Track 6.6

- ☐ Dad's friend has bought some dairy products.
- ☐ Mum is preparing salad.
- ☐ Betty sprinkles some sweetcorn on the salad.
- ☐ Dad is cooking pasta.
- ☐ Betty is washing up and chopping the cucumbers for salad.

5 Talk in pairs about your dinner routine.

Do you help your parents?
Can you cook or make a salad?
Which is your best dinner menu?

6 Make a similar dialogue in Exercise 2 in pairs. Then, role-play it in the classroom.

7 **Look at the ingredients and write a recipe. Then, share it in the classroom.**

a bunch of parsley, a jar of pickles, a gram of salt, a litre of water, a mug of flour, a packet of noodles, a spoonful of herbs, a teaspoon of spice, broccoli, chilli, courgette, sweet pepper, sweet potato

8 **Circle the odd one out.**

1.	a. a chopstick	b. a fryer	c. a jar	d. omelette
2.	a. baked beans	b. a spoon	c. beefsteak	d. pastry
3.	a. broccoli	b. chilli	c. apple	d. courgette
4.	a. a protein	b. a vitamin	c. a mineral	d. a counter
5.	a. a toaster	b. bitter	c. cheesy	d. sour
6.	a. an apple pie	b. cracker	c. rice pudding	d. pancake

9 **Look at the picture and guess what the text is about.**

10 **Complete the text with the words below. There is an extra one.**

sugar-free / protein / carbohydrates / visible / routines / nutritious / boiled

I'm Yiğit. I'm a professional basketball player. I have personal habits and (1) ..... for food. I start my day with a good breakfast. (2) ..... eggs, oatmeal with milk, and fruit are great flavours for a (3) ..... morning meal. As I train every day, I need to balance my diet for each meal. For instance, I must get (4) ..... from juicy meat, fish, chicken and grains; calcium from dairy products; and minerals from fruits and vegetables. I prefer tahini, molasses, honey, apples, and bananas for extra energy as snacks.

I need to gain (5) ..... for my muscle energy. I usually have pasta or rice for lunch. I must drink enough water each day. I also enjoy freshly squeezed fruit juice and mineral water but not fizzy drinks. My dietician says I should eat (6) ..... desserts. They are surprisingly tasty. You should give them a chance.



11 **It's your turn!**

- Write a short paragraph about your personal habits and routines for food. Then, share it with your classmates. Give feedback to each other.

- Talk in pairs about whether there are similarities and differences between your and your friends' habits and routines for food.

THEME 7



LIFE IN NATURE & GLOBAL PROBLEMS

Let's remember!

Overview of theme

EBA

Sub-themes

- Natural disasters and their harms on animals and nature
- Natural disasters and their harms on humans

Functional Language

- Referring to objects or things by providing essential information that identifies them
- Referring to objects or things by adding extra, nonessential information without changing the core meaning of the sentence

Target Social Language Expressions

- It feels like a fish out of water!
- Planting a tree is just a drop in the ocean!
- We should all go green and start using less plastic!
- We're walking on thin ice by risking the future of our planet!

WARM UP • GO TO PAGE 172 • FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound. Guess what it is about.
- What do you see in the picture? Talk in pairs with the words you know.

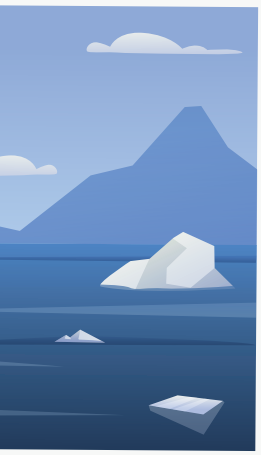




GLOBAL PR









ROBLEMS




E-WASTE
PLASTIC
METAL
PAPER
GLASS
ORGANIC
BATTERIES
LIGHT BULBS

2 Catch it! · Listening/Watching

Remember! What is your favourite season? Give reasons with the words you know.

1 Watch the digital story and tick (√) the suitable title.


Food preferences


Saving the planet


City life


Animals in the wild

2 Work in pairs. Watch the digital story again and tick (√) the terms you hear.

- ☐ camping
- ☐ national days
- ☐ natural disasters
- ☐ responsibilities at school
- ☐ harmful
- ☐ environmentally friendly
- ☐ technological devices
- ☐ sports events
- ☐ conservation area
- ☐ relationship problems
- ☐ eco-friendly
- ☐ cooking styles
- ☐ personal preferences for films
- ☐ recycling
- ☐ peaceful

3 Remember the digital story and write True (T) or False (F). Correct the false sentences. Check them with your teacher.

- ☐ a. Simge and her friends are in a tournament. .....
- ☐ b. The campsite is near a conservation area. .....
- ☐ c. They believe starting a campaign will be useless. .....
- ☐ d. The kids talked about some natural disasters in their countries. .....
- ☐ e. They won't share the camping experience with their school friends. .....

4 Look at the picture on pages 136-137 and tick (√) the things you see.

- ☐ Cleaning the environment
- ☐ Deforestation
- ☐ Wind energy
- ☐ Family life
- ☐ Air and water pollution
- ☐ Heavy weather conditions
- ☐ Food types
- ☐ Celebrations
- ☐ Recycling
- ☐ Tournament



5 Work in pairs. Read the dialogue. Make similar dialogues using the terms you ticked in Exercises 2 & 4.

e.g.


Ceren

What do you think about pollution?

In my opinion, it is a human-based problem.

What can we do to prevent it?

I think recycling can be the most effective solution.


Levent

6 Look at the picture on pages 136-137. Answer the questions by giving reasons, in pairs.

- Which of the environmental problems you see on the page can happen in your city?
- Which of the alternative solutions on the page can be more effective?

7 Read the latest news on a local website and answer the questions.

a. What is the problem in the news?
b. Who is providing help to people?
c. What should people do?

https://mycitydailynews.com

Due to the recent heavy rainfall, flood has affected some parts of the city. Rescue workers are on high alert. Emergency services are trying to help the people, who are affected by flood. Please avoid risky areas to stay safe.

BREAKING NEWS

8 Work in pairs. Write similar news about a recent natural problem you remember. Share it with your friends.

3 Hear it! · Pronunciation

Vocabulary · Pronunciation · Grammaring · Listening/Watching · Reading · Writing · Speaking

1 Listen to the dialogue and notice the bold sounds. Repeat them as a whole class.

Track7.1

Will : You should stay quiet in the library.
Jason : Oh, I am really sorry. I forgot it.
Will : Okay, let's focus on the topic.

2 Notice the first letter of the given words below and circle similar sounds in the utterances.

▪ qualification ▪ rabbit ▪ sister ▪ tiger ▪ union



a. Did you understand the question?
b. No, will you please repeat it?
c. How does watching a film sound?
d. Unfortunately, I don't have time for that right now.
e. We formed a union in our school.

3 Read the words loudly. Notice the bold sounds and circle the odd sound out.

a. aquatic	quarter	mosque	qualification
b. rare	here	carrot	arrow
c. sugar	slim	sun	sand
d. tuna	tarantula	test	castle
e. uniform	unhappy	unity	use

4 Listen to the tongue twisters. Then, repeat them in pairs.

Track 7.2



4 Get it! · Vocabulary



1 ▶ **Watch the digital story again. Tick (√) the phrases you hear.**

- ☐ life in nature
- ☐ camping
- ☐ deforestation
- ☐ natural disasters
- ☐ renewable energy sources
- ☐ harmful
- ☐ non-renewable
- ☐ conservation area
- ☐ water pollution
- ☐ eco-friendly
- ☐ recycling
- ☐ air pollution

2 **Read the school magazine and write the suitable phrases from Exercise 1. Then, check your answers with your friends.**

A Family Camp

At the end of June, my family and I went ..... in a ..... -where nature is protected. We enjoyed the ..... . There were lots of tall trees and clean rivers. Unfortunately, we noticed some problems in the area. Some ..... that have happened recently have damaged some parts of the area. We also saw the ..... effects of human actions, as in some areas people have cut down many trees. As a result, there is ..... in the area, too.

During our camp, we used ..... like solar energy and rechargeable batteries, as we are definitely ..... We talked about how ..... (dirty rivers from farms) and ..... (smog from cities) destroy nature.

At the end of our camp, we understood that being environmentally friendly is so important to keep our planet habitable. Simple choices -like ..... instead of producing trash or using clean energy- can protect forests, rivers, and animals.



3 **Work in pairs. Write the words and phrases in the correct groups.**

• fossil fuel	• green belt	• greenhouse gas	• saving energy
• erosion	• sustainable	• solar energy	• non-renewable energy

Good for the environment	Bad for the environment
.....	.....
.....	.....
.....	.....
.....	.....

4 **Work in pairs. Read the dialogue below. Make similar dialogues using the words in Exercise 3.**



Orhan : What do you know about solar energy?
Wendy : As I know, it is good for the environment.
Orhan : Why do you think so?
Wendy : Solar energy is a kind of renewable energy source and it doesn't pollute the environment.
Orhan : What about non-renewable energy sources?
Wendy : They are harmful to the environment because overusing them causes pollution.

5 Read the article in the newspaper and answer the questions.



BE AWARE OF THE DISASTERS

We all know that climate change is causing serious problems all over the world. In some regions, a lack of rainfall causes droughts, while in some other areas, deforestation and too much rain end in floods and landslides. As a result, both people and animals become homeless and are forced to find safer areas to live. Some people live in risky shelters without proper protection, which can harm their health. There are different types of natural disasters depending on the climate of the region. For example, when it snows heavily in the mountains, natural disasters like avalanches threaten lives. These sudden disasters require rescue workers to act quickly to save survivors. Overuse of natural resources is another important problem. Wasting these resources can be considered against human rights because some people can't find enough food, so famine and hunger are increasing. To prevent these kinds of global problems, we must recycle and reuse.

If we work together, we can protect our planet.

a. What is the main reason for the environmental problems across the world?
b. Why do people and animals become homeless?
c. What happens after heavy snowfall in the mountains?
d. Why are famine and hunger increasing?
e. What is offered as a solution for the problem?

6 Read the article again and match the words with the definitions. Check the answers with your teacher. There is an extra definition.

☐ 1. drought	a. lack of food
☐ 2. flood	b. a general term for strong natural events that cause severe damage
☐ 3. avalanche	c. a long period when there is little or no rain
☐ 4. famine	d. mass of snow rapidly falling down a mountainside
☐ 5. disaster	e. a way of producing clean energy
	f. excessive amount of water covering a normally dry area

7 Work in pairs. Read the dialogue and act out similar dialogues about the disasters in Exercise 5. Take notes about your friends' answers.

e.g.



Ayça

Have you ever experienced a flood?

Unfortunately, yes.

When and where?

Two years ago, when we were in Antalya.

What were the results?

The houses and shops in lower places were covered with water.



Burak

8 Share your notes with your peers.

e.g. Some of my classmates have seen a flood in the last three years.

How to play

- Form groups of four or five students.
- Write the words in the word box below on separate pieces of paper.
- Fold and put them in a box.
- The teacher picks one piece of paper and writes the word on the board.
- Teams try to complete the tasks to get points.
- Each correctly completed task gives one point to the group.
- Groups check and give points to each other's answers.
- The teacher is the referee and decides the duration of each task.

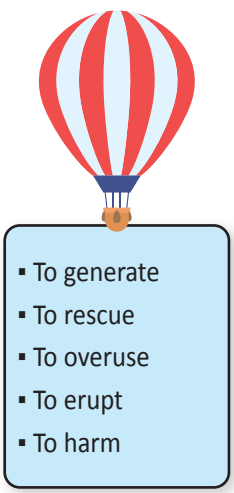
TASKS

- Write a meaningful definition of the word.
- Use the word in a sentence.
- Read your sentence to the class with the correct pronunciation.
- Use "who, which, that" to combine your sentences.

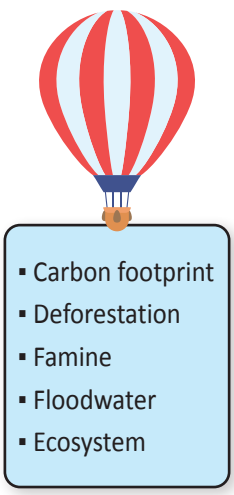
e.g.

Word : Natural disaster
Definition : Natural disasters are harmful natural events **that** cause a lot of damage.
Sentence : The people **who** experienced a natural disaster can feel shocked and upset.









5 Build it! · Language in Use

1 Read the sentences below and answer the question.

The species **that live in the rainforest** are in danger due to deforestation.

The rainforest, **which is home to many species,** provides oxygen for us.

All the trees in this wood are planted by Mr Stone, **who is a real environmentalist.**

Are the bold parts in the sentences providing information or making the sentences negative?

2 Read the text and underline the parts that add information to the sentences.



Hi, I'm Cindy. Carla, who is my best friend, and I are doing research for our Geography assignment on the Internet. The topic is the effects of natural disasters on humans and animals.

The first natural disaster which we have researched was the tsunami. Tsunamis can cause severe destruction. They often occur after catastrophic earthquakes that happen in the ocean. Some deadly tsunamis may happen at any time, so the people that live on the coast are at high risk.

The typhoon is the next natural disaster I want to talk about. They are powerful cyclonic winds which are a serious threat to both humans and animals. They can even destroy strong structures. People who manage to survive may usually become homeless afterwards. Unfortunately, the recent climate crisis, which is mainly caused by humans, has increased the number of typhoons around the world.

The volcanic eruption is the last disaster in our research. There are many volcanoes, which are considered dormant, all around the world. Experts that have done research on recent eruptions have stated that any dormant volcano may still erupt at any time. There are also some active volcanoes that erupt lava and steam onto the Earth's surface.

In conclusion, we can face a natural disaster that affects life anywhere and at any time. We cannot prevent most of them, but we can get ready for them.

3 Read the text again and answer the questions.



a. Which word in the underlined parts is used for people?

b. Which word in the underlined parts is used for objects?

c. Which word in the underlined parts is used for both people and objects?

4 Choose the correct option.

a. The students **who / which** have a science project researched their topic in the library.

b. The mountains over there, **who / which** are always covered in snow, can cause avalanches.

c. Our Geography teacher, **who / which** has a big farm in the village, plants many trees.

d. Rainforests, **who / which** store carbon, reduce the effects of climate change.

e. Drought, **who / which** threatens the future, must be taken seriously.

Keep in Mind!

- When we need to add some information to a sentence, we can use **who, which, that.**



5 Study these sentences from the digital story and answer the questions.

We saw and photographed the severe harm that is caused by a forest fire.

There is also an active volcano, which sometimes erupts, in Fuji.



a. Which part in the sentences adds necessary information?
b. Which part in the sentences adds extra information?

6 Fill in the blanks with "which, that, who".

a. My sister, Alice, ... is a rescuer, works for a charity.
b. Consuming too much fossil fuel, ... causes carbon emissions, is not suitable for green belt.
c. People ..... survive severe natural disasters usually choose to migrate.
d. In my opinion, deforestation, ... is mainly caused by humans, is the biggest problem on the Earth.
e. Erosion, ... is a natural process, can be accelerated by some human activities like deforestation, agriculture, and construction.

7 Work in pairs. Combine the following sentences with "which, that, who".

e.g.

a. I think you will like the campsite. It has the isolated beauty of nature.
I think you will like the campsite **that** has the isolated beauty of nature.

b. The slogan for World Environment Day was “Beat Plastic Pollution”. World Environment Day is on 5 June 2023.
The slogan for World Environment Day, **which** is on 5 June 2023, was “Beat Plastic Pollution”.

Keep in Mind!

Necessary information (Defining)

e.g. The man **who** lives next door provides protection for stray animals.

Extra information (Non-defining)

e.g. Türkiye, **which** has got lots of rivers, can generate hydroelectric power.



a. My brother cares about his carbon footprint. He is an environmentalist.
..... .

b. Some of the scientists at the university are refugees. They have left their home countries.
..... .

c. We should reduce using non-renewable energy sources. They are harmful.
..... .

d. In many countries, emergency services have great importance for survival after natural disasters. Emergency services are provided by governments.
..... .

e. Our school prepared a climate action plan. The plan will raise the students’ awareness.
..... .



Let’s find out! **Complete the sentences with the following terms.**

Essential information (Defining Relative Clauses) - Non-essential information (Non-defining Relative Clauses)

We use ..... when we provide essential information that identifies objects or things.
We use ..... when we provide non-essential information without changing the core meaning of the sentence.

8 Study the Let's find out! box and write two example sentences and share with your peers.

How to play

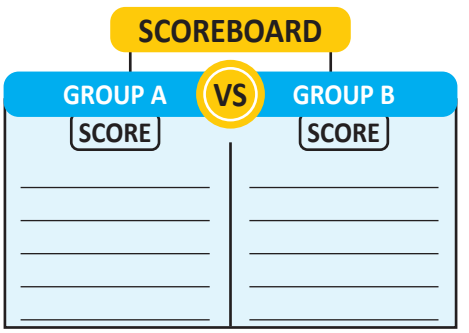
- Divide the class into three or more groups.
- Write each word in the word box below on a piece of paper.
- Fold and put them in three separate boxes.
- One student from each group picks one piece of paper from each box.
- Groups write a short story using the three words.
- Sentence formation must be correct but stories can be either logical or funny to get the point.
- Use the conjunctions you studied in the theme (who, which, that) in your sentences.
- When a group finishes its story, the other groups have 30 seconds left.
- One student from each group writes their short story on the board.
- Groups check and give points to each other's answers.
- The teacher is the referee.

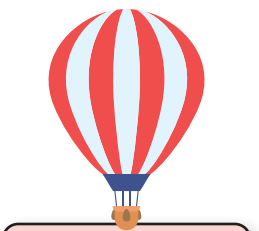
POINTS SYSTEM

Finishing the story first	: 3 points
Using all three words in your story at least once	: (1 for each) 3 points in total
Using all three conjunctions in your story at least once	: (1 for each) 3 points in total
Writing the most logical or the funniest story	: 3 points
Complete the story without any formation mistakes	: 3 points

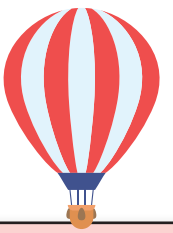
e.g.

Words : A dentist, a typhoon, a motorway
Text : There used to be a dentist who was scared of typhoons. His house, which was near the motorway, was very large. The pool that was in his garden was very big, too.

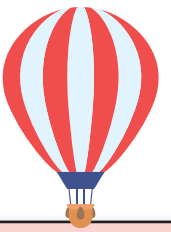




- A teacher
- A rescue worker
- A doctor
- A police officer
- A driver
- A journalist
- A cook



- A flood
- A landslide
- A tsunami
- A thunderstorm
- A volcanic eruption
- An earthquake
- An avalanche



- An airport
- A fire station
- A farmhouse
- A flat
- A cottage
- A sports centre
- A hospital

6 Read it! · Reading

1 **Work in pairs. Talk about the common natural disasters that occur in your country.**

2 **Read the text quickly and choose the most suitable picture related to the topic.**

1 

2 

3 

SAVE THE FUTURE

Natural disasters are unstoppable. Yet, we can still predict them and prepare ourselves in advance. We hear about various disasters, which are mainly caused by human activities, every day. Many people and animals are affected by these disasters. People who live in low-risk areas are usually luckier than those who live in high-risk areas. But it is apparent that we need to work together to reduce the harmful effects of natural disasters. Planting a tree is just a drop in the ocean! Reducing our carbon footprint can be the key element of this cooperation. We can start using energy-saving devices at home. Another simple but effective step can be using public transportation. This is important because fossil fuels generate too much carbon dioxide, which is one of the major greenhouse gases. By using sustainable resources like hydroelectric, solar, and wind energy, we can fight against the climate crisis. Additionally, we can clean up the environment. Today's lifestyles have many pollutants which are a threat to the ecosystem. We must protect nature for future generations.



3 **Work in two groups. Read the text again. The first group finds the sentences expressing useful statements. The second group finds sentences that express harmful actions or problems. Share the sentences you found with your classmates.**

4 **Read the text again and answer the questions.**

a. What is the main idea of the text?
b. Who are the luckier people?
c. Why do people need to work together?
d. What can be the key element of the cooperation?
e. How can we fight against the climate crisis?

5 **Write a short paragraph about saving the future. Then, compare it with your friends' paragraphs.**

---

7 Express it! · Writing



1 Read the text and answer the question.

What did Kylie research in this report?

Hi, everyone! I am Kylie. I researched natural disasters around the world and wrote this report for my social studies project. I mentioned some **natural disasters** that caused severe harm to both humans and nature. One of the most common disasters is **flooding**. Many countries have struggled with **floodwaters** that left millions of people and animals homeless, while others have suffered from **drought** and starvation. Another common disaster is a **thunderstorm**, which is a serious threat to living beings. **Earthquakes** are also among the most common natural disasters. They can destroy buildings and wound people. There are other disasters, like **avalanches, blizzards, landslides, tsunamis,** and **typhoons**, which occur depending on the geographical conditions of an area. All of these disasters can cause massive destruction.

The people who have to struggle with such natural disasters are usually aware of the threat. To me, we should all learn how to stay safe during a natural disaster. We should also learn about the protection possibilities from natural disasters. There is still much to learn about them.

2 Read the text again and complete the sentences with suitable bold words.

Kylie mentioned some (1)..... that caused severe harm to both humans and nature.
(2)..... left millions of people and animals homeless.
(3)..... and (4)..... are other common natural disaster.
There are some other disasters like (5)..... according to the geographical conditions of an area.

3 Work in pairs. Read the text again and answer the questions.

a. Which natural disasters in the text can occur in your country?
b. What do these natural disasters cause in your country?
c. What do you think about the last sentence of the text?

4 Write a text according to the writing task.

5 Work in pairs. Talk about natural disasters in the text. What should we do for protection against natural disasters?

WRITING TASK

Prepare a report on natural disasters in your country.

Use the following paragraph plan.

Paragraph 1: Research and define the natural disasters that have occurred in your country.
Paragraph 2: Write the harms they caused.
Paragraph 3: Write possible precautions against natural disasters.

Check your work.

- After writing your report, read it aloud in the classroom. Then, answer the following questions with your classmates.
- **Have you** .....
- defined the natural disasters that have occurred in your country?
- written the harms they caused?
- written possible precautions against natural disasters?
- checked the vocabulary and grammar choice and use?

8 Discover it! · Culture

Listening/Watching · Reading · Writing · Speaking · Vocabulary · Grammar · Pronunciation

1 Read the text quickly and say if you know any of the organisational activities?

COOPERATION IS THE KEY

Natural disasters can occur at any time and anywhere, so we should always be prepared for them. Here are some organisational activities that are held in Türkiye to coordinate efforts before and after a natural disaster.

Weather, which affects the entire world, has no borders. Countries and governments should work together to prevent climate change. During international panels, Disaster and Emergency Management Presidency, AFAD, introduces its Risk Reduction project that aims to reduce disaster risks arising from climate change. These panels usually host experts in their fields, public institutions, local governments, and academics.

The Turkish Red Crescent, Kızılay, provides educational activities which protect people from natural disasters. These activities aim to increase the culture of helping each other and improve community health. "I'm learning Safe Living with the Red Crescent Project" is about educating students and teachers on safe living methods during a natural disaster.

The main purpose of the General Directorate of State Hydraulic Works, DSİ, is to protect and provide sustainable water resources. Contaminants that pollute water sources after a natural disaster must be kept under control. There are three key principles for protecting water: efficient use, purification, and reuse.

Protecting forests, which are of vital importance to us, must be our priority. Unfortunately, forest fires occur nearly everywhere. The General Directorate of Forestry organises training courses for forest fire volunteers. After completing practical training, you can receive a certificate and become a forest fire volunteer.

Meteorological forecasting must be considered globally. The Turkish State Meteorological Service, which has been a member of the World Meteorological Organisation since 1949, predicts heavy weather conditions to warn people before a disaster. Following these predictions can help people stay safe during a natural disaster.

The Department of Disaster and Emergency Management in Türkiye has an important role during natural disasters. People who work for the National Medical Rescue Team, UMKE, immediately arrive at the disaster area and start working. They organise all types of medical support, provide protection services, and cooperate with other organisations.











2 Read the text and answer the questions.

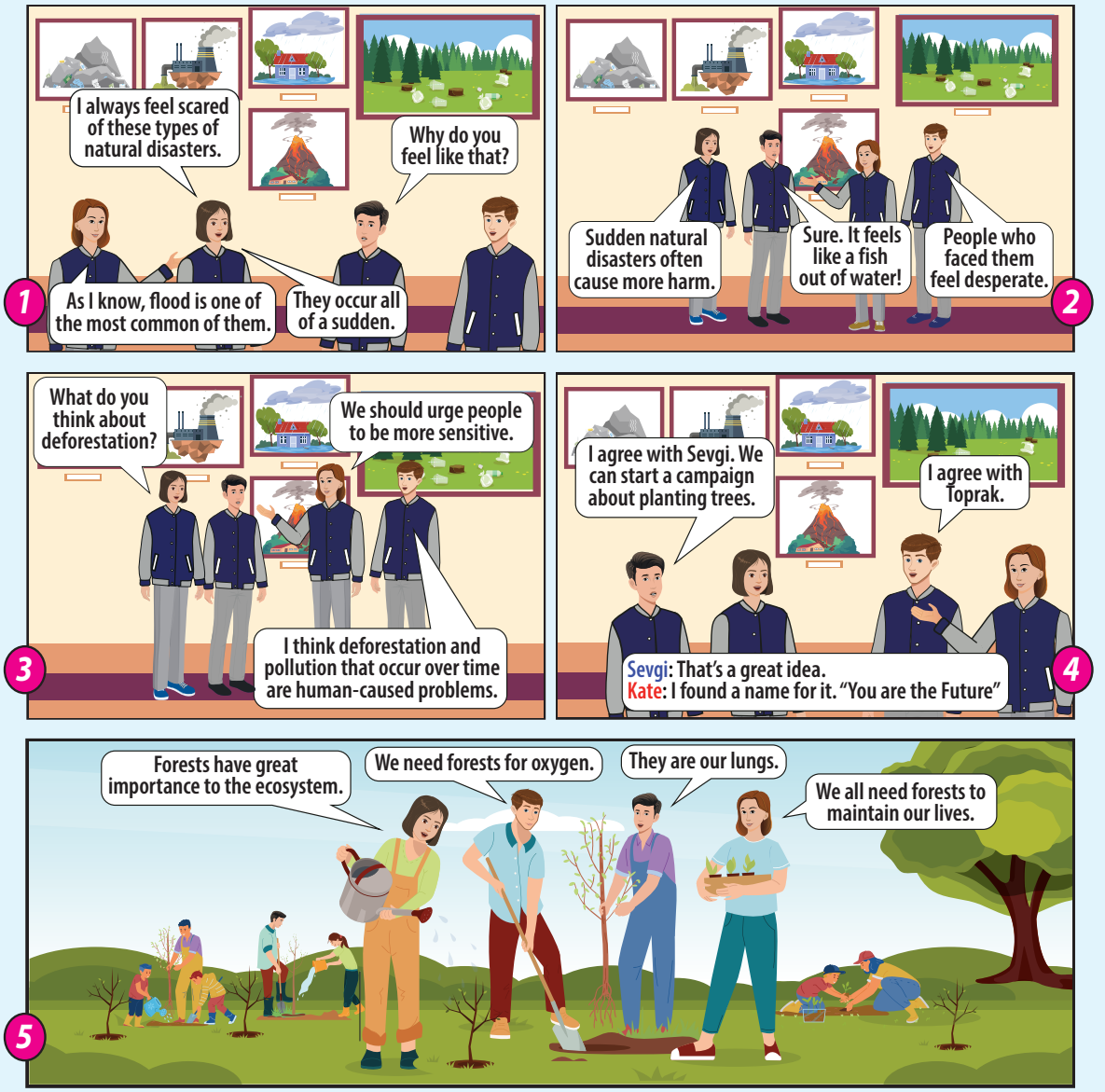
a. What does AFAD aim for during international panels?
b. Which educational activities are mentioned in the text?
c. What are the key principles for protecting water?
d. Why is following meteorological predictions important?
e. Who arrives at a disaster area immediately?

3 Work in pairs. What other organisational activities do you know for natural disasters?

9 Revise it! · Review



1 Read the strip story and find who offered to start a campaign.



2 **Read the strip story and answer the questions.**

a. Why is Kate afraid of some natural disasters?

b. Who feels desperate according to Paul?

c. Which natural problems occur over time?

d. What is the campaign about?

e. Why are forests important?

3 **Talk in pairs.**

- What kinds of natural disasters do you know?
- How do natural disasters affect human life?
- What are the harms of natural disasters on animals and nature?
- What is the most common natural disaster in your city?
- What types of activities can help prevent natural disasters?

4 **Talk in pairs about the potential effects of modern life on natural disasters.**

5 **Work in pairs. Act out the story by adding your own words.**

10 Present it! · Reflection

1 **Work in groups. Choose a topic and share your experiences, thoughts, and feelings using "who", "which", and "that". Then, give feedback to each other.**

- Natural disasters and their harms on humans
- Natural disasters and their harms on animals
- Natural disasters and their harms on nature

PROJECT TIME

- Follow the instructions.

Topic : Natural disasters

Task : Prepare a poster about a natural disaster. Pin your poster on the noticeboard in the classroom.

STEP 1 - Define a natural disaster.

STEP 2 - Research what causes the natural disaster.
- Research the impacts of the disaster on humans, animals, and nature.
- Research what to do for protection.

STEP 3 - Write down words or phrases related to the topic on the project map.

STEP 4 - Present it in the class.



- Write a brief paragraph about the presentation :

2 **Reflection and feedback time.**

- Bring a box to the class.
- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note into the box. After all students have added their notes, pick one from the box randomly and read it aloud.
- Give feedback to each other.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and understand speeches about the impacts of natural disasters.			
	listen to and follow the sentences providing essential information.			
	read and understand the sentences providing extra information.			
	talk about the causes of natural disasters.			
	write a paragraph about natural disasters.			

Consolidation

11 Practise it! · Exercises



1 **Talk in pairs. How do you feel when you read news about a natural disaster?**

2 **Listen to the paragraph and answer the questions.**

Track 7.3



a. What is the problem Asya mentioned in her letter?
b. How did Anita introduce Eren?
c. What happened to the wild animals which used to live in the forest?
d. What does Eren believe?
e. What does Asya hope for Eren?

3 **Complete the sentences according to the dialogue. Check them with your teacher.**

a. There are no more green trees, ... were home to many birds.
b. Farmlands ..... used to be green have also been affected.
c. The people ..... used to live there are leaving the village one by one.
d. Eren's father, ... wants to leave the village, is looking for a house in the city.
e. The villagers ..... have moved to the city will turn back to the village.

4 **Work in pairs. Read the dialogue below and make similar dialogues.**

e.g.



Luke

What do you think about pollution?

Pollution, which has many negative effects, is one of the biggest global problems we need to solve.

Do you have any ideas about how to solve this problem?

Yes. We should reduce our carbon footprints to reduce pollution.



Mina

5 **Imagine that you are Anita. Follow the steps below and write a reply to Asya.**

Step 1 : Greet your friend and share your feelings about the news in her letter.
Step 2 : Mention a natural disaster you have heard of or experienced.
Step 3 : Combine your sentences using "who", "which", and "that".

6 **Read the text quickly and write the best title.**

a. Don't Waste Tomorrow b. Lost Yesterdays c. This is Your Life

---



Why do we usually complain about the past and feel hopeless about the future? People who are determined can learn from their mistakes. They can use the negative experiences from the past to reach positive results in the future. Global warming, which is mainly caused by humans, leads to a climate crisis. Planting trees, which we need to consider seriously, can be the main solution to the problem. We should plant as many trees as we can to create a green belt. There are some cities that have already created their own green belt. A greener future can also help reduce other environmental problems. The more we enlarge the green areas, the fewer environmental problems we experience. This provides a chain reaction that positively affects everyone. It is never too late to start a positive change. Let's encourage everyone to plant trees to save the future. Trees paint the Earth with life.

7 **Work in pairs. Underline the sentences that provide defining or non-defining information.**

8 **Work in pairs. How is the opening question of the text related to environmental problems?**

9 **Read the text again and answer the questions.**

a. Who can learn from their mistakes?
b. What is the problem mentioned in the text?
c. What type of city is mentioned in the text?
d. What provides a chain reaction?
e. What is offered in the text?



10 **Look at the sentences below and write them under the correct box. Write two more sentences in each box.**

• The lady who is organising the recycling campaign is a teacher at our school.
• Türkiye, which combines Asia and Europe, has an important geographical location.

Providing essential information	Providing non-essential information
---	---
---	---
---	---

11 **Work in pairs. Think of the effects of technology on global problems. Write a short text about it. Then, read it to your friends.**

e.g. Technology, which is used in nearly every part of our lives, can be both useful and harmful. Electric buses travel silently through cities, blending utility with cleaner air. Motorised vehicles make transportation easier, but too many of them can cause traffic jams and air pollution. We're still learning to balance tech's power with its consequences.

THEME 8



LIFE IN THE UNIVERSE & FUTURE

Let's remember!

Overview of theme

EBA

Sub-themes

- Life in the universe
- Life in the future
- Space and technology

Functional Language

- Describing general truths, facts, and habits and situations where the result always happens if the condition is met
- Describing realistic situations in future that are likely to happen and or cause-and-effect relationship between a condition and its probable outcome

Target Social Language Expressions

- The new space project will blast off next year!
- This robot feels ahead of his time!
- The electric car company is in the driver's seat of green technology!
- The sky's the limit for technological developments!

WARM UP
GO TO PAGE 172
FOR WELL - BEING

1 Notice it!

Digital Story

- Watch the digital story with no sound. Guess what it is about.
- What do you see in the picture? Talk in pairs with the words you know.





2 Catch it! · Listening/Watching

Remember! How many planets are there in our solar system? Can you remember their names?

1 Write the given words below under the correct pictures. There is an extra one.

The Moon / The Sun / Space / Sky / Comet


1


2


3


4

2 Watch the digital story and tick (√) the picture that describes the digital story best.


1 ☐ Futuristic Robots


2 ☐ Space Project


3 ☐ Saving the Planet


4 ☐ Life in Nature

3 Watch the digital story again and put the sentences into the correct order.

- ☐ Let's check and make sure everything is ready for the rocket launch.
- ☐ It is time to spacewalk now.
- ☐ The new space project will blast off next year!
- ☐ I can see the Earth.
- ☐ The future is in the sky.

4 Remember the digital story and circle the words you heard. Check with your teacher.

▪ a spacewoman	▪ a voyage	▪ a comet	▪ a star	▪ a planet
▪ a solar panel	▪ a satellite	▪ a spacecraft	▪ a take-off	▪ a spacesuit

5 Work in pairs. Read the dialogue and make similar dialogues using the words in Exercise 4.

e.g.


Alp

Have you seen a comet before?

No, I haven't. What about you?

I haven't seen a comet, either.

How would you feel if you see one?

I think I would feel excited.


Nancy

6 Talk in pairs. Look at the picture on pages 154-155 and answer the questions.

a. Where are the people?
b. What are the people doing?
c. What can you see in the picture?
d. Would you like to visit the place in the picture? Give reasons.
e. If you visit the place in the picture, which stand will you see first? Give reasons.

7 Imagine that you visited the place on pages 154-55, write your opinions about your visit. Share it with your friends.

3 Hear it! · Pronunciation

Vocabulary · Pronunciation · Grammaring · Listening/Watching · Reading · Writing · Speaking

1 Listen to the dialogue and notice the bold sounds. Then, act it out.

Track 8.1



Göktuğ

How was the fair you visited last Saturday?

It was really amazing.

Which part excited you the most?

Solving the puzzle about the universe was very exciting.



Ursula

2 Read the words below. Notice the bold letters and write two more example words for each sound using the words you know.

very	when	fix	young	pizza
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

3 Listen to and find the bold letter with a different sound.

Track 8.2

voyage	navigate	witness	observation
who	wire	shadow	win
extreme	galaxy	exceed	universe
astronomy	happy	system	funny
colonize	massive	observer	size

4 Listen to the tongue twisters then, repeat them.

Track 8.3

Venus washed Wendy's wet vest with warm vinegar.

Xavier the young fox fixed Yuki's xylophone yesterday.

Young zebra Zoe yelled, "Yuri, you yawn too noisily!".

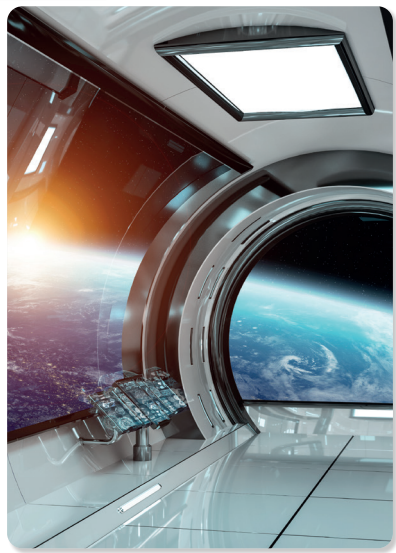
5 Work in pairs. Challenge saying the tongue twisters correctly and fluently.

6 Draw funny pictures of aliens shaped like the letters V, W, X, Y, and Z. Then, pin them on the noticeboard.

4 Get it! · Vocabulary

1 Read the text quickly and answer the question.

Which scientific field is trying to answer the questions about the universe?



HISTORY OF SPACE TECHNOLOGY

Human **imagination** has been questioning cosmic mysteries. "Are we alone in this universe?" "Is it possible to live on other planets?" Astronomy is trying to answer these questions.

Astronomers have been observing our solar system and universe for years. These observations started with the launching of some artificial satellites into the Earth's orbit. The launching of a **spacecraft** with a group of astronaut to the moon followed it. Exploration of the moon led to other studies. Some robots have been sent to Mars to learn more about life opportunities on other planets. It is **estimated** that people who witnessed these kinds of studies may be the passengers of space voyages one day. Astronomers are working on reasonable and realistic studies which can support astronauts to navigate safely in space. Who knows, these **observations** may allow people to colonise other planets in our solar system.

2 Complete the sentences with the suitable bold words in Exercise 1.

a. The new project is ..... to last more than a year.
b. They are planning to send a ..... to the moon.
c. I have no ..... I can't create pictures in my mind.
d. Scientists are watching the cells carefully for their ..... .
e. Young ..... will join the next space mission.

3 Read the text carefully and choose the correct answers.

1. People are wondering whether we are alone in the.....
a. universe b. orbit c. space

2. Astronomers have been.....the solar system for years.
a. launching b. watching c. observing

3. Artificial.....are technological devices in the Earth's orbit.
a. robots b. satellites c. spacecrafts

4. With the help of technology, people may join a space .....one day.
a. orbit b. voyage c. study

5. Scientific studies may allow people to ..... other planets in the solar system.
a. colonise b. imagine c. study

4 Work in pairs. Match the words with the correct definitions. There is an extra definition.

a. To launch
b. To navigate
c. To witness
d. To colonise
e. To observe

1. to watch something carefully
2. to move around a much larger object
3. to start an organised activity
4. to take control of an area
5. to plan and direct the way of a vehicle
6. to see something happening

5 Fill in the blanks with the correct words in Exercise 4.

a. Some scientists believe that humans will ..... other planets and start living there soon.
b. Engineers reported that the spacecraft is ready to ..... in ten minutes.
c. They designed a new robot that will ..... the surface of Mars.
d. The new program will provide the spaceship ..... safely on the correct route.
e. Millions of people could ..... the space team returning to the Earth on TV.

6 Read the dialogue quickly and say why Alya asked for help.

Alya : Dad, can you please help me with my science homework?
Father : Of course, sweetie. How can I help you?
Alya : Our teacher gave us a paragraph about the universe and asked us to find the meanings of the words we don't know. Then, we need to write example sentences for these words.
Father : Let's study them together.
Alya : Here are the words: **proof, to suspect, to stimulate, to exceed,** and **abstract**.
Father : Okay, honey. Here is the meaning of proof. It is a kind of document or information that shows something is true.
Alya : Just a second please; I need to note it.
Father : Ready for the next? Here we go. When you suspect something, you are not sure about it, but you still think it is probably true.
Alya : I got it.
Father : When you stimulate something, you encourage it to become more active.
Alya : What about exceed?
Father : When something exceeds, it becomes greater than a particular amount. And here is the last one. We can not see abstract things; we can feel or believe them.
Alya : Thanks a lot, Dad.
Father : You're welcome, honey.



7 Read the dialogue in pairs quickly as a jigsaw. Then, discuss what they are talking about.

8 Complete the sentences with the suitable bold words in Exercise 6.

a. Scientific studies may need some ..... ideas to research on it.
b. Scientific improvements ..... new ideas to be researched.
c. You can't just say something is true. Scientific studies need ..... to be accepted.
d. Some astronomers ..... that there may be suitable conditions for life on other planets.

9 Work in pairs. Imagine that you are Alya. Write example sentences for the bold words in Exercise 6. Compare your sentences with your friend's sentences.

10 SURVEY Survey your friends' ideas about space technology. Use the questions below. Take notes and write a report for your survey.

- What do you know about space technology?
- Would you like to be an astronomer working on space studies? Give reasons.
- What do you think about space travel?

11 Share your survey report with your friends.

How to play

- Prepare a bingo card for yourself using the words in the word boxes below.
- Your bingo card must have nine words, three words from each group.
- Don't show your bingo card to other students.
- Each student makes a sentence using one of the words in his/her bingo card.
- The teacher writes the words used in example sentences on the board.
- If someone uses one of your bingo words, tick that word on your bingo card.
- When all your bingo words are used, you can say "Bingo".

Example Bingo Card

Bingo Card			
	to launch	to suspect	to exceed
	artificial	solar	abstract
	an asteroid	a rocket	a spaceship

GROUP A	GROUP B	GROUP C
- to estimate	- massive	- an asteroid
- to launch	- cosmic	- an astronomer
- to orbit	- artificial	- a telescope
- to observe	- logical	- a capsule
- to suspect	- realistic	- a rocket
- to witness	- reasonable	- an exploration
- to navigate	- solar	- a voyage
- to transmit	- abstract	- a satellite
- to transplant	- sustainable	- a shadow
- to exceed	- technological	- a spaceship

5 Build it! · Language in Use

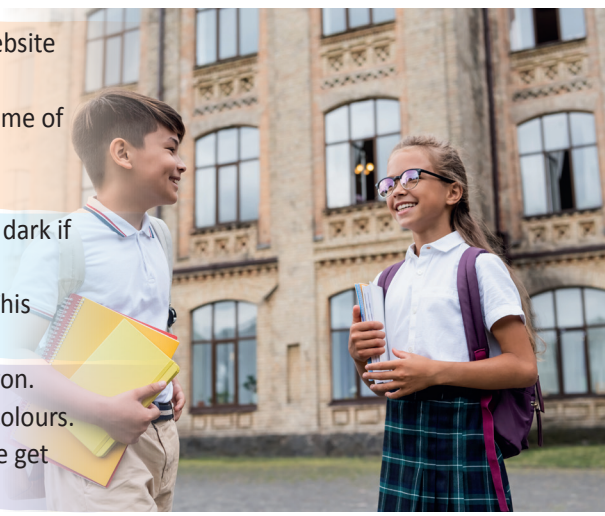
1 Read the sentences from the digital story and tick (√) the correct option to complete the sentence below.

These sentences describe

- ☐ general truths, facts, or habitual actions.
- ☐ possible or likely outcomes in the future.

- **If** this bioengineering research **exceeds** our expectations, we **can allow** astronauts to stay in space for longer missions.
- **If** the rocket engines **fire** correctly, the take-off **will be** smooth, and the capsule **will be** in orbit within minutes.
- **If** we are able to **get** the spacecraft into the correct orbit, we **will achieve** our goal within a few hours.
- **If** the satellite communications **work** perfectly, we **can navigate** the capsule from here.
- **If** this nanotechnology **proves** effective, we **can support** long-term space missions with minimal health risks.

2 Read the dialogues below and act them out.



Bilge : I read a scientific report in a science magazine on a website yesterday.

David : I like reading science magazines, too. I will lend you some of mine if you want.

Bilge : I will be glad if you lend your magazines to me.

Hakan : We need to go back to our tents before sunset. It gets dark if the sun sets. Then, we can't find our way back.

Pamela : Don't worry. I have this technological torch with me. This torch produces powerful light if we turn it on.

Zeynep : I want to colour my drawing, but I lost the orange crayon.

Alex : You can mix the colours if you want to have different colours.

Zeynep : You are right. I will use watercolour. As I remember, we get orange if we mix red and yellow.

3 Read the dialogues again and complete the sentences.

a. If Bilge wants, David ..... some science magazines.
b. If the sun ....., the weather gets dark.
c. Pamela's torch produces powerful light ..... they turn it on.
d. Alex ..... the colours if he wants to have different colours.
e. If Alex mixes red and yellow, he ..... orange.

Keep in Mind!

- **If** you **heat** plastic, it **melts** into a liquid form. (general fact)
- **If** astronauts **discover** water on Mars, they **will explore** it further. (likely outcome in the future)

4 Write the suitable sentences in Exercise 2 into the correct function box.

Sentences describing the general fact	Sentences describing a likely outcome in the future
.....	.....
.....	.....
.....	.....

5 Work in pairs. Compare the sentences you wrote in exercise 4. Talk about the common points between function boxes?



6 Circle the correct option.

a. If you drop a glass, it **breaks / will break**.
b. We **make / can make** a snowman if it snows today.
c. If the sun **shines / will shine**, it gets warmer.
d. You **learn / can learn** new things if you read scientific reports.
e. If you look at the sky with a telescope, you **see / can see** more stars.

7 Read the invitation card and complete the sentences.

You're invited.

SUMMER SCHOOL ACTIVITIES

We are providing fun and educational activities for young learners during the summer holiday. If you would like to experience memorable activities, you can visit our website.

Keep earning with summer learning!

Here are the activities we provide.
Daily trekking activities for nature lovers.
Do you want to care for street animals? We have a charity for them.
Are you curious about space? See our observation tower.
Do you like growing plants? We have a big farm.
Are you a creative person? Use it in our recycling club.

1st - 10th July 2026
Fethiye, Muğla



e.g. You can join trekking activities ..... **if you love nature.** ..... .

a. You can work with the charity ..... .
b. You should see the observation tower ..... .
c. You can spend your time on the farm ..... .
d. ....., you can design creative products in the recycling club.
e. ....., you can visit the website for registration.

8 Work in pairs. Write a similar invitation card on a topic you choose.

9 Write conditional sentences like in Exercise 6 for the activities in your invitation card

You can ..... if ..... .
You should ..... if ..... .
You will ..... if ..... .
If ....., you will ..... .
If ....., you can ..... .

Let's find out! **Complete the sentences with the following terms.**

General fact (Zero conditional/If + Simple Present, Simple Present)
Possible outcome (First conditional/If + Simple Present, will/can/may/must + base verb)

We use ..... when we talk about real and possible future situations and their likely results.
We use ..... when we talk about general truths, scientific facts, or situations that always happen under certain conditions.

GAME TIME · Language in Use

Digital Activity

How to play

- Make groups of four or five students.
- Complete the sentences below with a meaningful and correct formation in 10 minutes.
- For the first sentence, each group reads their sentence aloud one by one.
- Each correct sentence gives a point.
- If your sentence is different from other groups' sentences, you get one more point.
- The teacher, who is the referee, writes the points on the board.
- The process continues for the rest of the sentences.

1. If the Sun rises, ...
2. If you look through a telescope, ...
3. If you heat water to 100 degrees, ...
4. If we use technological devices, ...
5. If scientists launch a rocket, ...
6. If the Sun goes down, ...
7. If you freeze water, ...
8. If drivers exceed speed limits, ...
9. If it rains, ...
10. If your excuse is reasonable, ...
11. ..... you will find the answer.
12. ..... it burns your fingers.
13. ..... you feel cold.
14. ..... you will be healthy.
15. ..... you get pink.
16. ..... animals lose their habitats.
17. ..... we may have accidents.
18. ..... they grow up.
19. ..... it falls to the ground.
20. ..... they feel happy.

Bonus mission

After all the sentences are completed, one student from each group comes to the board.
The teacher gives the student one of the sentences written during the game. The student tries to mime the sentence and his/her group guesses the sentence. A correct guess gives an extra point to the group.

6 Read it! · Reading

1 **Talk in pairs. Have you heard of any of these improvements below? What do you know about them?**

RASAT | GÖKTÜRK-2 | İMECE | TÜRKSAT 6A

2 **Read the dialogue quickly and find the first national communication satellite.**

Gökçen : Have you seen the news on TUBITAK's website that is about GÖKTÜRK-2?
Emre : Sure. I like following technological improvements. GÖKTÜRK-2 is the first high-resolution national earth observation satellite of Türkiye. It has been on its mission since 2012.
Gökçen : Wow, if you know a lot about it, you are probably interested in space.
Emre : Yes, I find space technology interesting. Türkiye has gained great experience with the help of earth observation satellites GÖKTÜRK-2 and RASAT. If these satellites had not succeeded, Türkiye's space technology competence would not have been enhanced.
Gökçen : Well, if they are successful, they should lead to other technological improvements, as well.
Emre : Of course, with the help of this experience, astronomers and engineers could design İMECE, the national earth observation satellite, and TÜRKSAT 6A, the first national communication satellite. They are also in orbit now.
Gökçen : If you like space technology that much, you should be an astronomer when you grow up.
Emre : That's my dream. We must work hard together if we want to be a strong country.
Gökçen : I agree with you. If we keep on studying, we can achieve our dreams one day.





3 **Work in groups. Group A will read Gökçen's speeches; group B will read Emre's speeches. Each group will underline the conditional sentences. Then, groups share the sentences in the class.**

4 **Read the dialogue again and answer the questions.**

a. What is the importance of GÖKTÜRK-2?
b. How did Gökçen express her feelings about Emre's knowledge?
c. What is the name of the first national communication satellite?
d. Which sentence is an offer to Emre?
e. What did Gökçen say to express her agreement?

5 **Talk about the sentences below and share your opinions with your peers. Take notes.**

· If you know a lot about a topic, you are probably interested in that topic.
· If something is successful, it should lead to other improvements as well.
· If you enjoy a particular field, you should find a job in that field.
· People must work hard together if they want to have a strong country.
· You will be successful if you keep on studying.

6 **Use the notes about your friends' opinions in Exercise 5 and report it to the class.**

e.g. Five students agree that we are probably interested in a topic if we know a lot about it.

7 Express it! · Writing

1 **Look at the picture. Have you ever seen him? What makes him special?**

2 **Read the text quickly and find a suitable title for it.**

.....

Alper Gezeravcı, the first Turkish astronaut, fulfilled his space mission and returned to the Earth with the Dragon capsule. He was in the Falcon 9 rocket, which was launched into space from Florida. He stayed on the International Space Station for 14 days, but the total duration of the mission was 21 days. This was the first manned space mission of Türkiye. He conducted 13 scientific experiments that were about biology, medicine, genetics, physics, and materials science. During his mission on the International Space Station, he held 7 video conferences and established 2 radio communications with the Turkish Space Agency. After he arrived in Türkiye, he shared his feelings about this space mission. He felt proud and happy after completing the space mission successfully. Now, he will share his experience with young people during the conferences and science festivals in Türkiye. If you participate in one of these activities, you can meet him and ask your questions.



3 **Imagine that you attended a science festival and met an astronaut. Write questions to ask her/him. Read your questions aloud to your friends.**

WRITING TASK

Research an important scientific activity about space and technology in Türkiye. Write a short paragraph about it.

Use the following paragraph plan.

Paragraph 1: What is the importance of the event?

Paragraph 2: How did the event contribute to scientific improvements?

Paragraph 3: How do people feel about the event?

Check your work.

- After writing your paragraph, read it aloud in class. Then, answer these questions with your classmates.
- Have you .....

• mentioned the importance of the event?
• mentioned the contributions of the event?
• added people's feelings about the event?
• checked the vocabulary and grammar choice and use?

8 Discover it! · Culture

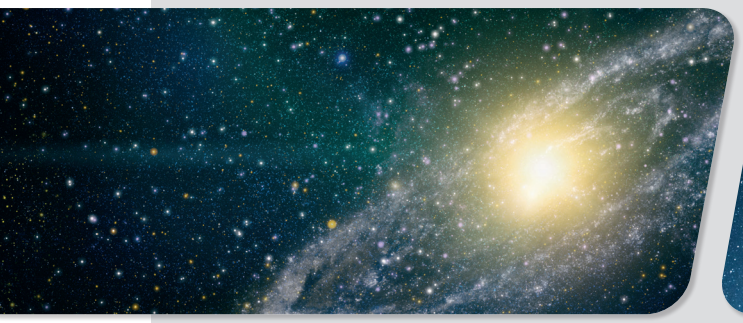
Listening/Watching · Reading · Writing · Speaking · Vocabulary · Grammar · Pronunciation

1 **Talk in pairs. What do you know about these organisations?**

2 **Read the text and say what is the common point of these organisations.**

Scientific studies show that the history of human beings is full of hunting and gathering for survival. But living in today's world needs more scientific skills. If we want to meet the living standards of our age, we must follow and work on scientific improvements. The electric car company is in the driver's seat of green technology!

Astronomy proves that the Earth is not the only planet in the universe. We don't know whether other planets host life yet. If life exists beyond the Earth, advanced space studies may detect it in the future. That's why there are some organisations doing studies on space. Here are some of them.





NASA (National Aeronautics and Space Administration) has been conducting different types of studies on space technologies in America since 1958.

ESA (European Space Agency) is a kind of intergovernmental agency that has been organising space programmes in Europe since 1975.

IAF (International Astronautical Federation) is a non-governmental organisation that has encouraged global cooperation in space studies since 1951.

TUA (Türkiye Uzay Ajansı/Turkish Space Agency) was established in 2018. The main purpose of TUA is to coordinate national space programmes and policies. In addition, it establishes space studies with international space organisations and supports R&D in space technology projects.

TUA has been doing various studies in space technology and IAC (International Astronautical Congress) Antalya 2026 will be a great opportunity for TUA to introduce its space studies. If we want to host the Congress successfully, we must continue working hard to improve our national space studies. We are advanced, though there is still much to improve.

3 **Read the text again and answer the questions.**

a. Why must we follow and work on scientific improvements?
b. What may advanced space studies detect in the future?
c. What is the oldest organisation mentioned in the text?
d. What is the role of TUA?
e. Why is IAC Antalya 2026 important for TUA?

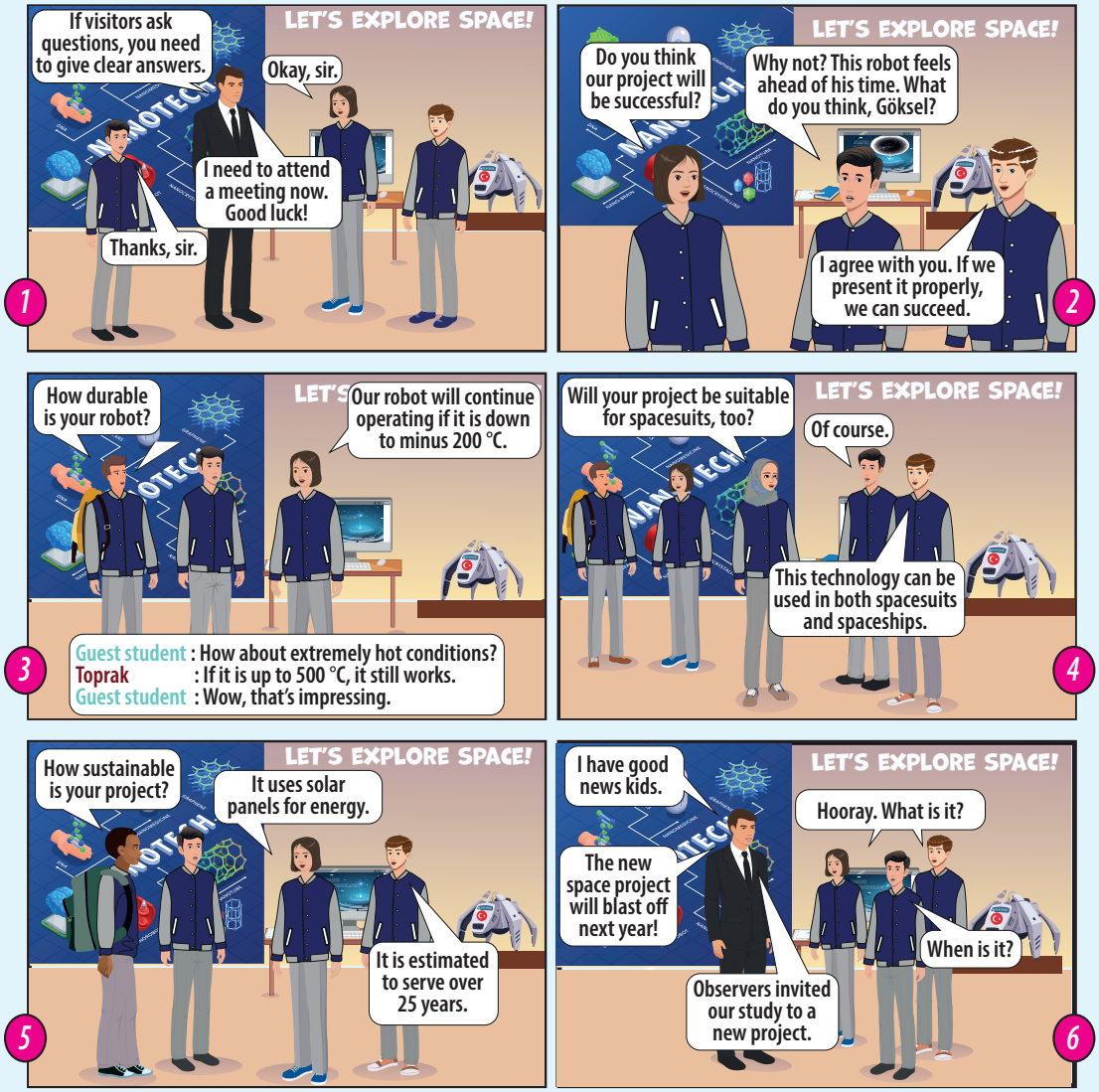
4 **Talk in pairs. If you attend IAC Antalya 2026, what kind of technological advancements can you expect to see?**

9 Revise it! · Review



1 Read the strip story and find out who thinks the project is ahead of its time.

Teen Team



2 Read the strip story and answer the questions.

a. What did Mr Ayyıldız remind the students to do?
b. How can they succeed, according to Göksel?
c. What are the robot's operating temperature limits?
d. What type of energy does the robot use?
e. What is the good news that Mr Ayyıldız mentioned?

3 Talk in pairs and take notes.

a. Have you ever attended a science festival?
b. What kind of project will you prepare if you attend a science festival?
c. What do you know about nanotechnology?
d. Which of today's technology will not be used in the future?
e. What are the potential effects of space technologies on future life?

4 Work in pairs. Act out the story by adding your own words.

10 Present it! · Reflection

1 **Draw a picture of what you like from the theme. Then, present it to the class and explain why you like it. After the presentation, pin the picture on the noticeboard in the classroom.**

2 **Work in pairs. Ask and answer the questions.**

a. Do you think people will live in space in the future?
b. Have you ever imagined about space life? If yes, how interesting was it?
c. If you live in the space, what will life be like there?

3 **Work in groups. Choose a topic and prepare a short presentation about your experiences, thoughts and feelings on the topic. Then, present it to your classmates. And give feedback to each other.**

a. Future technology and life on the Earth
b. Future technology and life in space

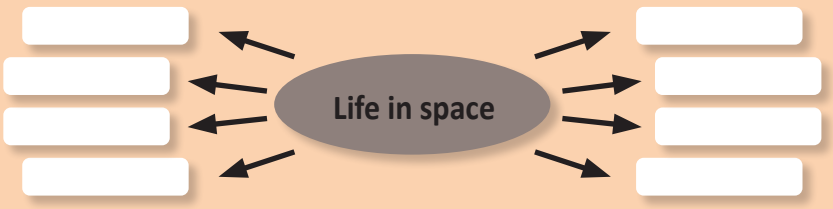
PROJECT TIME

- Follow the instructions.

Topic : Life in space

Task : Write a short story. Imagine living on another planet in the future and describe what life is like.

STEP 1 - Research living on another planet in the future.
STEP 2 - Write down words or phrases related to the topic on the project map.
STEP 3 - Write about how people travel in space.
STEP 4 - Define the technology they use.
STEP 5 - Describe what their houses look like.
STEP 6 - Also, include your ideas about what people eat and how they work or play.



- Write a brief paragraph about the presentation :

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	understand oral texts about life in the universe, space and technology.			
	express my opinions about life in the universe using proper words and phrases.			
	understand written texts about general facts or realistic conditions.			
	write simple texts for general truths or cause-and-effect relationships.			

Consolidation

11 Practise it! · Exercises



1 **Talk in pairs. Do you think technological improvements will provide a habitable area on other planets in the future? Give reasons to support your opinion.**

2 **Listen to the recording and answer the questions.**

Track 8.4

a. Why are the friends studying together?
b. When is the deadline?
c. What does Aria say about cooperation?
d. What is the scenario of the homework?
d. What do they need to think about to do the homework?

3 **Listen to the recording again and complete the sentences.**

Track 8.5

a. If we face a meteor on the route, it may .....
b. If ....., we can lose control of the spacecraft.
c. If there is a crash on the fuel tanks, we .....
d. If ....., we can turn down the electronics and control the spacecraft manually.
e. If we lose connection to the Earth, we .....

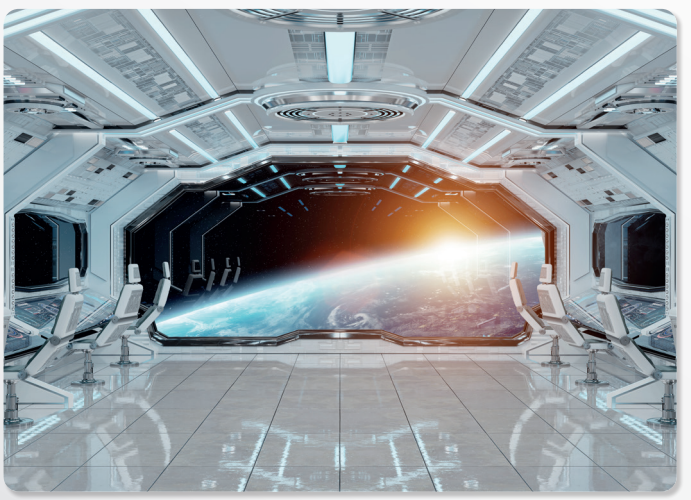
4 **Work in pairs. Remember the recording and put the sentences in the correct order. Check with your teacher.**

- ☐ Studying together, we did a great job.
- ☐ We should think about the problems first.
- ☐ Cooperation is the key to success.
- ☐ Let's find suitable solutions to these problems, then.
- ☐ Let me read you the instructions.

5 **Imagine that you are the commander of a space mission crew. Think about probable challenges you may face and try to find solutions for them.**

Problem:
If there are strong magnetic waves, we can lose control of the spacecraft.

Solution:
If magnetic waves disturb the control of the spacecraft, we can turn down the electronics and control the spacecraft manually.

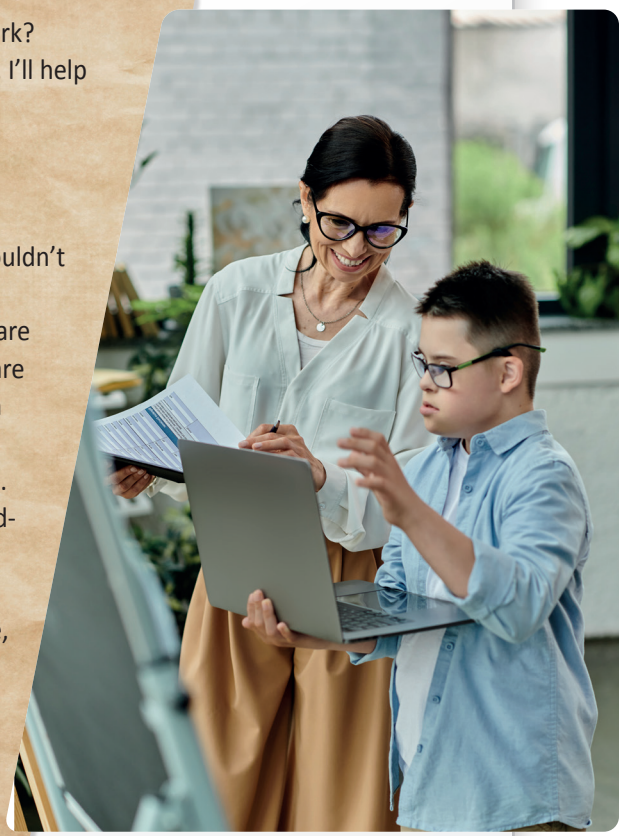


6 **Talk in pairs. Do you sometimes ask for help with your homework if you don't understand it clearly? Who do you ask for help?**

7 Read the dialogue and answer the questions.

a. What does Jack want from his mother?
b. What is Jack's mother's response to him?
c. Why does Jack ask for help?
d. How does Jack's mother explain direct cause-and-effect sentences?
e. How does Jack's mother explain probable cause-and-effect sentences?

Jack : Hey Mum, will you please help me with my homework?
Mother : I'm in the kitchen now. If you wait for a few minutes, I'll help you, honey.
Jack : Thanks, Mum. I'm waiting.
(A few minutes later.)
Mother : Yes, Jack, how can I help you?
Jack : We studied cause and effect at school today, but I couldn't get the point.
Mother : It's not that hard, Jack. Let's revise it together. If we are talking about general truths or scientific facts, they are examples of direct cause-and-effect. Can you give an example of it?
Jack : Erm, let me think. If you heat water to 100°C, it boils.
Mother : Yes, that is a general truth and gives direct cause-and-effect. On the other hand, if we are talking about realistic situations in the future that are likely to happen, it is probable cause-and-effect. For example, if you study regularly, you will be successful.
Jack : Okay, I got it. Now, I can group the example sentences and finish the rest of my homework. Thanks a lot, mum.
Mother : You're welcome, Jack. Any time.



8 Work in pairs. Categorise the sentences below in the correct box and help Jack finish his homework.

a. If the Earth completes its orbit around the sun, we call it a year.
b. If a meteor enters the atmosphere, it starts to burn.
c. Colonisation will become easier if we find water on other planets.
d. An object gets stretched if it enters a black hole.
e. The artificial satellites will shut down if their energy supply is broken.
f. If astronauts don't follow the safety rules, they will risk their lives and the mission.
g. If astronauts don't exercise regularly in space, their muscles weaken day by day.
h. A space mission will be postponed if an unexpected problem occurs.

Direct cause-and-effect sentences

Probable cause-and-effect sentences

9 Imagine that you have the same homework as Jack. Think and write three more examples for each box.

Direct cause-and-effect sentences	Probable cause-and-effect sentences
.....	.....
.....	.....
.....	.....

10 Talk in pairs. Read your sentences in Exercise 9 aloud in the class.

Warm Up for Well-Being

THEME 1

Let's play a game. Choose a class mascot. Pass it to another peer in your class and say how you feel.

THEME 2

Word Chain "Learning Tools"

- Players take turns saying a word.
- Each word must be the name of a traditional or technological learning tool.
- The new word must start with the last letter of the previous word.
- No words can be repeated.
- The game continues until players can no longer find a valid word.

e.g. notebook - keyboard - desk lamp

THEME 3

Likes and dislikes chain

The teacher says a sentence about his/her likes and dislikes. It can be about anything. Then the teacher chooses a student to report the teacher's likes and dislikes, and then the student expresses her/his likes and dislikes. After that, the teacher selects a student for each other turn. Each student should report the last three utterances and then express his/her likes and dislikes. This game is just for fun. There is no winner or loser. Duration can vary up to the students' readiness.

e.g. The teacher: I like apples, but I dislike oranges.
The student: The teacher likes apples, but s/he dislikes oranges.
I like melons, but I dislike carrots.

THEME 4

Go-stop game

The students walk around the classroom. When the teacher says "stop", they stop and stand face to face. The teacher gives instructions, and the students do it.

e.g. Tell a sentence with "excited".
Ask a question about sports.
Ask a question about book-cinema-free time.

THEME 5

What is my job?

The teacher writes ten jobs on ten pieces of paper without letting the students see the jobs. Then, the teacher folds the papers. One volunteer student comes to the board and picks one of the papers. He or she tries to explain the job by body gestures without speaking. The rest of the students guess the job.

THEME 6

Play a game with three students taking turns. One student writes a word on the board; another faces away from the board; the third stands opposite the student facing away and attempts to describe the word on the board.

THEME 7

Would you rather?

The teacher writes "Would you rather ..... or .....?" on the board.

Then, ask students to brainstorm meaningful questions.

e.g. Would you rather .....

- be able to talk to animals or speak all languages?
- be able to fly or be supersonic?
- travel to the past or travel to the future?

After that, the teacher defines two sides in the classroom.

e.g. Window side for the first option. Door side for the second option. Later, the teacher asks the questions to the students. Students go to the side they choose. The teacher asks some of the students to explain their reasons.

THEME 8

Let's play a memory game.

- Write a word and its drawing on separate papers.
- Shuffle and place the papers upside down on the teacher's table.
- The player opens two papers each turn and tries to match the words with the drawings.
- When two papers are matched, the player tries to find another match.
- The game finishes when all the words and drawings are matched.

Digital Scenarios

THEME 1 SCHOOL LIFE & EDUCATION

Scene 1

Tom : Good morning, you must be Emma. I'm Tom. They are my friends, Ceren and Batuhan. Welcome to our school.
Emma : Yes, thank you. Nice to meet you all. I'm feeling a bit nervous.
Batuhan : Relax. It's your first day, and it's normal for a new student to feel like this, isn't it?
Ceren : Yes, I always feel nervous when I meet new people. We'll help you as we know how things work around here, won't we?
Tom : Sure. Helping new students is one of the school rules.
Batuhan : Arriving at school on time is another one. As you know, following the rules makes our school a better place.
Emma : That's right.
Ceren : Our headmistress, Mrs. Wilson, is over there. She always makes sure that all rules are followed. She manages our school by the book!
Emma : Well, who are they?
Tom : Mr Yılmaz is our physical education teacher. He is responsible for organising sports activities such as tournaments and competitions. The other is Mrs Sezer, our counsellor. She runs academic achievement programmes and also organises debates and celebrations of national and religious festivals.
Emma : Super! May I meet them?
Batuhan : OK. Let's introduce you to them!
Emma : Thank you.

Scene 2

Ceren : Hello, Mr Yılmaz, hello Mrs Sezer. This is our newcomer friend, Emma.
Mr Yılmaz - Mrs Sezer : Hi, Emma. Welcome to our school.
Emma : Thank you.
Mr Yılmaz : Well, I have good news for you. I'm organising a chess tournament while Mrs Sezer is organising a discussion event. The registration deadline is 2 p.m. tomorrow. The tournament will be held in the assembly hall on Monday at 10:00 a.m. The discussion event will be at the same venue next Friday at 11:00 a.m.
Batuhan : Wow! It sounds interesting. Might I register for both now?
Mr Yılmaz : Of course. Who else wants to participate?
Emma - Tom - Ceren : We do!
Mr Yılmaz : OK. Follow me, then.
Mrs Sezer : Here are the forms. Please fill them in to register.
Ceren : Shall we review the rules before we hand them in?
Mr Yılmaz : Sure. I believe practising is the key to success.
Tom : Let's drink something!
Emma : I'm excited about the events.
Ceren : Stop messing around! We've got a lot of work to do for the tournament.

Scene 3

Mrs Wilson : Welcome to our school! I'm Mrs Wilson, the headmistress of the school. We are gathered here for the opening ceremony of the chess tournament. I wish success to all students taking part. Thank you for listening. Now, Mr Yılmaz, our physical education teacher, will share the details.
Mr Yılmaz : Hello, everyone. A hundred participants are competing today. The semi-finalist and the winner will get prizes. May the best one win! Now, I'll do a short interview with our new student, Emma.
Mr Yılmaz : Emma. Can you come here?
Mr Yılmaz : Hello, Emma. I think you are excited.
Emma : Yes. This is my first tournament, and I'm competitive. I mean, I will defeat my opponents and win.
Mr Yılmaz : Great! I wish you good luck, Emma.
Emma : Thanks a lot.
Mrs Wilson : It's 10 o'clock, time to start the tournament. Please start your timers. Good luck!
Mrs Wilson : The tournament is over. I am pleased to announce the semi-finalist, Batuhan, and the winner, Emma. Congratulations!

Scene 4 :

Batuhan : We're in the right state of mind before the debate.
Emma : Yes!
Mrs Wilson : Welcome to our debate event. Each student will discuss ways to make our school a better place. Spectators may also accompany us. I hope you enjoy the event. Thank you for listening.
Mrs Sezer : Hello, everybody. First, our new student, Emma, will begin, then Tom, Ceren and Batuhan continue. I hope we will enhance our debate with your diverse ideas.

Emma : Hello. I'd love to talk about the environment. We should plant more trees and flowers. Also, a school clean-up event should be organised.

Tom : Hi, everybody. I think we should plan more school activities. For instance, competitions and tournaments are sporty and rewarding. Celebrations and events are both festive and enjoyable.

Ceren : Hello, everyone. I suggest organising art workshops and exhibitions. Artists and craftspeople should be invited. These kinds of events are inspiring for us.

Batuhan : Hello. I'd like to offer ideas to innovate the ways of learning. We need to plan outdoor learning and science experiment days. I'm sure these will be engaging and motivating for us.

Susan : I agree with you. I also suggest we redesign the infrastructure for better accessibility for people with disabilities.

Mrs Wilson : The debate event is over. Congratulations! You all are winners. Our mission is to prioritise supporting your learning and making our school a better place. Our slogan is "Be Curious, Be Creative, Be Yourself!"

THEME 2 CLASSROOM LIFE & LEARNING

Scene 1

Bilgehan : Have you heard about the groupwork topic for this week, Zuri?

Zuri : No, not yet Bilgehan. Mrs Cloud announces the groupwork topic in the next lesson, doesn't she?

Bilgehan : I find group work quite useful. During the preparations, we organise brainstorming and exploration sessions that boost the creativity of the group.

Zuri : I agree with you, Bilgehan. It is also a reflective way of learning activities because we can give feedback to each other during group work.

Bilgehan : If we want to accomplish a mission, giving feedback to each other is a necessity.

Zuri : In my opinion, pair work and illustration activities can also promote learning efficiently.

Bilgehan : Sure, they're commonly used in all years. Pair work can be fine, but illustration activities are not for me because I am not good at drawing. Maybe I should prefer digital tools for illustration activities.

Zuri : I am not good at either drawing or painting, but I don't hesitate to use illustrations. Visuals can be neither good nor bad; they don't matter. They're still memorable outcomes for visual learners. Essentially, funny drawings are more memorable than classic ones.

Bilgehan : That's an interesting point. I'm using illustrations for the next group work, then.

Scene 2

Zuri : Look, Bilgehan. Nora and Minjun are already here. Hi, Nora! Hi, Minjun!

Nora : Hi, friends! Please join us.

Bilgehan : Sure, we're studying in the same group this week, aren't we?

Minjun : Yes, we are. I'm very excited about this partnership because group work can be challenging.

Bilgehan : If we pursue working as a whole team, we can cope with any challenge.

Nora : I believe we fulfil the objective of this week successfully.

Zuri : So, we're establishing a great partnership this week, right?

Minjun : Definitely.

Bilgehan : Do you have any guesses about the topic of this week's group work topic?

Nora : I think it can be about either future technology or past technology.

Zuri : Maybe it can be both. We can make a comparison between them.

Minjun : I hope the topic is about virtual reality. I think virtual reality is quite innovative.

Bilgehan : I hope so, Minjun. That's an exciting topic to study.

Scene 3

Mrs Cloud : Hello, everyone! How are you today?

Students : Hello! We're fine, thanks, and you?

Mrs Cloud : I am great, thank you! Please sit down. Are you ready for the research topic of the week?

Students : Yes, Ma'am, we are ready.

Mrs Cloud : As you are students of the modern age, you have access to both technological and traditional opportunities to support your learning. I want you to research both traditional and technological learning opportunities. Do not forget to compare them according to their advantages and disadvantages. Now, you can study with your groups. You're writing a research outline by the end of the lesson. Then, write your group report for the next lesson. We're discussing your reports next week. Don't let your mind wander but stay focused! Take turns and play fair!

Scene 4

Zuri : Wow, we almost guessed the topic, didn't we?

Nora : Absolutely, we were so close. Let's keep up the group rhythm and start brainstorming. I am taking notes for the outline at the end of the lesson.

Bilgehan : Technological learning opportunities provide practicality but some learners are always overusing them. In many cases, limited use of technology can be more efficient.

Minjun : Traditional learning activities provide instant feedback but they're not as flexible as modern ones.
Nora : Technological learning opportunities can be personalised but they can be complicated as well.
Zuri : Social interaction is one of the advantages of traditional learning activities but they're not dynamic and may be a bit outdated.
Minjun : Technological learning activities offer excellent accessibility anytime and anywhere but they sometimes cause concentration problems.
Nora : The popularity of cutting-edge handheld electronics is immersive, but we must also secure our privacy.
Bilgehan : As a result, we have clarified some advantages and disadvantages of both learning activity opportunities. Now, we're writing the research draft by the end of this lesson, aren't we?
Nora : Yes. Here are the notes I've taken about the topic.

THEME 3 PERSONAL LIFE & WELL-BEING

Scene 1

Ege : Mum, I feel anxious!
Ege's mother : What happened? Is everything all right?
Ege : I was checking the instant messages on my mobile when the electricity went out.
Ege's mother : You didn't touch any other electronic devices, did you?
Ege : No, Mum.
Ege's mother : Okay Ege, no need to panic. Where are you now?
Ege : I'm sitting in my wheelchair in my room.
Ege's mother : What about your grandmother?
Ege : She was baking cookies in the kitchen when I came upstairs.
Ege's mother : Okay, Ege, we will be there in a few minutes. Please stay there securely until we come back.
Ege : Thanks, Mum, I'm waiting.
Ege's mother : How do you feel now?
Ege : I feel relieved.
Ege's mother : So do I. Let's go downstairs. Your grandmother is in the kitchen. We will sit there together.
Ege's father : Oh dear, I will help you.

Scene 2

Ege : I need to check my followers' comments for my last vlog.
Ege's grandma : Same here, for my recent recipe podcast. I like the convenience of podcasting, but I've forgotten my password again.
Ege : Grandma, your password is "password," but you still forget it.
Ege's grandma : Oh dear, you always help me share my recipes, but I usually forget it. Thanks for your help.
Ege : You're welcome, Grandma.
Ege's grandma : By the way, you can show me how to edit my recipe posts, can't you?
Ege : Of course, Grandma. Why do you want to edit them?
Ege's grandma : I try to be mindful about the language in my posts, but some people send negative emails about the recipes I shared. I wrote a message to the helpline about it and asked for assistance. I need to check the inbox for their reply.
Ege : Some followers can be unconscious and biased, so they write aggressive comments to express their anger. Let's look at your posts to go through them together. If we can raise their awareness, they might stop being so biased.
Ege's grandma : I think there is a disconnection with the service provider. I cannot log in.
Ege : It always happens when the electricity goes out.
Ege's grandma : There used to be more power cuts when we were young.
Ege : How did you overcome it, Grandma?
Ege's grandma : In case of a power cut, the majority of people used to have candles at home.
Ege's father : Alternatively, we used to have gas lamps at home.
Ege's mother : And we did not have as many amusement options as you do now.
Ege : But you could still use your mobile phones, couldn't you?
Ege : Hey, why are you laughing?
Ege's grandma : We didn't use to have mobile phones back then, either.

Scene 3

Ege's father : Please drink the water, Ege; it'll help you feel relieved.
Ege : Thanks a lot, Dad.
Ege's grandma : We used to use less technology, Ege. But now, personal preferences have changed a lot. I like surfing the net. So, I can make new friends and monitor their posts.
Ege : Me, too, Grandma. I can't imagine a life without a mobile phone.
Ege's father : You both act like you're addicted to your phones. Nowadays, technology can be a necessity in maintaining a good standard of living, but using technology mindfully is also important. Mobile phones make our lives easier, but on the other hand, overusing them severely affects our health and may cause health problems, anxiety and addiction.

Addicted people often feel isolated, lose their sense of welfare, feel tired, and have trouble with disorientation and maintaining a good quality of life. I think we need to restrict the use of mobile phones. What about watching a film on TV instead?

Ege : Dad, I think you are right. Increasingly, modern life depends on technology. We can't resist its necessity, but we can regulate our use of it. People demonstrate almost everything online and lose their privacy. I think people should restrict it to preserve privacy.

Ege's mother : I hope so, dear.

Ege's grandma : Watching a film sounds lovely. But I don't like dramatic and emotional films. I find them boring. Action and thriller films are my favourites. I adore sound effects, tension and stunts.

Ege's mother : I think those kinds of scenarios might upset Ege. And I don't like sci-fi films, either. I find space and aliens scary. I prefer a film that cheers me up.

Ege's father : Ege, you like animated films, don't you?

Ege : Yes, Dad. I love animations, but what about watching a comedy or a documentary instead?

Ege's father : I know a good comedy that appealed to most comedy lovers recently. Its scenario is great and the cast is full of very talented actors and actresses. It is not in English, but we can watch it with subtitles. Based on your criteria, let's go with a comedy, then.

THEME 4 FAMILY LIFE & HOME

Scene 1

Mother : May I come in, Mia?

Mia : Yes, Mum. How long have you been studying?

Mia : I have been studying language lessons for two hours, and I've already researched the origins of language, Mum.

Mother : All right, Mia! It's time to study more if you want to be a hardworking student at school. You have finished your homework, haven't you?

Mia : Yes, Mum. I don't think it's enough. I need something new. I don't want you to blame me if I fail.

Mother : You say you feel upset when you get lower marks. I know you'd like to be a better student.

Mia : That's right. I regret not studying hard enough before, but now I've decided to adopt a new study approach.

Mother : Great, Mia. I hope you feel proud of your achievements and enjoy a happier and more fulfilling life.

Scene 2

Mia : Yippee! You make the best cookies! It feels so cosy in our house!

Mother : That's great to see you happy! Give me a hug.

Mia : I've got a good plan today. I am sorry for misunderstanding you, Mummy! I didn't mean to deny the importance of studying.

Mother : It's okay, dear. The most important thing is to maintain balance in our relationship, and to make an effort to succeed. I love and support you, even if things don't go as planned.

Mia : Mummy! I promise to study regularly, and I'm going to work as a doctor in a hospital in the future. I am passionate about helping people!

Mother : Oh, dear. I believe in you!

Mia : Thank you, Mum! Can I have some cookies?

Mother : Of course! I tried a new recipe this time, and I think it's turned out well. I hope you like it!

Mia : Thank you, Mum. I love you!

Mother : I love you, too, honey. I am a bit tired; I will have a rest. Then we can talk about our plans in detail.

Mia : Okay, Mum! But next time, we will share the work. I'd love to help you.

Scene 3

Mia : Hey! How is it going?

Lina : Hi Mia! Good! How are you doing?

Mia : Fine, thank you!

Pelin : Mia, you look better than ever today!

Mia : Nothing special, indeed. I worked through the things that were confusing me yesterday with my mum's help. I've faced some obstacles, but now I've overcome most of them.

Lina : That's cool! I'd love to hear more!

Mia : I plan to be a doctor, my dream job. I have a nuclear family; just mum, dad and me. My parents always support me. I'll do my best and study regularly. I've created a blog myself, and now, I've decided to focus on medicine and maths.

Lina : That's a charming decision! I haven't been studying for a month because we've just moved to a new house. My room is in the attic, and I couldn't get used to it.

Pelin : Oh dear! Why? Is it very small?

Lina : Yes, it's just like a tiny house. We've moved there temporarily. I'm not sure when we'll move back. I have struggled to feel comfortable, but I miss my room. I try to be optimistic, but sometimes it's hard.

Çınar : I understand, Lina. Don't worry. Time flies. I have some problems with my house, too. I live with my extended family - my grandparents, parents, a brother, and a sister. Our house is too small for all of us, so we are planning to move to a bigger place.

Donald : Your problems aren't that big, friends! I've got a twin brother; we are identical twins, but we hardly ever get on well with each other. People sometimes confuse us. My teacher blamed me for something my brother did yesterday. Usually, it is fine, even fun, but right now, I can't focus on my studies. I love him, but I need a different solution.

Pelin : Oh! I get what you mean, Donald. I live in a flat with my family. I've got a one-month-old sister. I help my mum with the household chores every day. We are up all day and night. Just imagine! This has made my life more difficult than ever. I feel desperate. I'm absolutely exhausted!

Mia : Don't worry, my friends. I have a great idea. We can start a study club, then inform our families and teachers so they can help us. We can assess our progress, improve our study habits and get better together.

Students : Yeah! We're in!

THEME 5 LIFE IN NEIGHBOURHOOD, CITY & SOCIAL LIFE

Scene 1

Mr Taner : Hello, everyone.

Students : Hello, Mr Taner.

Mr Taner : I will introduce you a project today.

Lily : I love doing projects.

Aslı : I haven't done a project before. I'm feeling a bit nervous.

Mr Taner : Relax, there's no need to worry. Your classmates will help you as they know how things work on a project.

Erman : Will do it all together, Aslı!

Mr Taner : Also, you've moved from a rural area to an urban area recently. It's a great opportunity to point out different lifestyles in the city and rural areas in the project. Because you are going to research smart cities.

Aslı : I'll do my best. Thank you very much.

Mr Taner : Actually, I'm impatient to see your performances. You are free to choose your subtopics.

Asahi : Got it! I'm excited to join. When is the deadline?

Mr Taner : You will work on it until 1st October. I will aid and lead you throughout the process.

Lily - Aslı - Erman - Asahi: Thank you, Mr Taner.

Scene 2

Asahi : What subjects will you search for?

Lily : Smart city solutions to serve people with disabilities.

Erman : Wow, it sounds functional. I'll search for regional examples in our city. What about you Aslı?

Aslı : I will present on different lifestyles in the city and rural areas, and also on agriculture. And you, Asahi?

Asahi : Super. I'm thinking about the smart city, which is planned to be constructed for 2000 citizens in the future.

Erman : Cool!

Aslı : Oh, my God! I hope I'll overcome it.

Lily : We're all here to help you, Aslı.

Aslı : Lucky me! Thanks a lot.

Scene 3

Mr Taner : Good morning!

All students : Good morning, Mr Taner.

Mr Taner : How is it going? Have you already decided on the subjects?

Lily : Yes, I am searching for services for people with disabilities in smart cities.

Mr Taner : Well, you can find examples in our cities. And you, Aslı?

Aslı : I'm wondering about urban and rural life. Agriculture is another idea.

Mr Taner : OK. Are you going to notice diversity?

Aslı : Yes. It has a wide range of topics.

Mr Taner : What about you, Erman?

Erman : I'm reading about some smart city applications in our city.

Mr Taner : Cool! You can also do research about sports events in a smart city.

Erman : Sure!

Mr Taner : Asahi?

Asahi : I'm getting info about a planned smart city in Japan.

Mr Taner : It's all good. Everyone's responsibility is clear. Good luck!

Lily - Aslı - Erman - Asahi: Thank you.

Scene 4

Mr Taner : Welcome to our project day. The project team has worked on smart cities very hard for two weeks. They have looked at the subject from several points of view. Here they are!

Lily : Hello, everyone. Here is the title: "Sustainable smart city solutions for people with disabilities." One of the solutions involves using audio signals to help visually impaired people cross the street. Another solution works by detecting the pressure of pedestrians in traffic light zones. Once this pressure is detected, the traffic lights automatically change: green to red for vehicles, red to green for pedestrians. Thank you for listening to me.

Aslı : Welcome. I would like to talk about urban and rural lifestyles. Lifestyles in the city involve fast-paced living, modern amenities and various social groups. Meanwhile, lifestyles in rural areas are slower with a stronger connection to nature and community. Moreover, agriculture is enhanced through the use of technology in rural areas. While some farmers use pesticides and genetically modified seeds, others practise organic farming. Crops such as corn, sunflowers and wheat are grown in my village. Thanks a lot for listening to me.

Erman : Hello, everyone. I've searched for regional projects in our city. Two sustainable projects are smart parking and smart intersections. Smart parking eliminates the possibility of congestion by directing drivers to available spots, while smart intersections optimise traffic flow using real-time data, decreasing fuel consumption and emissions. Sports events are more automatic and extensive in smart cities, for example, automatic ticket systems and sensors for security. Thanks a lot.

Asahi : I'm presenting the smart city project that is planned to be built for 2000 citizens in the future. The goal of the city is to connect everything and everyone through networks, sensors, and cameras. The city aims for carbon neutrality in transportation, daily life, and infrastructure. Thank you very much.

Mr Taner : I'm proud of my students. They have worked hard and done their best. I hope they will never lose their enthusiasm for searching and their presentations will boost their self-esteem.

THEME 6 LIFE IN THE WORLD & CULTURE

Scene 1

Mrs Acar : Welcome to our school. I'm Mrs Acar, a teacher. Today is the 23rd of April, National Sovereignty and Children's Day. We're all here for the celebration and international food festival. We have guests from different countries. They will give remarkable recipes for their traditional foods today. So, we will meet various local and international food types and cooking styles. Also, we will interview our guests. Thank you for listening to me. Let's start!

Mrs Acar : Hello, Merve. Oh, you grilled meat, and it looks delicious. Can you introduce yourself, please?

Merve : Hello, Mrs Acar. I'm a sixth-year student at this school. And yes, I have cooked kebab today.

Mrs Acar : Can you give details?

Merve : First, I peel and chop two onions. Second, I add a teaspoon of salt, black pepper, and spices to a kilo of mince. Third, I knead it to flavour well in a mixing bowl. Finally, I grill kebabs.

Mrs Acar : It smells delicious!

Merve : I may prepare a portion for you. It's full of protein and vitamins.

Mrs Acar : It's very kind of you. Thank you, Merve.

Scene 2

Mrs Acar : Welcome to our country. Could you introduce yourself and your recipe, please?

Andrea : Thank you. I'm Andrea from Italy. I've prepared lasagne today. The ingredients are lasagne sheets, mince, onion, sweet pepper, spices, herbs, and cheese. You can add some other veggies such as broccoli, chilli, courgette, and sweetcorn. After preparation, you need to bake it in the oven. You should try it!

Mrs Acar : Sure! It looks tasty. What other foods are popular in Italian cuisine?

Andrea : Pizza, pasta, and risotto.

Mrs Acar : Pasta is my have-a go-to recipe!

Andrea : Yes, it must be easy to cook for you. To me, you should also add a good olive oil to boost the flavour.

Mrs Acar : Exactly! You must have gained this experience before.

Andrea : Yes, my mum is a well-known chef.

Mrs Acar : Wow! You are so lucky! Thank you for joining us today.

Andrea : Thank you for inviting me here.

Scene 3

Mrs Acar : Hello, welcome to our school! Can you tell us about yourself and your recipe, please?

Narmin : Hello, I'm Narmin from Azerbaijan. I've prepared düşbere today. It may remind you of your own traditional meals. First, we make the dough. Then we prepare a mix of mince, onion, and spices. After that, we put the mix into the dough and shape it into small pieces. Finally, we boil them in a large pot of water.

Mrs Acar : Well, it's not difficult to remember. It is like mantı, isn't it?

Narmin : Yes, my mum has told that me before. It must be as delicious as düşbere.

Mrs Acar : Of course. Thank you very much.

Scene 4

Mrs Acar : Hi, welcome to our school. Can you tell us about yourself and your traditional meal, please?

Akira : Thank you. My name's Akira. I come from Japan. I've prepared chicken ramen today. You could have heard it before.

Mrs Acar : Yes. I would like to learn how you prepare it.

Akira : You need to have a packet of ramen- a Japanese noodle-, boiled chicken, and soy sauce. You should sprinkle fresh onion on it and add a boiled egg to it. Nowadays, some people pour sour cream into it. You see, it is low-fat, nutritious, and a bit sour.

Mrs Acar : Great! It's full of protein, minerals, and vitamins. Thank you very much, Akira.

Scene 5

Mrs Acar : Today, we have had a chance not only to meet new people from different countries but also to learn various local and international food types and cooking styles. We've also tasted them. They are all delicious. I hope I can cook them. Thank you very much. Would you like to say something, children?

Narmin : I'm happy to be here. I have to say that traditional foods play a big role in reflecting our culture. So, we've gained considerable experience here. Thanks a lot for inviting me.

THEME 7 LIFE IN NATURE & GLOBAL PROBLEMS

Scene 1

Mr. Kaya : Good morning, everybody. My name is Harun Kaya. Welcome to our summer camp for scouts. I'm the leader of this camp. Now, I want to introduce you to Simge. She is your group leader.

Simge : Thank you, Mr. Kaya. I'm Simge. I'm from İstanbul. I have been attending these camps for three years, and I will be your group leader. Will you introduce yourselves, please?

Mai : Hello, I'm Mai, and I'm from Japan. This is my first scout camp experience. I feel excited.

Kona : Hi, my name is Kona. I'm from France. I have been attending scout camps for three years, but this is my first scout camp abroad. I believe I will learn a lot from this camp.

Ian : Hello, my name is Ian, and I am from England. I started scout camps last year. This camp makes me excited, too.

Simge : Nice to meet you all. Today we will explore the nearby area. Unfortunately, there was a destructive forest fire, which was one of the biggest natural disasters of recent years. We will see the destruction of it while camping. Many hectares of forest burnt down, and many types of biomes and animal species lost their habitats. The animals that could survive had to emigrate because of deforestation.

Kona : What a tragedy! We need oxygen to maintain our lives but still don't care about forests. Too much consumption caused contaminants. The carbon dioxide rate in the atmosphere is increasing, and a possible climate crisis is about to occur. Many people still have no idea about carbon footprint. As an environmentalist, I believe that we should organise some campaigns to draw people's attention to the harmful effects of forest fires.

Ian : I agree with you, Kona. In addition, there are many catastrophic events that we need to consider seriously. Erosion, landslide, avalanche, and drought are only some of them.

Mai : I think we can start from here. Let's go and explore the ecosystem of the conservation area around the campsite.

Simge : Okay everybody, let's start our first camping day. Please follow me.

Scene 2

Simge : What are your opinions according to your observations today?

Mai : Natural disasters are universal. In my opinion, we cannot prevent most of them, but we can urge people to have a more eco-friendly lifestyle. We should all go green and start using less plastic.

Ian : As I know, many places around the world have become uninhabitable because of these kinds of disasters. We are walking on thin ice by risking the future of our planet. But we shouldn't be desperate; with cooperation, we can be stronger. We can start a climate strike online to draw people's attention to climate change.

Kona : I agree with Ian and Mai. In addition, we can start a campaign that is about recycling.

Simge : How great ideas! Every little step will lead us to success. Today, we explored the nearby area and got tired. It's time for a good rest to be ready for tomorrow. Good night, everybody.

Mai, Kona, Ian : Good night.

Scene 3

Simge : Good morning, scouts. I hope you slept well and are ready for today.

Mai : Hello. I'm full of energy.

Ian : I'm ready, too.

Kona : I'm excited for the second day.

Simge : Good to hear that you are all ready for the second day. Today we will continue our observations. Let's get the rigs and start.

Scene 4

Mr. Kaya : Wow, you all did a great job. Well done! Now you can have a rest.

Simge : Thank you, everybody. Now we can sit around the campfire and chat while eating our meals.

Mai : Hurray! This is the best part of camping. I love chatting around a campfire.
Kona : I will make the campfire.
Ian : I will bring the meals.
Simge : So, we saw and photographed the severe harm that is caused by a forest fire, which was a shock for the people living nearby. What other types of natural disasters do you see in your countries?
Mai : In Japan, earthquakes, tsunamis and typhoons are very common. There is also an active volcano, which sometimes erupts, in Fuji. Volcanic eruptions and lava are so risky that people who live in high-risk areas are often forced into displacement.
Kona : There are usually blizzards and avalanches in the French Alps. These sudden disasters shock the people living around them. That's why the emergency services in France are always alarmed.
Ian : Thunderstorms may arise in some parts of England. Due to floodwater after heavy rain, some people become homeless. You know every hour is critical after a disaster, so rescuers show great effort to rescue survivors.
Simge : Different types of disasters harm nature and humans. Unfortunately, some of them are human-based disasters. In my opinion, we should stop wasting non-renewable energy reserves. We should reduce, reuse and recycle to protect nature. I hope those disasters won't arise so often. You know, it feels like a fish out of water after a natural disaster.

THEME 8 LIFE IN THE UNIVERSE & FUTURE

Scene 1

Mr Ertürk : Welcome to the Turkish Space Agency. My name is Kemal Ertürk, and I'm the manager of the Turkish Space Agency. We had a meeting here last year; I said that the new space project will blast off next year! That day is today.
Reporter 1 : How many astronauts will be launched into space?
Mr Ertürk : A spaceman, Mr Alper and a spacewoman, Mrs Maya. Also, a robot (Asteroid) will accompany our astronauts.
Reporter 1 : This robot feels ahead of his time!
Reporter 2 : What is the mission of this launch?
Mr Ertürk : We're doing something that hasn't been done before. It's technological and sustainable.
Reporter 2 : Can you give more details?
Mr Ertürk : Of course. This mission is a voyage into success. We will use nanotechnology in spacesuits to protect astronauts during spacewalks. If this bioengineering research exceeds our expectations, we can allow astronauts to stay in space for longer missions.
Reporter 3 : Will the launch be successful?
Mr Ertürk : Our engineers are making final checks to ensure the launch is successful.
Voice over : "Last 10 minutes to launch."

Scene 2

Asteroid : The future is in the sky.

Scene 3

Engineer 1 : Let's check and make sure everything is ready for the rocket launch. If the rocket engines fire correctly, the take-off will be smooth, and the capsule will be in orbit within minutes.
Engineer 2 : That's true. If we are able to get the spacecraft into the correct orbit, we will achieve our goal within a few hours.
Engineer 3 : If the satellite communications work perfectly, we can navigate the capsule from here.
Voice over : "Last 10 seconds to launch. 10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1"
Engineers : Hurray!

Scene 4

Asteroid : Hello from space.
Spaceman : I can see the Earth.
Mr Ertürk : Hello from the Earth.
Spacewoman : It's a whole new era for human exploration.
Mr Ertürk : Yes, we will witness a great research. If this nanotechnology proves effective, we can support long-term space missions with minimal health risks. The sky's the limit for technological developments.
Asteroid : It is time first spacewalk now.
Mr Ertürk : I wish you success in your duties.

Listening Texts

Revision Track 1. Listen to the text and what is it about?

A Family Weekend at the Cottage

Last weekend, a small family trip was organised to our grandparents' cottage in the countryside. It was a chance to rest and enjoy some fresh air.

The cottage is a lovely detached house, surrounded by trees and flowers. When we arrived, a barbecue had already been prepared by my uncle, and the table was full of healthy food. Fruits had been peeled, vegetables had been grilled, and homemade lemonade was served.

After lunch, my cousin Lily said she had been feeling unwell the week before. She had caught a cold, and her throat had been examined by a doctor. She was also treated for a sore throat and a mild allergic reaction. Painkillers were given, and she was told to lie down and rest.

Later, we played some games in the garden. My brother showed us how to skateboard, and my dad, who used to be a teacher, explained how to code a simple game. My sister played the guitar, and songs were sung together.

In the evening, we talked about keeping good health. Self-care routines were shared, and mindfulness practices were suggested by my aunt, who works as a therapist. She said digital detox had helped her focus and sleep better.

My grandfather, who had recovered from COVID-19 last year, reminded us to support each other and stay connected. He said his chest and back had hurt during the illness, but regular breathing exercises had been recommended and followed.

Before bed, a family photo was taken. Everyone smiled, eyebrows raised, eyes wide, and lips curved. It was a day full of love, learning, and laughter.

Revision. Track 2. Listen to the text again to notice the words below.

Revision. Track 3. Listen to the text carefully and choose the correct option.

Revision Track 4. Listen to the text and what is it about?

If We Had Acted Sooner

In the year 2070, a team of astronauts returned from a long space mission to a new space station orbiting Mars. Their journey had lasted over two years. The astronauts had been observing the planet's surface, searching for signs of life and possible space colonies.

Back on the Earth, things had changed. Climate change had worsened, and many natural habitats had been destroyed. Deforestation and pollution had continued, and as a result, a few species, like the sea turtle and the Asian elephant, had become even more endangered.

"If people had taken care of nature earlier," said Commander Harris, "We wouldn't have lost so many animals and clean water sources." He explained how a lot of non-renewable resources had already been used up by 2050. By 2050, oil, coal, and natural gas had been overused, while renewable resources like wind energy and geothermal energy had not been developed quickly enough.

The astronauts had been using solar panels on their spaceship, and they had been growing food in smart modules. "We had been surviving with limited water and oxygen for months," said another crew member. "It had made us realise how much we waste on the Earth."

If more awareness had been raised, perhaps air pollution and rubbish could have been reduced. Unfortunately, too much damage had already been done by the time serious action was taken.

Now, in the year 2070, robots, AI home assistants, and virtual reality are part of everyday life. But some people still ask: "What if we had protected our planet better when we had the chance?"

Revision Track 5. Listen to the text again to notice the words below.

Revision Track 6. Listen to the text carefully and answer the questions.

Track 1.1 – Listen to the voice message from Alex to his mum and circle the correct options.

Hi, mum. My friends and I are organising the 50th-anniversary celebration of our school. We are preparing a poster after school, so I'll be late.

Track 1.2 – Listen to the tongue twisters. Then, repeat them in pairs.

No need to light a night light on a light night like tonight.

Thirty-three thousand feathers on a thrush's throat.

A synonym for cinnamon is a cinnamon synonym.

Track 1.3 – Listen to the dialogue. What special day are they talking about?

Alex: Hi, everybody! Are you ready for the planning? We are celebrating the 50th anniversary of our school next week.

Esra: Hi, Alex! Great! We're good at planning and organising, aren't we?

Alex: Yes, but we have a limited time. Mr Smith, the headmaster, has asked us for ideas by tomorrow.

Rob: OK. The celebration must be amusing and rewarding. All school staff, teachers, students, and parents must be involved in the celebration activities. Do you have an idea, Paul?

Paul: Yes. We can organise an art exhibition. Volunteers can participate in it.

Esra: There should be some food and beverages. Parents are generally willing to join activities like this.

Alex: That's right, Esra. We all like music. What about including a music performance, Rob?

Rob: I have got some friends who play different instruments. Esra, you have a very nice voice. Can you sing for us at the celebration?

Esra: It would be a great pleasure for me. Paul, can you arrange a music rehearsal, please?

Rob: OK. I'll arrange it.

Alex: Competitive games, such as musical chairs, skipping rope and sack races, are both enjoyable and sporty, aren't they?

Esra: Yes, great idea! Can we give small prizes to the winners?

Alex: Why not? Mr Smith always makes a great effort to make our school a better place. So, I believe he will like our ideas. Let's go and share them with him!

Track 1.4 – Listen to the dialogue again and match the students with their ideas. There is an extra one.

Track 1.5 – Listen to the dialogue again and complete the sentences.

Track 2.1 – Listen to the utterances and notice rises and falls. Repeat them as a whole class.

- They are not as flexible as modern ones.
- Do not forget to compare them.
- We almost guessed the topic, didn't we?

Track 2.2 – Listen to the tongue twisters and repeat them as a whole class.

"She doesn't sell seashells by the seashore, but she won't admit and she can't anymore!"

"I wouldn't eat withered wheat, but you shouldn't chew shoe meat!"

"A bat can't bathe in a broken bath, and a cat won't wear a crooked hat!"

Track 2.3 – Listen to the text and answer the questions.

Hi, I'm Jessy. I'm a sixth-grade student. We are studying our science and technology classes a bit differently this year. It's called "Flipped Classroom". It's an innovative teaching model that is simply the reverse of traditional learning. Our teacher either shares digital content or hands out paper documents for us to study the subjects of next week's classes. We study them outside of class. When we come to school, we learn better by actively practising the topic. I find it quite useful because I can engage with the subject before school without time limits. I can access the materials at any time and from anywhere. When I need to, I stop and rewatch the digital content or reread the documents. I study at my speed. So, we can use classroom time for more cooperative learning activities like question-and-answer sessions and experiments on the topic. These activities improve my understanding. I hope other teachers in our school start using this innovative learning method, too.

Track 3.1 – Listen to the utterances and draw arrows for the rises and falls.

How did you solve the connection problem?

You couldn't share your photos on your vlog, could you?

How long ago did you watch that movie?

Did she finish the preview?

He used to call you every day, didn't he?

Track 3.2 – Listen to the tongue twisters and repeat them aloud.

Can Ken can a can in a can shop?

Where were the white whales when the waves went wild?

Rehearsal refines the routine, doesn't it?

Privacy matters most to us, but sharing secrets spreads stress.

Track 3.3 – Listen to the dialogue and answer the questions.

Some of Mrs Kelly's students joined a festival last summer. Now, they are sharing their experiences about the festival with other students in the classroom.

Mrs Kelly: Dear students, you know some of your friends attended an art festival last summer. Let's listen to their experiences. Let's start with Selen. Selen, you enjoyed the festival very much, didn't you?

Selen: Absolutely. I like taking pictures in my free time, so I joined the photography branch at the festival. We could see many well-prepared exhibitions there. It was a nice experience and I would like to join again.

Mrs Kelly: I hope you can join again Selen. How about you, Victor?

Victor: We used to live in a village before we moved to the city. I love animals, and I used to feed some animals in the village. In big cities, the animals living in the streets have many problems, and I made a short film about it to make people aware of street animals.

Mrs Kelly: That's a good idea Victor. Let's listen to Defne now.

Defne: As you know, I'm in the school drama club. We need to join rehearsals to act out our roles in a play. I could take part in some plays at the festival. That was a wonderful experience for me.

Mrs Kelly: Thank you, Defne. Harry, what about your opinions about the festival?

Harry: I prepared a documentary about film production technologies. As technology is changing continuously, many aspects of filmmaking, like resolution quality and sound effects, have changed a lot. I could learn about the latest improvements in film technology when I attended the festival.

Mrs Kelly: Good for you Harry. And Yiğit, will you share your opinions with us, please?

Yiğit: Sure. As you all know, I am interested in technology. I designed a programme for mobile phones. It traces your test results and prepares a revision pack for your mistakes. The visitors liked it when they listened to my presentation at the festival.

Mrs Kelly: Thanks a lot, everybody. Your friends did a great job at the festival, didn't they? I hope all of you will join these kinds of activities soon. They are very useful for your personal improvement.

Track 3.4 – Listen to the dialogue again and complete the sentences.

Track 4.1 – Listen to the dialogue and notice the bold letters. Then, act it out.

Senem: Have you ever attempted to adopt a different lifestyle in the city centre?

Ecem: Not yet. I am eager to live in a big eco-house in the countryside.

Senem: Really? It sounds relaxing!

Track 4.2 – Listen and repeat the words below. Notice the first letters. Then, find and write more words for each group.

air - ask

broad - bond

conflict - central

debate - difficult

embrace - emotional

Track 4.3 – Listen to the tongue twisters. Then, repeat them as a whole class.

Betty Botter bought some butter.

Cooks cook cupcakes quickly.

Elizabeth has eleven elves in her elm tree.

Track 4.4 – Listen to the dialogue and do Exercises a-b.

Larry: Hey, Hande! Can I ask for your help?

Hande: Of course. You look emotional.

Larry: Yes. We've moved to a detached house and I miss my flat. I don't know how I can overcome the problem. And

I don't want to blame my parents.

Hande: Oh, Larry, it's not easy. I can empathise with you. When we moved to our tiny house, I felt the same.

Larry: Really? What did you do then?

Hande: First, I refused to live in such a small house. I even had a controversy with my parents. Then we had an effective conversation, and I acknowledged its advantages. Also, I have been spending more time designing it for myself recently.

Larry: Well, I've also approved its pros. For example, it has a characteristic and sophisticated garden, an open-plan living room and broad bedrooms. I hope I will get used to living here in time. Why don't you come over tomorrow?

Hande: Sure. I'm curious about your room decoration.

Larry: I've already attempted to redesign it, but I haven't finished it yet.

Hande: We can split the work and finish it together, OK?

Larry: Super! Thank you very much.

Track 4.5 – Listen to the dialogue again and choose the correct options.

Track 4.6 – Listen to the dialogue again and put the sentences in the correct order.

Track 5.1 – Listen to the dialogue and notice the bold letters, and repeat them. Then, act it out.

Kelvin: What do you think about genetically modified food and its industry?

Isabel: No idea. But I will go to my friend's garden today. He is good at farming. Why don't you join me?

Kelvin: Great idea.

Track 5.2 Listen to the words below and repeat them as a whole class.

freedom -food
group- genetic
home- hair
identical- igloo
jungle- join
keyboard – keep

Track 5.3 – Listen to the tongue twisters. Then repeat them in pairs.

Fred fed Ted bread, and Ted fed Fred bread.
Green glass globes glow greenly.
A happy hippo hopped and hiccupped.

Track 5.4 – Listen to the dialogue and fill in the blanks.

Asel: Hi, Liza. Are you around on Saturday? Do you fancy a cup of coffee at a café?

Liza: Sorry, I can't go out this weekend, I'm broke!

Asel: It's okay. It's on me!

Liza: All right. Then it will be on me the next time.

Asel: No worries! And I'm going to visit my grandparents on Saturday morning. What about joining me?

Liza: Where are we going? Is it far?

Asel: They have been living in a farmhouse nearby for two weeks. We will go there.

Liza: Well, are we going to see any farm animals there?

Asel: Sure! We are also going to feed sheep and chickens. And organic fruits are yummy!

Liza: Great! When and where are we going to meet?

Asel: I will call you as soon as it's clear.

Liza: OK. I will be waiting.

Asel: Bye. See you on Saturday.

5.5 – Listen to the dialogue again and tick (√) the phrases related to the dialogue.

Track 6.1 – Listen to the dialogue and notice the bold letters. Then act it out.

Zuhal: Hello, Zafer! What's up?

Zafer: Hi, Zuhal. I'm starving. Are you hungry?

Zuhal: Not much! But I can join you. There is a good pizzeria over there.
Zafer: Let's go, then.

Track 6.2 – Listen to and repeat words as a whole class. Notice the bold letters.

- Litre	- Mineral	- Nutrition	-Pudding	- Mixing
- Obesity	- Noodle	- Sour	-To reserve	

Track 6.3 – Listen to the tongue twisters. Then, repeat them in pairs.

Really leery, rarely Larry.
Imagine an imaginary menagerie manager managing an imaginary menagerie.
Near an ear, a nearer ear, a nearly eerie ear.
If a dog chews shoes, whose shoes does he choose?

Track 6.4 – Listen to the dialogue and do Exercises a-b.

Mum: I'll whip up a quick salad for dinner! I've already cooked the meatballs.
Betty: Yuppie! I'm lucky. Cooking is my mum's bread and butter!
Dad: Yes. The pasta is almost ready!
Betty: May I help you?
Mum: Yes. Look at the cucumbers on the counter! Please wash up, peel and chop them!
Tomatoes and sweet peppers are chopped.
Betty: OK! Have you bought them from the grocery on the corner?
Dad: Yes. They must be fresh.
Betty: Sure! Mum, can you sprinkle some sweetcorn on the salad?
Mum: Bring it from the fridge and add sufficiently!
Betty: I can enjoy it!
Dad: Should I pour some sour cream and goat cheese into the pasta?
Betty: No, you shouldn't, Dad! I like dairy-free pasta nowadays.
Dad: I think you must try them. Because my friend has just brought them from his village. They are so delicious and fresh.
Betty: I need to taste it, then.
Dad: Exactly! You cannot stop yourself after eating a spoonful of pasta!
Mum: The dinner table is set! Come on!

Track 6.5 – Listen to the dialogue again and write True, False or No Information. Correct the false sentences.

Track 6.6 – Listen to the dialogue carefully and put the sentences in order.

Track 7.1 – Listen to the dialogue and notice the bold sounds. Repeat them as a whole class.

Will : You should stay quiet in the library.
Jason: Oh, I am really sorry. I forgot it.
Will : Okay, let's focus on the topic.

Track 7.2 – Listen to the tongue twisters. Then repeat them in pairs.

Quick Queen Queenie never quarrels quietly.
Aurora's red car raced around the river road.
Sixty-six slippery snails slid slowly seaward.
Ten tiny tortoises took ten taxis to town.
United unique unibus usually uses blue lines.

Track 7.3 – Listen to the paragraph and answer the questions.

Asya is writing a letter to her friend.
Dear Anita,
It's been a long time since we last met. I hope you are well. I would like to share good news with you, but I have sad news. Last weekend, my parents and I visited the village where my grandparents are living. I talked to Eren, who is my grandparents' neighbour, about the changes in the village. There are no more green trees, which were home to many

birds and other animals. He said the wild animals which used to live in the nearby forest lost their habitat because of the drought. Farmlands that used to be green have also been affected. The people who used to live there are leaving the village one by one. Eren mentioned that his father, who wants to leave the village, is looking for a house in the city, too. Eren doesn't like the idea of moving to the city because he loves animals and life in nature. I felt disappointed with him. Eren still believes that the drought, which forced villagers into displacement, will end soon. So, the villagers that have moved to the city will turn back to the village. I hope his father will find a solution that makes Eren happy. Please write back soon.

Best wishes.

Asya

Track 8.1 – Listen to the dialogue and notice the bold sounds. Then, act it out.

Göktuğ: How was the fair you visited last Saturday?

Ursula: It was really amazing.

Göktuğ: Which part excited you the most?

Ursula: Solving the puzzle about the universe was very exciting.

Track 8.2 – Listen and find the bold letter with a different sound.

voyage	navigate	witness	observation
who	wire	shadow	win
extreme	galaxy	exceed	universe
astronomy	happy	system	funny
colonize	massive	observer	size

Track 8.3 – Listen to the tongue twisters, then repeat them.

Venus washed Wendy's wet vest with warm vinegar.

Xavier, the young fox, fixed Yuki's xylophone yesterday.

Young zebra Zoe yelled, "Yuri, you yawn too noisily!".

Track 8.4 – Listen to the recording and answer the questions.

Miray and her three friends are studying together to do their English homework at Miray's house.

Miray: Welcome, dear friends. You know the deadline is tomorrow, and we need to study together to finish our English homework.

Aria: If we cooperate, we can finish it on time.

Lucas: You are right, Aria. Cooperation is the key to success.

Logan: Let's start then.

Miray: Okay, friends. Let me read you the instructions. According to the scenario, we are the crew members of a space mission to Jupiter.

Lucas: That sounds interesting.

Miray: And we need to think about the probable challenges that we may face to find suitable solutions to those problems.

Aria: I think we should think about the problems first. Then we can find solutions for them.

Lucas: If we face a meteor on the route, it may crash into a part of our spacecraft.

Logan: If it crashes, the fuel tanks, we can run out of fuel.

Miray: If there are strong magnetic waves, we can lose control of the spacecraft.

Aria: We can also lose connection to the Earth because of strong magnetic waves.

Miray: Let's find suitable solutions to these problems, then.

Aria: If we face a meteor, we should slow down to avoid a crash.

Lucas: If there is a crash on the fuel tanks, we must repair them soon to prevent leaks.

Logan: If magnetic waves disturb the control of the spacecraft, we can turn down the electronics and control the spacecraft manually.

Miray: If we lose connection to the Earth, we must turn back to the Earth.

Aria: Just like I mentioned, studying together, we did a great job.

Miray: Yes, we managed it.

Track 8.5 – Listen to the recording again and complete the sentences.

Glossary

THEME 1

accessibility (n): how easy something is to use
accompany (v): go with someone
agency (n): group that does special work
aid (n): help
aid (v): help someone
amusing (adj): funny
animation (n): cartoons/moving pictures
assign (v): give someone a job
cancel (v): stop an event
challenge (n): hard test
charming (adj): nice and friendly
committee (n): decision-making group
competitive (adj): trying hard to win
confusion (n): feeling mixed-up
conservation (n): saving nature
defeat (n): losing a game
defeat (v): beat someone in a game
defence (n): protection
disappointment (n): sad feeling when things go wrong
discipline (n): self-control
distract (v): take attention away
diverse (adj): having many types
diversity (n): mix of different people/things
effective (adj): works well
encourage (v): give hope
engaging (adj): interesting
enhance (v): make better
failure (n): not succeeding
festive (adj): happy celebration
finalist (n): last-round competitor
goal (n): something you want to do
implement (v): start using a plan
infrastructure (n): basic buildings/systems
innovate (v): create new things
inspire (v): make someone want to do well
inspiring (adj): makes people excited
joy (n): great happiness
leadership (n): being a good leader
mentorship (n): learning from an expert
miserable (adj): very unhappy
mission (n): important job
motivating (adj): makes you want to act
motivation (n): reason for doing something
obey (v): follow rules
obstacle (n): problem in your way
offensive (adj): hurtful or rude
opponent (n): person you compete against
oppose (v): be against something
opposing (adj): against something
output (n): what you produce
overcome (v): beat a problem
participate (v): join in
peer (n): someone like you
permit (n): official paper saying "yes"
permit (v): allow something
pitch (n): sports field
prioritise (v): decide what's most important
procedure (n): way of doing something
proposer (n): person with an idea
redesign (v): change how something looks
referee (n): sports rule-keeper
register (v): sign up
registration (n): signing up
rehearsal (n): practice for a show
replay (n): watch something again
reward (n): prize for good work
reward (v): give a prize
rewarding (adj): makes you feel good
semi-finalist (n): almost-final competitor
shoot (v): kick/throw at goal
silence (n): no sound
slogan (n): catchy saying
spectator (n): watcher
thoughtfully (adv): carefully
tournament (n): series of games
transform (v): change completely
victory (n): win
well-argued (adj): with good reasons

THEME 2

accessibility (n): how easy something is to use
accomplish (v): finish something well
adapt (v): change for new situations
boost (v): make better/stronger
brainstorm (v): think of many ideas fast
brainstorming (n): group idea-sharing
bug (n): computer mistake
clarify (v): make clear
commonly (adv): usually
complicated (adj): hard to understand
concept (n): basic idea
cope (v): handle tough things
courage (n): being brave
creativity (n): making new things
cutting edge (adj): super modern
database (n): organised information
edit (v): fix writing/video
efficient (adj): works well
efficiently (adv): working well
electronics (n): electric devices
essentially (adv): basically
establish (v): start something
evaluate (v): judge something
evaluation (n): judging quality
exploration (n): searching/studying
feedback (n): helpful comments
flexible (adj): can bend/change
folder (n): computer file holder
fulfil (v): do what's needed
handheld (adj): fits in hand
hesitate (v): pause before doing
illustration (n): explaining picture
immersive (adj): feels real
inform (v): tell someone
innovation (n): new idea
innovative (adj): using new ideas
install (v): set up equipment
instruction (n): how-to info
interaction (n): talking/working together
limited (adj): not much
memorable (adj): easy to remember
mission (n): important job
monitor (n): computer screen
monitor (v): watch carefully
mouse pad (n): mouse surface
navigate (v): find your way
necessity (n): something needed
objective (n): goal
optimist (n): positive thinker
outline (v): list main points
partnership (n): working together
password (n): secret word
personalise (v): make it yours
popularity (n): being liked
practicality (n): how useful
preference (n): what you like
preparation (n): getting ready
principle (n): basic rule

pursue (v): go after
reflective (adj): thoughtful
reward (n): prize
rhythm (n): regular pattern
satisfied (adj): happy with
secure (v): get safely
seek (v): look for
select (v): choose
super (adj): very good
technological (adj): tech-related
touchscreen (n): tap screen
user-friendly (adj): easy to use
virtual (adj): computer-made
visual (adj): about seeing
volume (n): loudness
webcam (n): computer camera
willing (adj): ready to do

THEME 3

addicted (adj): can't stop doing something
addiction (n): a strong, harmful need to keep doing something
adore (v): love a lot
aggressive (adj): ready to fight or argue
aid (n/v): help
alternatively (adv): another choice
amazement (n): great surprise
amusement (n): feeling of fun or enjoyment
anger (n): strong upset feeling
animated (adj): full of energy
animation (n): cartoons or moving drawings
anxiety (n): worry or nervousness
anxious (adj): worried
appeal (v/n): be attractive or interesting
assistance (n): help
awareness (n): knowledge of something
bias (n): unfair favouritism
biased (adj): unfairly favouring one side
cast (n): all actors in a movie or play
classic (n/adj): something of high quality that lasts
consult (v): ask for advice
convenience (n): something that makes life easier
criterion (n): a standard for judging
demonstrate (v): show how something works
dependent (adj): needing someone/something
disconnection (n): being separated
disorientation (n): confusion about where you are
dramatic (adj): exciting and emotional
edit (v): correct or prepare text/film
emotional (adj): related to strong feelings
follower (n): someone who supports or copies
friend (v): add someone on social media
genre (n): a style (e.g., comedy, horror)
harm (n/v): hurt or damage
heal (v): become healthy again
helpline (n): phone service for help
inbox (n): where emails arrive
increasingly (adv): more and more
isolate (v): separate from others
isolated (adj): alone or cut off
majority (n): more than half
masterpiece (n): an amazing work of art
minority (n): less than half
monitor (v/n): watch or check
necessity (n): something you must have
overcome (v): beat a problem
overuse (v/n): use too much
panic (n/v): sudden strong fear
password (n): secret word for access
performing arts (n): arts like theatre, dance, music
podcasting (n): making online audio shows
preference (n): what you like more
preserve (v): keep something as it is
preview (n/v): early look
privacy (n): being free from public attention
production (n): making films/plays
regulate (v): control with rules
rehearsal (n): practice for a performance
relief (n): comfort after something bad ends
remote learning (n): studying from home online
resist (v): fight against
restrict (v): limit
scenario (n): possible situation
sci-fi (n): fiction about future tech
screening (n): movie showing
securely (adv): safely
service provider (n): company giving internet/phone services
severely (adv): very seriously
significant (adj): important or large
sound effect (n): artificial sound in movies
standard of living (n): level of comfort/wealth
stunt (n): dangerous movie action
subtitle (n): translated text on screen
surfing (n): browsing websites
tension (n): nervous feeling
tiredness (n): feeling you need rest
trace (v): find the origin
unconscious (adj): not awake or aware
welfare (n): health, happiness, and safety

THEME 4

abandon (v): leave behind completely
accuse (v): say someone did wrong
acknowledge (v): admit something is true
acquaintance (n): someone you know but aren't close friends with
adopt (v): take care of an animal as a pet
air-conditioned (adj): has cooling
air-conditioning (n): cooling system
ancestor (n): a family member from long ago
anniversary (n): yearly celebration
approval (n): saying "yes" to something
approve (v): agree to something
assess (v): judge or check carefully
attempt (n): a try at doing something
attempted (adj): tried but not completed
attic (n): top floor under roof
barely (adv): almost not
blame (n): saying someone caused a problem
blame (v): say someone caused trouble
bond (n): a close connection between people
broad (adj): wide
cabin (n): small wooden house
central heating (n): whole-house heater
characteristic (adj): typical feature
charming (adj): nice and attractive
classic (n): something excellent that lasts
coach house (n): old carriage house
collapse (n): falling down suddenly
conflict (n): a fight or serious argument
contemporary (adj): modern
controversy (n): a big public disagreement
defeat (v): beat in a game or battle
defend (v): protect from harm
deny (v): say "no, that's not true"
desperate (adj): willing to try anything
detached (adj): stand-alone house
disagreement (n): not thinking the same way
division (n): a split

ecohouse (n): earth-friendly home
embrace (v): accept happily
failure (n): not succeeding
forgive (v): stop being angry at someone
hopeless (adj): with no chance
hopelessly (adv): without any hope
housing (n): homes for people
hug (n): putting arms around someone to show care
hug (v): hold someone warmly
hut (n): tiny simple house
identical (adj): exactly the same
identical twin (n): a sibling who looks exactly like you
igloo (n): snow-block house
industrial (adj): like a factory
inherit (v): receive from family
maintain (v): keep in good condition
make life difficult (idiom): cause problems for someone
mate (n): friend
misunderstanding (n): getting something wrong
mobile home (n): house on wheels
nuclear family (n): parents and kids living together
objective (adj): based on facts
obstacle (n): something in your way
open-plan (adj): no wall divisions
origin (n): where something began
passionate (adj): having strong feelings
patience (n): staying calm when waiting
pessimistic (adj): always expecting bad
plain (adj): simple
possess (v): own something
regret (n): feeling sorry about something
regret (v): wish you hadn't done something
room-mate (n): person sharing room
root (n): family beginnings
satisfy (v): make someone happy
select (v): choose carefully
semi-detached (adj): house joined to one other
sensitive (adj): easily upset
sibling (n): brother or sister
sincere (adj): really meaning it
socialise (v): spend time with others
sophisticated (adj): advanced/complex
spiritual (adj): about the spirit/soul
split (n): breaking into parts
split (v): break into parts
storeroom (n): place for keeping things
struggle (n): a hard fight or effort
struggle (v): try very hard
subjective (adj): based on opinions
subjectively (adv): in a personal opinion way
tiny house (n): very small modern home
trace (v): find where something came from
unite (v): join together
villa (n): big fancy house
workplace (n): where people work

THEME 5

administration (n): management group
aerobics (n): exercise to music
agriculture (n): farming
amusing (adj): funny
approach (v): come near
attachment (n): file added to email
attempt (n): a try
attempt (v): try
automatic (adj): works by itself
biker (n): bicycle/motorcycle rider
boost (n): a push or improvement
boost (v): make better/stronger
bungee jumping (n): jumping with elastic rope
capacity (n): the amount something can hold
championship (n): big competition
citizen (n): a person who belongs to a country
civil (adj): polite, about citizens
civilisation (n): an advanced human society
cornfield (n): field growing corn
crop (n): plants grown for food
decrease (v): make smaller/less
delivery (n): bringing something to a place
distant (adj): far away
distinct (adj): clearly different
diversity (n): many different types together
domestic (adj): home-related
downtown (adj): in city center
downtown (n): city center
dynamic (adj): energetic
eliminate (v): remove completely
enthusiastic (adj): very excited
extensive (adj): large, wide
food chain (n): who eats whom in nature
freedom (n): being free
genetically modified (adj): changed by science
greenhouse (n): glass building for plants
industrial (adj): factory-related
junior (adj): younger/lower
league (n): sports group
marathon (n): long running race
modify (v): change
motor racing (n): car racing sport
nearby (adj): close
obstacle (n): something in the way
occupation (n): a job
opera (n): a musical drama show
organic (adj): natural, no chemicals
pesticide (n): chemicals that kill pests
random (adj): no pattern
regional (adj): about a certain area
register (n): official list
resort (n): a vacation place
rural (adj): countryside
satisfied (adj): happy with
semi-final (n): round before final
senior (adj): older/higher
spectacular (adj): amazing
spectator (n): watcher
spokesperson (n): speaker for group
sponsorship (n): financial support
sporting (adj): about sports
straw (n): dried plant stems
stroke (n): swimming move
suburb (n): area near a city
sufficient (adj): enough
sunflower (n): tall yellow flower
sustainable (adj): good for environment
territory (n): an area of land
tournament (n): series of games
transportation (n): moving people/things
urban (n): city area
useless (adj): no use
vet (n): animal doctor
victory (n): win
wealth (n): having lots of money/things
weightlifting (n): lifting heavy weights
wheat (n): grain used for bread
wildlife (n): animals in nature
zone (n): a special area

THEME 6

acceptable (adj): good enough
bagel (n): ring-shaped bread
baguette (n): French bread stick
baked beans (n): cooked beans in sauce
beefsteak (n): thick meat slice
bitter (adj): sharp taste
bitter (adj): sharp taste
broccoli (n): green vegetable
bunch (n): a group of things held together
carb/carbohydrate (n): energy-giving nutrients in food
cell (n): tiny building block of living things
cheesy (adj): tasting like cheese
chilli (n): spicy pepper
chop (v): cut into pieces
chopstick (n): pair of sticks for eating Asian food
considerable (adj): large amount
consumption (n): eating/using things
counter (n): kitchen surface
courgette (n): zucchini vegetable
crab (n): sea creature with claws
cracker (n): dry, crisp biscuit
cucumber (n): long green vegetable
cuisine (n): style of cooking
dairy (n): milk products
dairy-free (adj): no milk products
dietary (adj): about food choices
differentiate (v): tell apart
eat-in (adj): for dining at restaurant
eating disorder (n): unhealthy eating habits
flavour (n): taste
flavour (v): add taste to food
fried rice (n): Asian rice dish
fryer (n): equipment for deep-frying food
gain (n): increase, weight gain
gain (v): get more weight
goat cheese (n): cheese from goat milk
gramme (n): small weight measurement
grill (v): cook under direct heat
grocery (n): food store
heat up (v): make food warm
herb (n): flavorful plant
juicy (adj): full of liquid
kit (n): set of tools/ingredients
lean (adj): low-fat
litre (n): liquid measurement
low-fat (adj): less oily/greasy
mineral (n): natural substance like iron or calcium
mixer (n): machine for mixing ingredients
mug (n): big cup with handle
noodle (n): long pasta strips
nowadays (adv): these days
nutrition (n): food's health value
nutritious (adj): healthy
obesity (n): being very overweight
organic (adj): grown naturally
pastry (n): dough for pies
peel (v): remove skin from fruit
pizzeria (n): pizza restaurant
popularity (n): being well-liked
portion (n): serving amount
process (v): prepare/treat food
protein (n): body-building nutrient
pudding (n): sweet dessert
pure (adj): not mixed
remarkable (adj): amazing
reserve (v): save for later
rice pudding (n): sweet rice dessert
roast (n): oven-cooked meat
self-service (adj): serve yourself
self-service (n): getting food yourself
server (n): person who serves food
sour (adj): tart taste
sour cream (n): tangy dairy product
spice (n): flavor powder
spoonful (n): amount on a spoon
starve (v): not eat for long time
steam (n): hot water vapor
sufficiently (adv): enough
supper (n): evening meal
sweet pepper (n): colorful bell pepper
sweet potato (n): orange root vegetable
sweetcorn (n): yellow corn kernels
takeaway (n): food to eat elsewhere
teaspoon (n): small spoon
tendency (n): likelihood to do something
toaster (n): makes toast
tough (adj): hard to chew
usage (n): how something is used
veg (n): short for vegetables
vinegar (n): sour liquid
visible (adj): can be seen
vitamin (n): health nutrient

THEME 7

absolute (adj): complete/total
adequate (adj): enough
alarmed (adj): worried/frightened
alternative fuel (n): different energy source
apparent (adj): clear/obvious
arise (v): happen/appear
at-risk (adj): in danger
avalanche (n): snow sliding down mountain
biofuel (n): fuel from plants/animals
biome (n): large natural community
blizzard (n): severe snowstorm
carbon (n): chemical element in all living things
carbon dioxide (n): gas we breathe out
carbon footprint (n): pollution one person causes
catastrophic (adj): extremely destructive
clean-up (n): removing dirt/danger
climate change (n): long-term weather changes
climate crisis (n): serious climate problems
climate strike (n): protest for climate action
collapse (v): fall down suddenly
conservation area (n): protected nature zone
consumption (n): using resources
contaminant (n): polluting substance
cyclone (n): spinning storm
deadly (adj): can cause death
deforestation (n): cutting down forests
desperate (adj): reckless from hopelessness
destruction (n): complete ruin
destructive (adj): causing great damage
dig (v): make hole in ground
displacement (n): forced moving of people
disturb (v): bother/interrupt
drought (n): long dry period
dump (v): get rid of carelessly
eco-friendly (adj): good for environment
ecology (n): study of nature's balance
ecosystem (n): community of living things
emergency services (n): police/firefighters/doctors
emigrate (v): leave country to live elsewhere
energy-saving (n): using less power
environmentalist (n): person protecting nature
erosion (n): wearing away of land
erupt (v): explode (volcano)
eruption (n): volcano exploding
famine (n): extreme hunger in area
flame (n): burning gas (fire)
floodwater (n): overflowing water
fossil fuel (n): coal/oil/gas from ancient plants

generate (v): create/produce
green belt (n): protected countryside around cities
greenhouse gas (n): gas trapping heat
harm (v): hurt/damage
harmful (adj): causing damage
harmless (adj): not dangerous
high-risk (adj): very dangerous
homeless (adj): having no home
homelessness (n): having no home
human right (n): basic freedom everyone deserves
hydroelectric (adj): electricity from water power
immigration (n): moving to new country
landfill (n): trash burial site
landslide (n): falling rocks/the earth
lava (n): hot melted rock from volcanoes
low-risk (adj): not very dangerous
lung (n): breathing organ
maintain (v): keep in good condition
melt (v): change solid to liquid
nonrenewable (adj): can't be replaced
oxygen (n): gas we breathe
polluter (n): something causing pollution
protection (n): keeping safe
refugee (n): person fleeing danger
rescue (n): saving from danger
rescue (v): save from danger
rescuer (n): person who saves others
reserve (n): protected area
reserve (v): save for later
rig (n): oil drilling structure
risky (adj): dangerous
severe (adj): very serious
shelter (n): safe place
shock (n): surprise
shock (v): surprise greatly
slide (v): move smoothly down
solar (adj): using sun's power
soul (n): spiritual part of person
species (n): type of living thing
starve (v): suffer from no food
survivor (n): person who lived through danger
sustainable (adj): able to continue long-term
tank (n): water container
threat (n): possible danger
thunderstorm (n): storm with lightning/thunder
tragedy (n): terrible event
tsunami (n): huge ocean wave
typhoon (n): tropical storm
uninhabitable (adj): can't live there
universal (adj): worldwide/everywhere
urge (v): strongly suggest
urgent (adj): needing quick action
volcanic (adj): related to volcanoes
wound (n): injury
wound (v): hurt/injure

THEME 8

abstract (adj): not concrete
aerospace (n): air and space travel
alien (n): a being from another planet
artificial (adj): man-made
asteroid (n): rocky object orbiting the sun
astronaut (n): space traveler
astronomer (n): scientist who studies space
astronomy (n): study of stars and planets
attempt (v): try
bioengineering (n): using engineering in biology
capsule (n): small spacecraft part
colonise (v): establish new settlement
cosmic (adj): relating to space
creature (n): any living thing
duration (n): length of time
estimate (n): educated guess
estimate (v): make educated guess
exceed (v): go beyond
exploration (n): travel to discover
explore (v): travel to discover
extreme (n): very great amount
galaxy (n): huge group of stars
imagination (n): ability to create mental pictures
launch (v): send into space
logical (adj): making sense
massive (adj): very large
nanotechnology (n): technology at tiny scale
navigate (v): find the right path
observation (n): careful watching
observe (v): watch carefully
observer (n): someone who watches
orbit (n): path around a planet/star
orbit (v): move around a planet/star
planet (n): large round space object
proof (n): evidence showing truth
realistic (adj): practical
reasonable (adj): fair/sensible
research (n): careful study
rocket (n): vehicle that goes to space
satellite (n): object orbiting the earth
scientist (n): person who does science
shadow (n): dark shape when light is blocked
solar (adj): related to the sun
solar system (n): sun and its planets
spacecraft (n): vehicle for space travel
spaceman (n): male astronaut
spaceship (n): vehicle for space travel
spacesuit (n): protective suit for space
spacewalk (n): walking in space
spacewoman (n): female astronaut
species (n): type of living thing
stimulate (v): encourage activity
suspect (n): person who may have done wrong
suspect (v): think something is true
sustainable (adj): able to continue
take-off (n): when aircraft leaves ground
technological (adj): related to technology
telescope (n): tool for seeing distant objects
transmit (v): send signals/information
transplant (v): move to new place
try (n): attempt
universe (n): everything that exists
voyage (n): long journey
wire (n): thin metal thread
witness (n): person who sees something happen
witness (v): see something happen

References

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The references in this section have been prepared following the principles and formatting rules of the APA Style 6th Edition.

Answer Key

Scan the code for Answer Key.



Visual and General Web References

Scan the code for general and visual references.




25°D
30°D
35°D
40°D
45°D
50°D
40°K
35°K
ROMANYA
Bükreş
UKRAYNA
RUSYA FEDERASYONU
HAZAR DENİZİ
Sofya
BULGARİSTAN
K A R A D E N İ Z
GÜRCİSTAN
Edirne
Kırklareli
Tekirdağ
İstanbul
Sinop
Bartın
Zonguldak
Kastamonu
Samsun
Tiflis
ACARA Ö.C.
Artvin
Ardahan
ERMENİSTAN
AZERBAYCAN
YUNANİSTAN
MARMARA DENİZİ
Kocaeli
Düzce
Karabük
Ordu
Giresun
Trabzon
Rize
Kars
Erivan
Gökçeada
Bozcaada
Çanakkale
Yalova
Sakarya
Bolu
Çankırı
Amasya
Çorum
Tokat
Gümüşhane
Bayburt
Iğdır
Bursa
Bilecik
Ankara
Balıkesir
Eskişehir
Kırıkkale
Yozgat
Sivas
Erzincan
Erzurum
Ağrı
NAHÇIVAN Ö.C. (AZERBAYCAN)
Kütahya
Kırşehir
Tunceli
Bingöl
Muş
Manisa
Afyonkarahisar
Tuz Gölü
Elâzığ
Van
Van Gölü
Atina
İzmir
Uşak
Kayseri
Nevşehir
Malatya
Bitlis
Urumiye Gölü
EGE DENİZİ
Aydın
Aksaray
Konya
Adıyaman
Diyarbakır
Siirt
Batman
Hakkâri
Denizli
Isparta
Niğde
Kahramanmaraş
Mardin
Şırnak
İ R A N
Muğla
Burdur
Karaman
Osmaniye
Gaziantep
Şanlıurfa
Antalya
Adana
Mersin
Kilis
Hatay
KUZEY KIBRIS TÜRK CUMHURİYETİ
Erenköy
Lefkoşa
S U R İ Y E
I R A K
GÜNEY KIBRIS RUM YÖNETİMİ
LÜBNAN
Beyrut
A K D E N İ Z
Şam
Bağdat
L İ B Y A
Tel Aviv
FİLİSTİN
Batı Şeria
FİLİSTİN
Gazze Şeridi
Doğu Kudüs
İSRAİL
M I S I R
TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
AKARSU
0 50 100 200 300 400 km
Harita Genel Müdürlüğü tarafından üretilmiştir.


TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
ÜLKE KISALTMALARI
ARNAVUTLUK ARN
BELÇİKA BEL
BOSNA - HERSEK BH
GÜNEY KIBRIS RUM YÖNETİMİ GKRY
HIRVATİSTAN HRV
İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
KUZEY KIBRIS TÜRK CUMHURİYETİ KKTC
KUZEY MAKEDONYA KMKD
LİHTENŞTAYN LİH
SIRBİSTAN SRB
Norveç Denizi
Barents Denizi
Kara Denizi
Bering Denizi
Ohotsk Denizi
Kuzey Denizi
Baltık D.
Akdeniz
Karadeniz
Hazar Denizi
Kızıldeniz
Umman Denizi
Yemen Denizi
Adriyatik Denizi
Tiren Denizi
Marmara D.
Ege D.
Cebelitarık B.
İZLANDA
NORVEÇ
İSVEÇ
FİNLANDİYA
DANİMARKA
İRLANDA
BİRLEŞİK KRALLIK
HOLLANDA
BELÇİKA
ALMANYA
FRANSA
İSPANYA
PORTEKİZ
FAS
CEZAYİR
TUNUS
LİBYA
NİJER
ÇAD
MISIR
SUDAN
POLONYA
BELARUS
UKRAYNA
MOLDOVA
ROMANYA
MACARİSTAN
SLOVAKYA
AVUSTURYA
ÇEKYA
İSVİÇRE
İTALYA
YUNANİSTAN
BULGARİSTAN
SIRBİSTAN
BİH
HRV
SLO
KOSOVA
KKTC
GKRY
TÜRKİYE
SURİYE
IRAK
İRAN
SUUDİ ARABİSTAN
KUVEYT
KATAR
BİRLEŞİK ARAP EMİRLİKLERİ
UMMAN
YEMEN
RUSYA FEDERASYONU
KAZAKİSTAN
TÜRKMENİSTAN
ÖZBEKİSTAN
KIRGIZİSTAN
TACİKİSTAN
AFGANİSTAN
PAKİSTAN
HİNDİSTAN
ÇİN HALK CUMHURİYETİ
MOĞOLİSTAN
SAHA (YAKUT) C.
TUVA C.
SİNCAN UYGUR ÖZERK BÖLGESİ
BANGLADEŞ
Moskova
Astana
Taşkent
Bişkek
Aşkabat
Dışanbe
Kabil
İslamabad
Yeni Delhi
Pekin
Ulanbator
Ankara
Tiflis
Bakü
Erivan
Tahran
Bağdat
Şam
Ammân
Kudüs
Kahire
Trablus
Tunus
Cezayir
Rabat
Madrid
Lizbon
Paris
Berlin
Varşova
Minsk
Kiev
Oslo
Helsinki
Stockholm
Kopenhag
Dublin
Amsterdam
Brüksel
Viyana
Prag
Budapeşte
Bükreş
Sofya
Atina
Belgrad
Zagreb
Saraybosna
Priştine
Üsküp
Tirana
Lefkoşa
Riyad
Doha
Abu Dabi
Muskat
Sana
Kuveyt
Yerevan
Nil N.
Ural N.
Ural G.
Volga N.
Volga G.
Don N.
Dnepr N.
Kama N.
Ob N.
Irtış N.
Lena N.
Yenisey N.
Baykal G.
Hotan N.
Sarı N.
Hint N.
Ganj N.
Fırat N.
Dicle N.
Sudanya N.
Balkaş G.
Hulun G.
Ladoga G.
Onega G.
Peçora N.
Usa N.
Indigirka N.
Rybinsk Brj. G.
Kırım O.C.
Kazak. Dağ.
Sarıkamış G.
Nahçıvan O.C.
Kumköy B.
Lefkoşa KKTC
GKRY
Trablus
Lefkoşa
Ankara
Tiflis
Bakü
Erivan
Tahran
Bağdat
Şam
Ammân
Kudüs
Kahire
Trablus
Tunus
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Saraybosna
Priştine
Üsküp
Tirana
Riyad
Doha
Abu Dabi
Muskat
Sana
Kuveyt
Yerevan
Moskova
Astana
Taşkent
Bişkek
Aşkabat
Dışanbe
Kabil
İslamabad
Yeni Delhi
Pekin
Ulanbator
30°B
20°B
10°B
0°
10°D
20°D
30°D
40°D
50°D
60°D
80°D
100°D
120°D
130°D
140°D
150°D
160°D
170°D
180°
40°K
30°K
20°K
10°K
50°K
30°D
40°D
50°D
60°D
70°D
80°D
90°D
100°D
110°D
120°D