MULTILINGUAL LANGUAGE PROGRAMME

LOWER SECONDARY SCHOOLS AND
İMAM HATİP LOWER SECONDARY SCHOOLS

MultiEnglish Year 6

WORKBOOK

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Kitabın Basıldığı Matbaa Adı, 2025

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI : 10357
DERS KİTAPLARI DİZİSİ : 2301

Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir suretle alınıp yayımlanamaz.

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Matbaanın Adı ve
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Tel: 0 000 000 00 00

ISBN 978-975-11-9179-3

Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulu Başkanlığının 14.08.2025 tarihli ve 138247582 sayılı yazısı ile eğitim aracı olarak kabul edilmiştir.
Kurulca bu kitabın kabul edilmiş olması ders kitabından yayınevi ve yazarın/yazarların sorumluluğunu kaldırmaz.



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

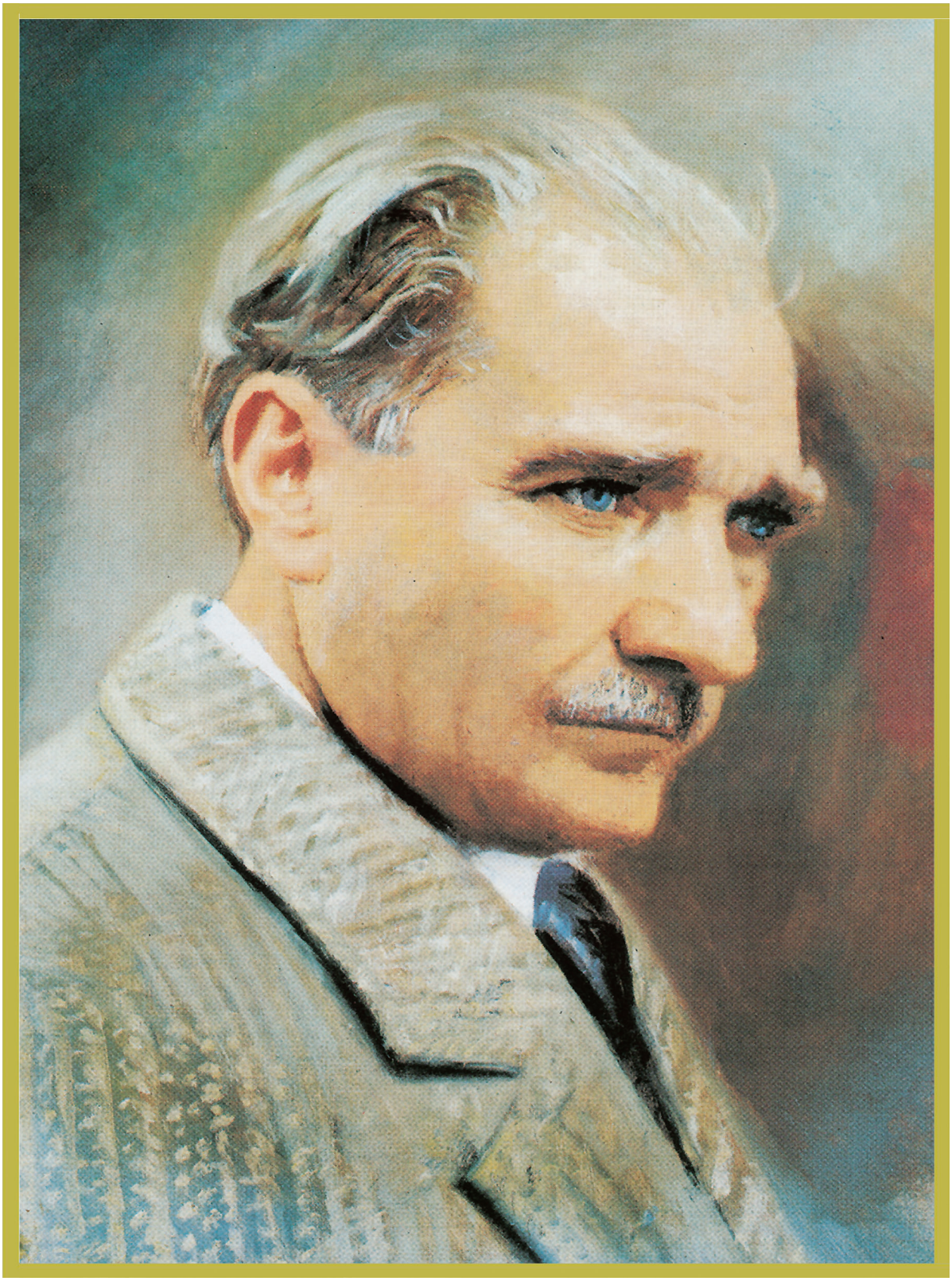
GENÇLİĞE HİTABE

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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WORKBOOK

THEME 1



SCHOOL LIFE & EDUCATION

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

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

registration / a rehearsal / spectators / a victory / a referee / a tournament / national days



.....



.....



.....



.....



.....



.....

2 Fill in the blanks with the words. There is an extra one.

procedure / engaging / events / enhance / agency / festive / offensive / celebration / leadership

We are organising the anniversary of our school on these days. An (1) ..... organising (2) ....., celebrations, and activities assist us in the preparations. They provide joy, (3) ....., and mentorship. According to the (4) ....., they prioritise and (5) ..... their activities. The (6) ..... programme will be (7) ..... and (8) ..... .

3 Make expressions with the words/phrases in the cloud.



e.g. a chess tournament

.....

.....

.....

.....

.....

.....

.....

.....

4 Make sentences with the words/phrases in Exercise 3 as much as you can. Then, share them with your friends.

e.g. Celebrations on national days always inspire me.

5 Tick (√) the school rules and add two more rules at your school.

- ☐ Arrive at school on time.
- ☐ Follow safety instructions.
- ☐ Keep your room clean.
- ☐ Don't throw your rubbish in the bin.
- ☐ Wear a uniform.
- ☐ Don't eat in the bedroom.

.....

.....

6 Match the people's roles with their responsibilities. There is an extra one.

People- Roles	Responsibilities
☐ a. a student	1. leads the school
☐ b. a teacher	2. enjoys learning
☐ c. a headmaster	3. decorates the room
☐ d. a headmistress	4. teaches subjects and manage the classroom.
☐ e. a counsellor	5. leads the school
☐ f. a cleaner	6. cleans the school
	7. guides students

7 Tick the school routines you have. Then, add two more school routines.

- ☐ to arrive at school
- ☐ to follow lessons and instructions
- ☐ to have a break
- ☐ to teach subjects
- ☐ to play in the garden
- ☐ to take notes
- ☐ to leave school
- ☐ to keep the school clean

.....

.....

8 Talk in pairs about your school routines using the phrases above.

e.g. I arrive at school at half past eight every morning.

9 **Walk around the classroom. Find someone who. Write his/her name in the blank.**

- ..... gets on well with her/his friends.
- ..... opposes the referee in the game.
- ..... overcomes the obstacles to reach her/his goal.
- ..... obeys the rules in the game.
- ..... discourages her/his friends.
- ..... hangs out with friends.
- ..... prioritises her/his friends in a game.
- ..... participates in a competition.

10 **Talk about your classmates you choose in the classroom.**

e.g. Aras generally gets on well with his friends.

11 **Read the school officer's note to the headmaster. Choose the best options and answer.**

Is it **for remembering** or **for giving information?**

(1) Andy and his friends **are going/go** to the science centre for their project every Monday. (2) They **are doing/do** some preparations for it at school now. (3) Mr Herd, the science teacher, generally **are taking/takes** them to the centre, but (4) Andy's dad **is waiting/wait** to take them now.

12 **Place the sentences above into the correct box.**

STATIVE	DYNAMIC
1 -	

13 **Complete the sentences with the correct form of the given verbs. There is an extra one.**

help / go / wait / not understand / come / register

Zoe : Where (1) ..... you ..... now?

Sally : To the library.

Zoe : Really? I (2) ..... you. It's too early.

Sally : The deadline for my project is today. (3) ..... you ..... me?

Zoe : Sorry! I (4) ..... for the school bus now. The bus (5) ..... right now.

Sally : OK. See you!

14 **Write the dialogue in your own words on your notebooks. Then, act it out.**

15 Look at the school activities and routines that Sally has in a week. Write what she does and doesn't do.

• attend morning assembly	√
• study lessons	√
• organise drama club activities	X
• join volleyball competitions	√
• accompany my team to go trekking	X
• participate in a chess tournament	X

e.g. • Sally attends morning assembly.

• .....

• .....

• .....

• .....

• .....

16 Circle the correct options.

1. Mrs Pearl, the counsellor in my school, ... us for innovating our learning methods.

a. is encouraging b.encourages c. encourage

2. Our headmaster ..... our school by the book!

a.manages b. is managing c. are managing

3. I ..... for the English exam right now.

a. is studying b. study c. am studying

4. My friend ..... me now. I cannot stay focus!

a. is distracting b. distracts c. distract

5. Participants always ..... the rules of the competition.

a. are following b. follow c. follows

6. The committee ..... the infrastructure for better accessibility at the moment.

a. changes b. am changing c. is changing

17 Make polite requests for the following situations with "can/could/may/might".

e.g. Tell me the way to the café. Could you tell me the way to the café?

a. Help me with the decorations.

..... .

b. Be a volunteer to assist with the preparations for the celebrations.

..... .

c. Review the rules before the final debate.

..... .

d. Participate in the volleyball competition.

..... .

e. Register for the chess tournament.

..... .

f. Cancel the event for today.

..... .

18 **Look at the picture and guess the topic of the text.**



19 **Read the text in groups as a jigsaw. Then, discuss your parts.**

Students are creating a project plan for a special event to make their school a better place. The name of the event is a drama festival. They design new decorations and costumes. Their goal is to prioritise and enhance cultural and traditional values. So, they encourage the participants to prepare plays about national and religious days, festivals and celebrations. For example, they are 29 October Republic Day, 23 April National Sovereignty and Children's Day, 19 May Commemoration of Atatürk, Youth and Sports Day, 15 July Democracy and National Unity Day, 30 August Victory Day, Eid al-Fitr (Eid-al-Ramadan), and Festival of Sacrifices (Eid-al-Adha).

Each of these has its own diverse importance and traditions. Students want plays to reflect their culture through the drama festival. They are aware of how school events and celebrations make the school a more enjoyable and friendly place. Also, the drama festival enables students to improve their creativity and talents.

20 **Match the phrases with their halves according to the text. There is an extra one.**

a. 15 July	☐ Republic Day
b. 23 April	☐ Victory Day
c. Religious Days	☐ Welcome festivals
d. 19 May	☐ Democracy and National Unity Day
e. 30 August	☐ National Sovereignty and Children's Day
f. 29 October	☐ Eid al-Fitr and Festival of Sacrifices
	☐ Commemoration of Atatürk, Youth and Sports Day

21 **Read the text quickly and write true (T), false (F) or no information (NI). Correct the false sentences.**

☐ a. Teachers are creating a project plan for a special event.

..... .

☐ b. Students design new decorations and costumes for the plays.

..... .

☐ c. Each of the national and religious days has its own diverse importance and traditions.

..... .

☐ d. Students know how school events and celebrations make the school a more offensive place.

..... .

☐ e. Students innovate their plans for club activities.

..... .

22 Read the text carefully and answer the questions.

a. What are students doing to make their school a better place?

b. What kind of a festival is it?

c. What is the students' goal?

d. Why do students encourage the participants?

e. Who does the festival enable to improve their creativity and talents?

23 Work in pairs. Answer the questions.

a. Do you agree that school events and celebrations make the school a more enjoyable and friendly place? Give reasons.

b. What kind of activities do you do on national and religious days?

c. Have you ever participated in any events at your school? Do you enjoy? Give reasons.

d. Have you ever organised any events at your school? What was it?

e. Which activities do you like on national and religious days? Give reasons.

24 Read the dialogue to complete with the words. There is an extra one. Then, act it out.

celebrations / festive / opposing / taking part / organise / tournament / engaging

Tim : Hi, Suzy. I didn't hear Mrs Simmy's announcements. Is it about a tennis (1) .....?

Suzy : No, it's not. It's chess. Do you like (2) ..... in these kinds of activities?

Tim : Yes, they're (3)..... and ..... I have fun.

Suzy : Right. I also love (4)..... during national and religious days. And you?

Tim : Of course! I work on the organising committee at school. My friends and I (5) ..... events.

Suzy : That sounds enjoyable! Can I join you?

Tim : Sure!

25 Read the dialogue and write true (T), false (F) or no information (NI). Correct the false sentences.

☐ a. Tim heard Mrs. Simmy's announcements.

..... .

☐ b. Suzy likes participating in activities like chess.

..... .

☐ c. Tim finds the events he participates in boring.

..... .

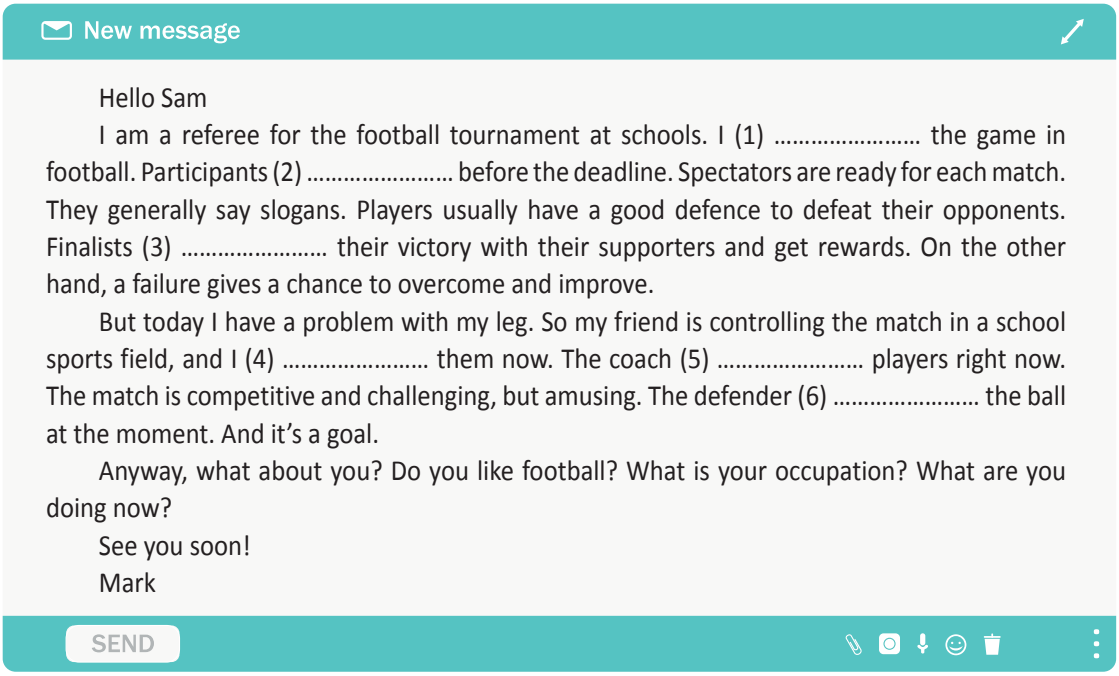
☐ d. Suzy enjoys celebrating during national and religious days.

..... .

☐ e. Tim works alone when organizing events at school.

..... .

26 Read Mark's email and choose the correct options.



1.	a. control	b. is controlling	c. are controlling
2.	a. is registering	b. register	c. registers
3.	a. are celebrating	b. celebrates	c. celebrate
4.	a. is watching	b. watch	c. am watching
5.	a. encourage	b. is encouraging	c. encourages
6.	a. is shooting	b. shoots	c. are shooting

27 Write a reply to Mark.



28 **Read the text about Mert's school. Then, write the titles in the correct places. There is an extra one.**

a. School routines **b. School activities** **c. Family life**
d. Roles and responsibilities at school **e. School rules**

.....

In my school, there are rules that everyone must obey. For example, I must wear a uniform and arrive at school on time.

Write about yours : .....

.....

.....

.....

.....

In my school, there are different people with specific roles. For example, the counsellor guides and supports us.

Write about yours : .....

.....

.....

.....

.....

In my school, there are daily school routines that I regularly do. For example, I have a morning assembly every morning, and then I start lessons.

Write about yours : .....

.....

.....

.....

.....

In my school, there are activities such as competitions, tournaments, etc., events and celebrations. They are festive and motivating. They make my school a better place.

Write about yours : .....

.....

.....

.....

NOTES

THEME 2



CLASSROOM LIFE & LEARNING

EBA

Sub-themes

- Preferences for Learning Activities
- Preferences for Learning Technologies

Functional Language

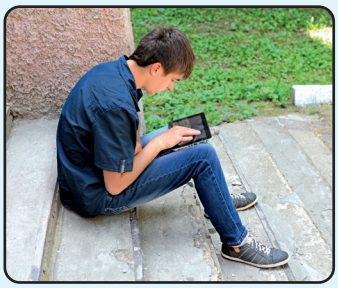
- Describing scheduled future events fixed with timetables or plans
- Describing planned future actions that are already arranged or decided
- Describing actions that cause irritation
- Confirming or clarifying information
- Describes how a person feels as a result of that thing or situation
- Describing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

1 Write the words/phrases under the correct pictures. There is an extra one.

• brainstorming	• a bug
• feedback	• a touchscreen
• a rhythm	• cutting edge
• a reward	• a folder
• webcam	• to navigate



.....



.....



.....



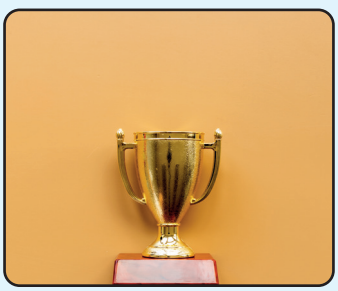
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.....

2 Complete the text with the suitable words given below. There is an extra one.

interaction / necessity / willing / personalise / adapting
handheld / creativity / illustrations / efficient / partnership

As people have different capabilities, they can learn through various activities. There are four types of learners. They are visual learners, auditory learners, verbal learners, and kinesthetic learners. A learning process supported with (1) ..... can boost the (2) ..... of visual learners. They usually prefer brainstorming activities because they can easily make connections through colours, images, and patterns. Working in a (3) ..... can provide an (4) ..... learning atmosphere for auditory learners because they like verbal (5) ..... and listening to others' opinions. Verbal learners are usually (6) ..... to select books, articles, note-taking, and written exercises. They navigate databases, edit documents, and (7) ..... their learning process. Physical engagement is a (8) ..... for kinesthetic learners as they learn better by linking theory to action. (9) ..... multiple approaches in a lesson can provide the best results for diverse groups.

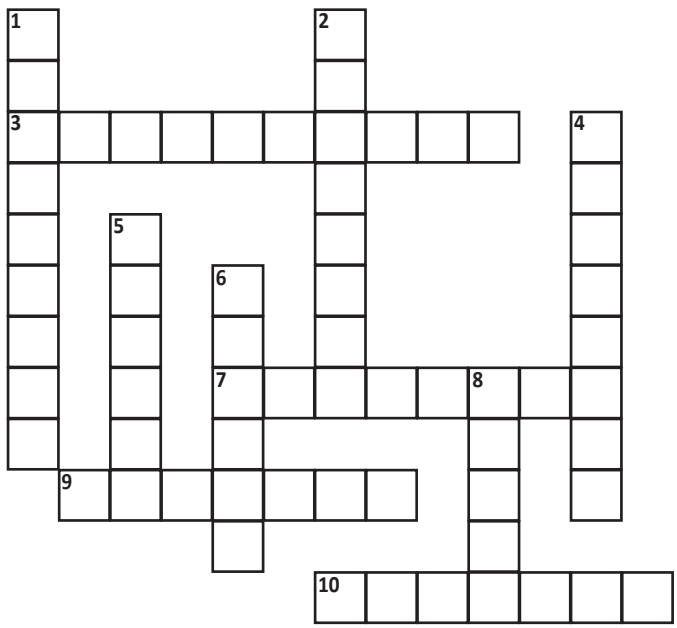
3 Read the definitions and solve the crossword puzzle.

Across

3. introducing or using new ideas, ways of doing something, etc.
7. able to bend easily without breaking
9. to make something clearer or easier to understand
10. made to appear to exist by the use of computer software, for example on the Internet

Down

1. a law, a rule or a theory that something is based on
2. an organised set of data that is stored in a computer and can be looked at and used in various ways
4. a device, especially a computer, that is small enough to be held in the hand while being used
5. something such as a picture, photograph, or piece of film used to give a particular effect or to explain something
6. to tell somebody about something, especially in an official way
8. to make something increase, or become better or more successful



4 Circle the correct verb form.

a. I get up early because the school bus **leaves / will** leave at 8:00 am every morning.

b. Sarah booked a room in Rome. She **will travel / is traveling** to Italy next Sunday.

c. The concert at the festival **will start / starts** at 8:00 pm on Friday.

d. My brother bought the tickets. We **are watching / will watch** a movie tonight.

e. Please remember, the project meeting **is / will be** at 4:00 pm after school.

f. They planned their wedding and they **will get / are getting** married in December.

g. The plane to Paris **will take off / takes off** at 10:30 am on weekdays.

h. Maria completed the registration, so she **is attending / will attend** a conference next week.

i. The museum near our school **opens / will open** at 09:00 am every day.

j. Tom arranged the flights. He **will take/ is taking** a vacation in August.

5- Write three more examples for each function box.

Scheduled future events fixed with timetables	A planned future action that is already arranged
e.g. Our flight arrives in London at 11 pm.	e.g. They're moving to a new house in June.

6 Rewrite the sentences to express annoying habits.

e.g. My brother borrows my clothes without asking. (Neutral habit)
My brother is always borrowing my clothes without asking. (Annoying habit)

a. Hakan interrupts me when he feels bored.
.....

b. Selma complains about her job.
.....

c. Our neighbours make noise late at night.
.....

d. Yasemin leaves her clothes on the floor.
.....

e. My boss forgets his office keys.
.....

f. My father checks his phone during dinner.
.....

g. My roommate leaves dirty dishes in the sink.
.....

h. Our teacher gives us last-minute assignments.
.....

i. My baby sister cries when I'm trying to sleep.
.....

j. Our neighbours park in my spot.
.....

7 Complete the sentences with question tags.

a. Mrs Öz clarifies the rules of the competition tomorrow, ...?

b. Students are accomplishing their goals by the end of the week, ...?

c. Selin is always arriving late to appointments, ...?

d. The stores in this mall open at 10:00 am on weekdays, ...?

e. Kemal is starting his new job next week, ...?

f. They are always eating your lunch from the fridge, ...?

g. The plane to Tokyo departs at 8:00 am, ...?

h. We are having dinner at a restaurant tonight, ...?

i. You are moving to a new house soon, ...?

j. The team is testing the new AI feature tomorrow, ...?

8 Circle the correct option.

a. The exam result was **disappointing / disappointed**, and he felt **disappointed / disappointing**.

b. I feel **bored / boring** because this film is **bored / boring**.

c. The instructions were so **confused / confusing** that she was **confused / confusing**.

d. The kids were **exciting / excited** when they heard the **exciting / excited** news.

e. I think your job is **tired / tiring**, you look **tired / tiring**.

9 Match the words with the definitions. There is an extra one.

- ☐ Portable
- ☐ Communication
- ☐ Advanced
- ☐ Summarise
- ☐ Usability

a. Refers to how user-friendly or practical something is.

b. Something that is easy to carry or transport.

c. Refers to something that is sophisticated or cutting-edge.

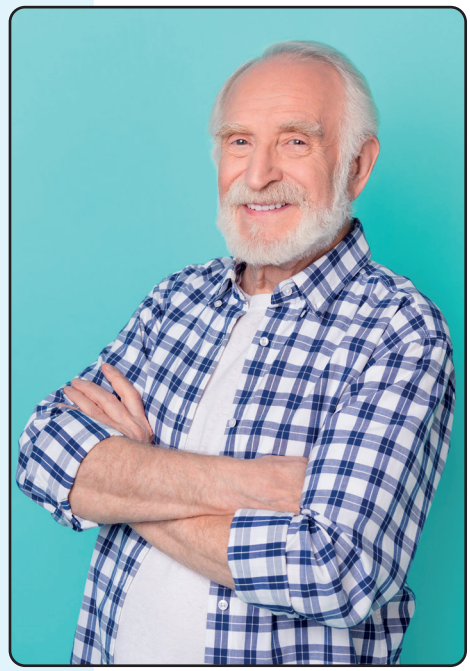
d. The way people share or convey information.

e. To explain something in a shorter version, focusing on the key points.

f. The introduction of new ideas or methods; creativity in solving problems.

10 Read the text and write T (True) or F (False). Correct the false statements.

Hi! My name is Tahir and I am 75 years old. I live alone in a small flat in Eskişehir. When I was younger, technological devices were not as complicated as they are today. At least, I could use the technological devices in the past. But now, I hesitate to use many electronics because I have difficulties adapting to the cutting edge technologies. I know they provide practicality in many cases for today's living conditions, but sometimes I feel left behind. Technology is improving day by day and everything seems to move so fast. I sometimes miss the days when life was simpler. Now, even using my mobile phone feels like solving a puzzle to me. For example, I am always forgetting my password. That's why I need to note it in my notebook. Still, I don't want to give up. Maybe if I take it step by step, I can learn a little more each day. After all, technology is here to make life easier, not harder, right?



☐ a. Tahir lives with his family in a small flat in Eskişehir.

..... .

☐ b. According to Tahir, technological devices were too complicated in the past.

..... .

☐ c. Tahir knows that cutting edge technologies provide practicality for life.

..... .

☐ d. Tahir likes solving puzzles on his mobile phone.

..... .

☐ e. Tahir believes that he can learn a little more each day if he takes it step by step.

..... .

11 Read the text again and answer the questions.

a. How old is Tahir and where does he live?

b. Why does Tahir find modern technology difficult to use compared to older devices?

c. What does Tahir miss about the past?

d. Why does Tahir write down his passwords in a notebook?

e. What is Tahir's attitude toward learning new technology despite his challenges?

12 Work in pairs. Answer the questions.

a. Do you think technology has become too complicated for older people? Why or why not?

b. How can society help elderly individuals like Tahir adapt to new technologies?

c. Do you believe modern technology truly makes life easier? Give reasons.

d. What are some ways older people can learn to use new devices without feeling left behind?

e. Do you think life was simpler before advanced technology? Give reasons.

f. Have you ever struggled with using a new technological device? How did you overcome it?

g. Should companies design simpler versions of technology for elderly users? Give reasons.

h. Is forgetting passwords a common problem for you? How do you manage them?

i. Do you think Tahir's attitude (not giving up and learning step by step) is the right approach? Give reasons.

j. What advice would you give to someone who feels left behind by fast-changing technology?

13 Follow the instructions and write a paragraph.

Imagine that Tahir is your neighbour and you want to help him. Share your opinions about his feelings and give him some tips to overcome the difficulties he has with the technology.

14 Read the text and answer the question.

Why is Tahir reading a technology magazine?

Tahir is sitting on his balcony and reading a technology magazine to find solutions to his problems in technological improvements. He sees an advertisement in the magazine. The advertisement draws his attention because it is about elderly people having difficulties adapting to the latest technological usage. Here is the advertisement.

Dear seniors

Do you feel left behind in this rapidly advancing technology?

Are smartphones, tablets, or digital banking confusing for you?

Don't worry! Our "Tech-Friendly" program is perfect for you:

Simple, step-by-step explanations

- Patient and understanding instructors
- One-on-one support opportunities
- Hands-on practice sessions
- Special discounts for ages 65+

Technology won't be a nightmare anymore - It will become a tool to make your life easier!

Call now: 0 123 456 78 90

15 Read the text again and complete the sentences.

a. The program is designed to help seniors who feel ..... in adapting to new technologies.

b. The "Tech-Friendly" programme offers ..... explanations to make learning easier.

c. Seniors can benefit from ..... support in the programme.

d. The advertisement mentions ..... as examples of challenging technology for seniors.

e. People aged ..... can get special discounts on the program.

f. The goal of the programme is to turn technology from a ..... into a helpful tool.

16 Follow the instructions and write a short dialogue.

Imagine that you are Tahir. You want to get more information about the advertisement. Call the contact number and write a short dialogue. Then, read it to your peers.

.....

.....

.....

.....

.....

17 Circle the answers and tick (√) the suitable box for you.

1. The school ..... in September in Türkiye.
   a. will start b. starts c. is starting

- I can describe scheduled future events fixed with timetables or plans.
  ☐ Yes ☐ I need more practice

2. The students ..... their projects by next week.
   a. complete b. will complete c. are completing

- I can describe planned future actions that are already arranged or decided.
  ☐ Yes ☐ I need more practice

3. My younger brother ..... noise when I do my homework.
   a. is always making b. will make c. makes

- I can describe actions that cause irritation.
  ☐ Yes ☐ I need more practice

4. We cooperate on the following project, ...?
   a. do we b. don't we c. will we

- I can confirm or clarify information.
  ☐ Yes ☐ I need more practice

Notes :

NOTES

THEME 3



PERSONAL LIFE & WELL-BEING

EBA

Sub-themes

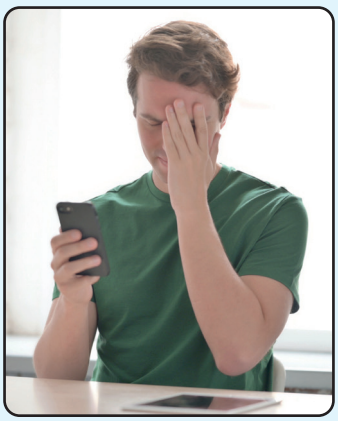
- Mobile phones and their impact on health and social life
- Personal preferences for films and visual arts

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

1 Write the words/phrases under the correct pictures. There is an extra one.

addiction / anxiety / remote learning / to overuse / an inbox
animation / masterpiece / sci-fi / aggressive / a password



.....



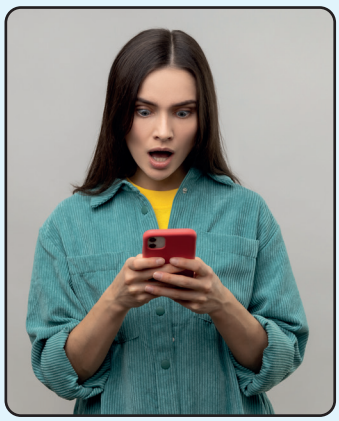
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2 **Find the hidden words.**

adore / anger / classic / follower / genre / inbox / password
privacy / regulate / stunt / subtitle / welfare

F	J	A	C	N	M	B	H	K	B	F	M
E	U	Z	L	F	D	O	O	D	O	B	P
N	G	W	A	C	I	N	Q	L	H	W	K
D	N	H	S	F	L	N	L	Y	E	P	S
R	B	R	S	R	S	O	B	L	E	R	F
O	E	E	I	P	W	E	F	O	C	I	C
W	S	G	C	E	R	A	S	L	X	V	N
S	T	N	R	N	R	I	B	E	E	A	J
S	U	A	E	E	T	O	L	L	C	C	B
A	N	G	R	V	I	L	D	G	Y	Y	H
P	T	I	R	E	G	U	L	A	T	E	K
H	X	W	Q	E	L	T	I	T	B	U	S

3 **Write example sentences using the hidden words.**

adore : .....

anger : .....

classic : .....

follower : .....

genre : .....

inbox : .....

password : .....

privacy : .....

regulate : .....

stunt : .....

subtitle : .....

welfare : .....

4 Circle the correct answer.

1. She ..... isolated when she ..... the helpline.
   a. was feeling / called b. felt / calling c. feels / was calling

2. People ..... their devices when the study ..... phone addiction.
   a. overused / was demostrating b. overusing / was demonstrating c. were overusing / demonstrated

3. When he ..... his phone under the pillow, it ..... nonstop.
   a. finds / rang b. found / was ringing c. found / is ringing

4. During the pandemic, students ..... online when remote learning ..... accessibility.
   a. studied / was improving b. were studying / is improving c. were studying / improved

5. When he ..... his password, he ..... to log in securely.
   a. typed / was trying b. is typing / tried c. typed / tries

6. The players ..... an emotional scene when the audience ..... them.
   a. are performing / applauded b. were performing / applauded c. were performing / applauds

7. When the scene ..... everyone, the stunt ..... the scene live.
   a. shocked / performs b. shocks / performed c. shocked / was performing

8. The actors ..... when the director ..... the scenario.
   a. were rehearsing / edited b. rehearsed / is editing c. are rehearsing / edited

9. His friends ..... genres when he ..... a sci-fi film.
   a. were debating / chooses b. debated / is chosing c. were debating / chose

10. When the critics ..... the masterpiece, it ..... at the festival.
    a. praised / was screening b. was praising / is screening c. praised / is screening

5 Fill in the blanks with “could” or “used to.”

a. Mozart ..... compose music at the age of five.

b. I ..... eat junk food every day, but now I prefer salads.

c. Dinosaurs ..... survive in hotter climates.

d. We ..... see the ocean from our hotel window last summer.

e. We ..... go camping every summer when the kids were small.

f. He ..... be a professional dancer in his twenties.

g. ..... you swim when you were five years old?

h. She ..... hate coffee, but now she drinks it daily.

i. I ..... understand quantum physics when I studied it.

j. There ..... be a bakery on this corner, but it closed last year.

6 Write three more examples for each function box.

Describing an ability in the past.	Describing past habits or routines that do not occur in the present.
e.g. I could ski before I could walk.	e.g. She used to rehearse with her cast last year.

7 Circle the correct option.

1. Teens often eat meals …….. phones …….. their hands instead of talking.
   a. with / on b. by / in c. with / in
2. Anxiety can arise …….. constant social media notifications.
   a. at b. from c. of
3. Workplace productivity drops because …….. phone distractions.
   a. of b. with c. at
4. She paints …….. pastel colours …….. express emotions.
   a. with / to b. in / to c. with / by
5. Documentaries …….. artists teach me new techniques.
   a. from b. by c. about

8 Write "Wh- questions" to the given answers.

a. …… .
Excessive use of mobile phones can lead to eye strain, sleep disturbances, and increased stress levels.

b. …… .
Setting screen time limits and engaging in offline activities can help reduce mobile phone addiction.

c. …… .
The people use their phones at home, on public transport, and in workplaces the most.

d. …… .
Because, blue light from phones disrupts melatonin production, making it harder to fall asleep.

e. …… .
Teenagers and young adults are most affected by mobile phone addiction.

f. …… .
Sci-fi is my favourite film genre because it explores futuristic concepts and imaginative worlds.

g. …… .
I think they appreciate the classic cinematic style of black-and-white films.

h. …… .
Strong characters, unique plots, and emotional depth make a film memorable for me.

i. …… .
I usually prefer watching films online.

j. …… .
I last visited an art gallery two weeks ago.

9 Read the text and write T (True) or F (False). Correct the false statements.

My Phone and My Colourful World



Hello, I'm Ali! I want to tell you about two things that hold a special place in my life: my phone and my love of art.

I do my homework, text with my friends, and play my favourite games on my phone. But my mom constantly warns me, "Don't look at the screen too much, it'll damage your eyes!" She's right; sometimes I get headaches after hours of watching videos. I've also noticed that if I look at my phone while having dinner with my family, I don't listen to them anymore. So, I'm now creating "phone-free times." For example, in the evenings, we all watch movies together!

Film and art are my biggest passions! I love sci-fi movies, especially ones about aliens. I've watched "Interstellar" five times! I also love drawing. I create digital drawings on my phone, but I especially enjoy painting colourful things like Van Gogh's "Starry Night."

A phone is a wonderful tool when used correctly, but we shouldn't forget the real world. I love both technology and living with art!

☐ a. Ali talks about his mobile phone and his love of art.

..... .

☐ b. Ali's father always warns him not to look at the screen too much.

..... .

☐ c. Ali's mother gets headaches after hours of watching videos.

..... .

☐ d. Film and art are Ali's biggest passions.

..... .

☐ e. According to Ali, a phone is a wonderful tool when used correctly.

..... .

10 Read the text again and answer the questions.

a. What are the two special things Ali is talking about?

b. How does Ali use his mobile phone in his daily life?

c. What negative effects does Ali experience from using his phone too much?

d. What is Ali doing to reduce his phone usage?

e. What kind of movies does Ali love?

11 Work in pairs. Answer the questions.

a. Do you think Ali's mom is right about limiting phone usage? Give reasons.

b. What are some positive and negative effects of using a phone, based on your own experience?

c. Do you agree with Ali's idea of having "phone-free times"? Would you try it?

d. How do you feel when people use phones during meals or family time?

e. What's your favourite type of movie? Give reasons.

f. Do you prefer digital art or traditional art? Give reasons.

g. If you could watch one movie multiple times like Ali, which one would it be?

h. Do you think technology helps or harms creativity? Give reasons.

i. How do you balance screen time with other hobbies or real-life activities?

j. Do you think you have similar opinions about the technology as Ali?

12 Follow the instructions and write a short paragraph.

Imagine that Ali is your friend and you want to give him advice about using his phone or enjoying art, what would you say?

13 Read the text and complete the sentences.

A Guide to Using Your Phone Effectively

Dear teens, I'm Dr. Fatih. I'd like to offer some advice on using your phone. You can use your phone not just for fun, but in ways that contribute to your development. Turn your phone into a learning tool using educational apps. Boost your creativity by taking up hobbies like digital drawing, music, or making short films. Record your ideas with note-taking apps. Use social media consciously by setting time limits. Follow inspiring accounts in the fields of science and art and avoid negative content. For emotional balance, put your phone away an hour before bed to give your mind a break. Make sure to spend face-to-face time with family and friends. Remember, excessive use can lead to distractions, sleep problems, and poor social relationships. Dr. Fatih's golden rule:

"Use technology to maintain control. It can never replace real-life experiences!" Small Step: Activate time management features on your phone today! Remember: Your phone should be at your service!



a. Dr. Fatih advises teens to use their phones not just for fun but also for their ..... .

b. Educational apps can help turn your phone into a ..... tool.

c. To use social media consciously, you should set ..... limits.

d. Follow inspiring accounts related to ..... and art to stay motivated.

e. For better emotional balance, avoid using your phone at least ..... before bedtime.

f. Spending ..... time with family and friends is important for healthy relationships.

g. Excessive phone use can lead to poor .....

h. Dr. Fatih's golden rule reminds us that technology should never replace ..... experiences.

14 Follow the instructions and write a short paragraph.

Imagine you followed Dr. Fatih's advice for a week. Write your opinion whether his tips helped you or not. Give reasons. Then, read it to your peers.

.....

.....

.....

.....

.....

15 Circle the answers and tick (√) the suitable box for you.

1. I ..... the web when my phone ..... .

a. was surfing / rang b. am surfing / ringing c. surfed / rings

• I can describe an action that was interrupted by another event in the past.

☐ Yes ☐ I need more practice

2. My sister ..... read before she ..... walk.

a. used to / could b. could / could c. could / used to

• I can describe an ability in the past.

☐ Yes ☐ I need more practice

3. My younger brother ..... walk to school before he bought a bike.

a. could b. can c. used to

• I can describe past habits or routines that do not occur in the present.

☐ Yes ☐ I need more practice

4. ..... ago did you watch that film?

a. What b. How long c. When

• I can ask for specific information about a subject, an object, time, a place.

☐ Yes ☐ I need more practice

NOTES

THEME 4



FAMILY LIFE & HOME

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

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

a. I have just met one of my acquaintances on the way to my work.

b. My grandparents have lived in a detached house since last year.

c. Cansu has recently faced a disagreement with her close friend.

d. She has got an extended family.

e. My uncle has moved to a tiny house for one month.

f. The identical twins have shared the attic since January.

g. They have already redesigned their eco-house.



☐



☐



☐



☐



☐



☐

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

blamed / acknowledge / attempts / conflict / maintain objective / inherit / failures / desperate

Hazan : Hello, Zeynep. You look (1) ..... Are you OK?

Zeynep : Hi, Hazan. That's right. I feel sensitive today.

Hazan : Is there anything I can do for you? Do you want to talk about it with me?

Zeynep : Yes. It's about my sister.

Hazan : You told me something about her before. She hasn't solved the family (2) ..... yet, has she?

Zeynep : Yes, unfortunately. This makes life difficult for all of us. So, I have been making (3) ..... to defend my sister against my parents for a while.

Hazan : You have never (4) ..... your sister or parents, have you?

Zeynep : Of course. I love them. My sister blames herself. Because she has had some (5) ..... and has regretted not studying enough recently. My parents (6) ..... and approve of the situation. Still, there is sometimes a tension between them.

Hazan : You have been trying to unite and (7) ..... your family bond nowadays. You are both (8) ..... and sincere.

Zeynep : Right. I hope everything will be better when we move to our new semi-detached house.

Hazan : I hope so. Change is the best way to solve a problem.

3 Read the dialogue above again and underline the words/phrases you do not know. Then, discuss the meanings with your teacher.

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

a. sensitive

b. to defend

c. to regret

d. to approve

e. a bond

f. sincere

- ☐ to feel sorry about something you have done
- ☐ something that forms a connection between people or groups
- ☐ telling the truth
- ☐ to protect somebody/something from attack
- ☐ aware of and able to understand other people and their feelings
- ☐ showing what you really think or feel
- ☐ to think that somebody/something is good, acceptable or suitable

5 Write a dialogue similar to the one in Exercise 2 with your peer about yourselves.

Word Bank

patience - an approval - to accuse - subjectively - to struggle - a controversy - a division
an obstacle - to deny - to adopt - passionate - barely

6 Act out the dialogue in the classroom and give feedback to each other.

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

tfyheancestorjjykscollapseaddvffsplitrsmdhyspiritualwqxbcftracevhcf

8 Read the dialogue in Exercise 2 and underline the sentences in the Present Perfect Tense and the Present Perfect Progressive Tense. Then, discuss them in class.

9 Complete the sentences with the Present Perfect Tense and the Present Perfect Progressive Tense.

a. Kadir ..... already ..... (abandon) his efforts because of his failures.

b. Her granny ..... (embrace) her grandchildren for minutes. She misses them very much.

c. Dad ..... just ..... (forgive) me after my mistake. I am very happy.

d. Mrs Brown ..... (maintain) good relationships with her students and colleagues for years.

e. They ..... (live) in a classic, sophisticated, and detached house since 2020.

10 Complete the table with comparative and superlative forms of regular adjectives. Then, check them with your teacher.

Comparative and superlative forms of regular adjectives

broad	.....	**the broadest**
thin	**thinner**	.....
.....	**happier**	**the happiest**
sensitive	.....	**the most sensitive**
identical	**more identical**	.....

11 Make sentences with the forms in the table above.

e.g. • The living room is broader than the bedroom.

•

•

•

•

•

e.g. • The living room is the broadest one I have ever seen.

•

•

•

•

•

12 **Complete the table with comparative and superlative forms of irregular adjectives. Then, check them with your teacher.**

Comparative and superlative forms of irregular adjectives

far	.....	the furthest/the farthest
.....	better	.....
bad	.....	the worst
little	less	.....
.....	more	.....

13 **Make sentences with the forms in the table above.**

e.g. • The cabin in the woods is farther than the hut.

•

•

•

•

•

e.g. • The cabin in the woods is the furthest place we have ever stayed.

•

•

•

•

•

14 **Complete the chart with the reflexive pronouns. Check them with your teacher.**

Reflexive Pronouns

I	
	yourself
he	
	herself
it	
	yourselves
we	
	themselves

15 Complete the sentences with the reflexive pronouns above.

a. We have decorated the farmhouse ..... for our grandparents' anniversary.

b. They blamed ..... for the failures in the debate.

c. I have been struggling with the obstacles ..... for weeks.

d. You selected the decorations by ..... .

e. Sam has been working on designing his attic by ..... for hours.

f. You and your brother found ..... in a hopeless situation.

g. Lina has defended ..... while she was presenting in the discussion.

h. The computer will start by ..... in a few seconds.

16 Read Ece's blog quickly and choose the best title.

a. Modern Housing Preferences **b. How to Build an Igloo** **c. Urban Transportation**

17 Complete the blog with the words/phrases below. There is an extra one.

myself / possesses / roommate / a tiny house
sophisticated / better / socialise / extended families

Welcome to my blog today. I have just read about houses and families' preferences.

Housing in the city centre is getting more expensive day by day. People want (1) ..... conditions. For example, broad, open-plan, characteristic and (2) ..... houses are more preferable nowadays. Also, each house has an air conditioning unit, a central heating system, and a smart home system. If the house also (3) ..... a charming view, it is selected more often by many people.

I have got a nuclear family. We prefer the smaller one, an eco house. We have already moved to it. I have been decorating it by (4) ..... since we moved. Although it is not broad, it takes time because of my (5) ..... my sibling, Ezgi. She cannot decide what she wants. We have been struggling with designing for a while. So I am the most desperate person now.

Anyway, most of the (6) ..... want to live in the houses I mentioned before. Different houses, such as a mobile home, an igloo, (7) ..... a villa, a semi-detached house, and a detached house are attractive choices for different families.



18 **Read the blog in groups of three as a jigsaw. Then, discuss your parts in the class.**

19 **Complete the table with the words/phrases from the blog.**

Family types	House types

20 **Talk in pairs. Which of the family types and house types from the table above do you have? Describe them.**

21 **Complete the halves of the sentences from the blog.**

a. Ece has just read about ..... .

b. Each house has an air conditioning unit, ...

c. Ece and her family have already ..... .

d. Ece is the most ..... .

e. They have been ..... .

22 **Read the blog carefully and write questions for the bold expressions in the answers.**

a. **Housing in the city centre** is getting more expensive day by day.

b. Each house has **an air conditioning unit, a central heating system, and a smart home system.**

c. Ece has got **a nuclear family.**

d. I have been decorating it by myself **since we moved.**

e. **Most of the extended families** want to live in the houses I mentioned before.

a. ..... .

b. ..... .

c. ..... .

d. ..... .

e. ..... .

23 Read Hakan's diary. What is it about?

Dear diary

I've got a nuclear family. I haven't got any siblings. I sometimes feel alone. We've lived in a big city apartment since I was born. But my cousins have been living in a small countryside home for two weeks. I miss them very much. Our grandparents have inherited two houses, one for them and one for us. I dream of moving there, like they did.

The house is the farthest from the city. It is smaller but more characteristic, sophisticated and classic. There is no central heating system, but only a stove. We sit around the stove while my granny tells us stories about our ancestors and our roots. They are sometimes amusing, sometimes spiritual and educational stories such as Nasreddin Hoca's, Dede Korkut's, and Keloğlan's stories. I hope my dream will come true one day.

Hakan



24 Read the diary and choose the best options.

1. Hakan has got .....
   a. a nuclear family b. an extended family c. friends
2. His cousins ..... in a small countryside home for two weeks.
   a. has been living b. have been living c. has lived
3. Hakan's grandparents .....two houses for grandchildren.
   a. has inherited b. inherit c. have inherited
4. The house in the countryside is the ..... from the city.
   a. farther b. far c. farthest
5. The stories about ..... and roots are told by Hakan's granny.
   a. ancestors b. acquaintances c. mates
6. The stories are amusing but sometimes ..... and educational.
   a. passionate b. spiritual c. subjective

25 Write a diary similar to the one in Exercise 23 about your family and house.

.....

.....

.....

.....

.....

NOTES

THEME 5



LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

EBA

Sub-themes

- Different lifestyles in the city and rural areas
- Sports events in the city and rural areas

Functional Language

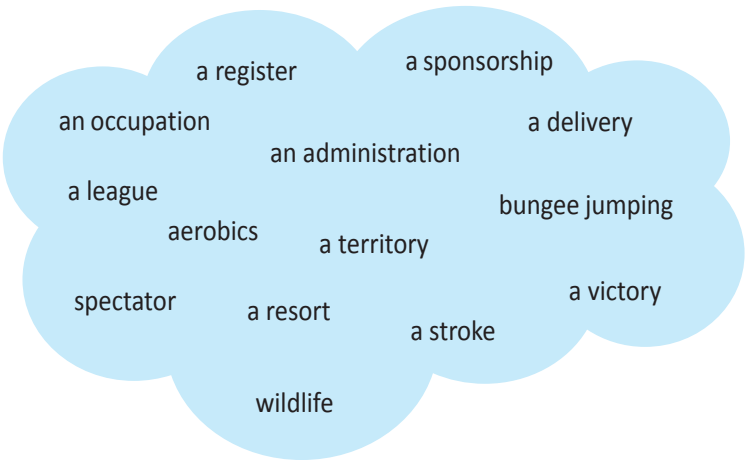
- Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions
- Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas

1 Categorise the words/phrases into the correct table.

urban / straw / downtown / wheat / transportation / rural / a suburb / agriculture
an opera / cornfield / crop / dynamic / sunflower / organic / industrial / pesticide

City Life		Countryside Life	
		e.g. Straw	

2 Circle the words/phrases about sports events in the cloud.



3 Write the correct words for the definitions. There is an extra one.

to decrease / to boost / random / distinct / a territory / an opera

a. ..... : done, chosen, etc., without somebody deciding in advance

b. ..... : easily or clearly heard, seen, felt, etc.

c. ..... : to become smaller in size, number, etc.; to make something smaller in size, number, etc.

d. ..... : land that is under the control of a particular country or political leader

e. ..... : to make something increase, or become better or more successful

4 Find the words in the puzzle. There is an extra one.

attempt
distinct
distant
nearby
civil
vet
junior
enthusiastic
spectacular
approach

S	S	P	E	C	T	A	C	U	L	A	R	A
E	H	W	N	Z	A	X	T	P	C	P	V	T
F	E	U	L	A	P	P	R	O	A	C	H	T
W	M	A	E	T	C	N	I	T	S	I	D	E
E	N	T	H	U	S	I	A	S	T	I	C	M
W	R	L	T	O	F	B	Y	C	V	T	M	P
M	V	G	C	K	U	J	I	B	N	W	O	T
R	W	N	N	D	G	V	U	A	R	V	W	V
L	W	G	H	B	I	S	T	N	D	A	M	O
D	J	N	P	L	V	S	X	S	I	K	E	O
E	Q	E	G	T	I	I	I	X	U	O	C	N
C	W	Q	I	D	E	X	Q	Z	M	D	R	G
K	A	O	M	J	I	V	I	K	Z	H	E	C

5 Complete the text with the suitable words given below. There is an extra one.

sustainable / urban / crops / agriculture / sunflowers / pesticides / rural area genetically modified seeds / leadership / corn / wheat

a. Many farmers are looking for more ..... methods to protect the environment.

b. In recent years, ... farming has become more popular in big cities.

c. The government banned some harmful ..... to protect soil and water.

d. The new programme helps people living in a ..... grow their own food.

e. ..... like tomatoes, lettuce, and carrots can be grown in small gardens.

f. A good manager needs strong ..... to guide the team through challenges.

g. The farmer planted rows of bright yellow ..... that bloom in summer.

h. Modern ..... includes both traditional and high-tech farming methods.

i. Some farmers prefer to grow ..... because it's used in many food products.

j. Bread and pasta are made from grains like ..... .

6 Read the dialogue. What is it about?

Ertan : Hi, Gökhan. Have you heard that **students will create a project, a Gallery Walk?**

Gökhan : Hello, Ertan. No, never. What is it?

Ertan : **It is going to show life in the city and the countryside, and sports events in both areas next week.**

Gökhan : Wow. It sounds interesting.

Ertan : In groups, **they will make sections with photos, drawings, and short descriptions.** One part will show city life, like transportation and daily activities, while another part will show rural life, like farming and community events.

Gökhan : Can we join the groups?

Ertan : I think it's too late. **They are going to finish it in two days.**

Gökhan : As you know, **I am good at sports. I will attempt to contribute something about sports,** won't I?

Ertan : That's a good idea. **Another section is going to be about sports events in the city and the countryside during the gallery walk.** So, you will try your luck.

Gökhan : When is the project presentation?

Ertan : **They are going to present it at 10 o'clock next Friday.**

Gökhan : **I will ask them to join them.**

Ertan : OK. Good luck!





7 Read the dialogue again and group the bold sentences into the correct table. Then, discuss them in class.

Planned Actions (be going to)	Unplanned Actions (will)

8 Circle the correct options.

a. They **will / are going to** travel abroad at 5 p.m. tomorrow.
b. Esma **will / is going to** approach me to ask for help.
c. Farmers **will / are going to** eliminate pesticides from their cornfields next harvest season.
d. The spokesperson **will / is going to** attempt to answer questions after the match.
e. Citizens in this neighbourhood **will / are going to** decrease to use plastic bags this year.
f. The junior and senior championship in tennis **will / is going to** start at 10 a.m. next Wednesday.

9 Match the sentences with their halves. Be careful about their conjunctions! There is an extra one.

a. While some farmers use organic methods,
b. Whereas my dad prefers a city lifestyle,
c. My granddad grows corn and sunflowers, so
d. Farmers cannot begin planting their cornfield because
e. As Ted boosts his information about agriculture,

☐ 1. he always sends us to eat fresh ones.
☐ 2. the weather hasn't improved yet.
☐ 3. he will have a good result next harvest.
☐ 4. some others use genetically modified seeds and pesticides.
☐ 5. the territory is far away from here.
☐ 6. my mum enjoys the rural lifestyle more.

10 Make sentences with conjunctions (while, whereas, as, so, because) like in Exercise 11.

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

11 Write your future plans and predictions. Then, share them in class.

e.g. I will ..... . I am going to ..... .

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

12 **Work in pairs. Write a dialogue similar to the one in Exercise 6 with planned and unplanned actions.**

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

14 **Read the text and answer:**



a. Is it about a project of **celebration/ family-city life**?
b. Is Nil's neighbourhood in **a downtown / a rural area**?
c. Is Nil's neighbourhood **extensive/domestic**?

Hello, I'm Nil. I'll tell you about my project, "Family Life in My Neighbourhood and City". It will show different parts of family life in my local community. It will include photos, drawings, captions, and short stories to share what I have experienced. It is a kind of mini-book. I am going to present it next Tuesday during the English lesson.

Shortly, my neighbourhood is extensive and dynamic. Because it is located in the downtown area. Transportation and housing are both sufficient and satisfying. We as citizens are improving a civilisation day by day. The diversity and wealth of its social life will boost the capacity of my neighbourhood. Families eliminate the useless and inorganic sides of city life. So, they modify their daily routines and environments.

15 **Read the text again and underline the words/phrases that you do not know. Then, check them with your teacher.**

16 **Work in pairs. Ask and answer the questions.**

a. What is Nil's project name?
b. When is Nil going to present her project?
c. What are citizens doing day by day?
d. What will boost the capacity of her neighbourhood?
e. What do families eliminate?

17 **Read the text again and write true (T), false (F) or no information (NI). Correct the false sentences.**

a. Nil's project will show different parts of family life in her local community.

..... .

b. There are short stories and films in the project.

..... .

c. Nil's project is a kind of mini-book.

..... .

d. Transportation and housing are either automatic or satisfying.

..... .

e. The athletes will participate the marathon tomorrow.

..... .

f. Families in Nil's neighbourhood modify their daily routines and environments.

..... .

18 Look at the picture and guess what it is about.

My grandmother is a wise old woman who loves sports. She always tells us about her childhood and interesting stories about her town and sports. It is a great pleasure to listen to her. However, she always says she cannot understand how fast life and lifestyles change. She's a down-to-earth person although she lives in a big city now!



19 Write a text with the given task.

You are the grandmother.

- Write down the difference between your village from your childhood and your neighbourhood in the urban area now.
- Write about your predictions, your life plans, and sports events.

20 Work in pairs. Ask these questions to your friends, write their answers and report them to the class.

e.g. Nearly all the students have been living here since they were born.
Half of my classmates don't think that technology has been changing our lives.

a. How long have you been living in this city/town?

b. Technology has been reshaping lifestyles, hasn't it? Give opinions.

c. Do you think we have been living in the best/worst times on Earth? Give reasons.

d. Have you ever felt alone in the crowd? Give reasons.

e. What is going to happen in your social life and neighbourhood next ten years? Tell your predictions.

21 Follow the instructions in the boxes. Then, add two more sentences for each box and share them in class.

Choose two planned actions.

a. The team is going to participate in a championship next month.

b. The villagers will attempt to plant organic seeds this year.

c. Students are going to go to the countryside for their teamwork at 10 a.m. tomorrow.

d. I will enjoy the urban lifestyle when I visit my cousin in downtown.

e. .....

f. .....

Choose two unplanned actions.

a. The athletes will be happy when they see their fans' support tomorrow.

b. We are going to meet the administration for the football tournament at 2 p.m. today.

c. Tom is going to add the attachment with the file for the delivery two hours later.

d. We will have a sustainable and distinct neighbourhood thanks to organic and eco-friendly living in the future.

e. .....

f. .....

Choose two with conjunctions (cause-effect / contrast).

a. As they get a sponsorship for the tournament, the team will buy new uniforms and equipment.

b. They are going to meet the administration, and they're going to solve the problems in the suburb.

c. If they change their lifestyle this year, they will modify the house in the urban area.

d. My grandparents won't use any pesticides, so we will be able to eat fresh and organic fruits and vegetables.

e. .....

f. .....

NOTES

THEME 6



LIFE IN THE WORLD & CULTURE

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

1 Write the correct cuisine label under each picture. There is an extra one.

Italian cuisine / French cuisine / Mexican cuisine / Japanese cuisine
Chinese cuisine / Indian cuisine / Middle east cuisine / American cuisine



.....



.....



.....



.....



.....



.....



.....



.....

2 **Write the correct titles. Then, add two more words/phrases for each group and share them in class.**

Cooking Actions – Fruit – Vegetables - Kitchen Tools - Food Types

.....	.....	.....	.....	.....
· a mixer	· baked beans	· broccoli	· strawberry	· to chop
· a mug	· beefsteak	· sweet pepper	· watermelon	· to peel
· a toaster	· lasagne	· courgette	· apricot	· to heat up
·	·	·	·	· .....
·	·	·	·	· .....

3 **Read the dialogue and circle the best options. There is an extra one.**

vinegar / dairy-free / peel / Chinese / bitter / process / vegs

Ümit : Moska! Can you help me, please?

Moska : Sure. What are you doing?

Ümit : I am preparing sweet and sour chicken from (1) ..... cuisine.

Moska : Really! It's my favourite. But I don't know how the (2) ..... is.

Ümit : I fry chicken meat and then prepare a sweet and sour sauce with (3) ..... tomato sauce, sugar, spices and herbs. Also, I need to add some (4) ..... in the sauce like carrots, pineapples, red pepper, and onions.

Moska : Hmmm! Yummy. I should learn how to cook from you.

Ümit : Yes. First, (5) ..... and chop the vegetables.

Moska : OK. Do you add any sour cream or goat cheese?

Ümit : It is preferable. You can add if you like them, but I don't. The meal is (6) ..... and a bit juicy.

Moska : Yes. I cannot wait. It's mouth-watering!

4 Tick the ones mentioned in the dialogue.


☐


☐


☐


☐


☐


☐


☐


☐

5 Work in pairs. Write a recipe with the words/phrases in the table above. Then, share it in the class. Give feedback to each other.

6 **Ask questions for the bold parts of the answers. Then, add two more questions and answer them in pairs.**

1. ..... .

   Ümit is cooking **sweet and sour chicken from Chinese cuisine.**

2. ..... .

   He prepares a sweet and sour sauce **with vinegar, tomato sauce, sugar, spices and herbs.**

3. ..... .

   He needs to add **some vegs in the sauce like carrots, pineapples, red pepper, and onions.**

4. ..... .

   ..... .

5. ..... .

   ..... .

7 **Work in pairs. Make a dialogue similar to the one in Exercise 4 with your own words.**

8 Group the given sentences then add one more sentences for each group.

a. That sweet potato could be part of a healthy diet.

b. You need to peel cucumbers.

c. He must be preparing grilled meat because of the barbeque smell.

d. You should eat a spoonful of vegetables for good health.

e. He can enjoy a bagel every morning.

f. We have to reserve a bagel in advance at the café.

g. She might be baking a cake because I smell vanilla.

h. They should drink more water during hot days.

i. You can add lemon to your tea for extra flavor.

j. He has to cook rice before adding it to the stew.

Probability	Deduction	Necessity	Obligation	Advice

Probability : ..... .

Deduction : ..... .

Necessity : ..... .

Obligation : ..... .

Giving advice : ..... .

9 Circle the correct options.

a. You **should / mustn't** drink more water during the day to stay hydrated.

b. People with high blood pressure **must / shouldn't** consume too much salt.

c. We **could / must** wash fruits and vegetables before eating them.

d. We **might / have to** check the ingredients before buying packaged food.

e. You **shouldn't / needn't** eat late at night; it can affect your sleep.

f. He **can't / might** have an allergy to nuts, but he's never been tested.

g. If you want to improve your digestion, you **should / can't** eat more fiber-rich foods.

h. He **must / can't** be dehydrated—he hasn't drunk water all day.

i. You **shouldn't / needn't** eat late at night; it can affect your sleep.

j. Avocados **can't/could** be good for heart health.

10 Read the text and write True (T) or False (F). Correct the false sentences.

Healthy eating can be difficult, especially for people with busy lives. To stay healthy, you need to plan your meals carefully to get all the important nutrients. For example, eating lots of fruits and vegetables is good because they can help prevent serious illnesses. However, you shouldn't eat too much fast food or processed food, as these can cause problems like weight gain or heart issues.

Some people think skipping meals helps with weight loss, but you shouldn't do this without advice from a professional. Eating regularly is important to keep your energy up and your body working well. Also, drinking more water every day can improve digestion and make your skin healthier.

Everyone's body is different, so what works for one person might not work for another. That's why you should talk to a nutritionist to create a diet plan that's right for you. Also, exercise is a must for a healthy life. You can begin with easy activities like walking or cycling and slowly do more.

Finally, while healthy eating is important, you don't have to give up your favorite foods completely. Eating treats in moderation can help you stick to your diet for a long time.



☐ a. Eating lots of fruits and vegetables can prevent serious illnesses.

..... .

☐ b. You must eat fast food to stay healthy.

..... .

☐ c. Skipping meals without professional advice is not recommended.

..... .

☐ d. Drinking water every day can harm your digestion.

..... .

☐ e. Everyone's body reacts the same way to diets.

..... .

11 Read the text carefully and answer the questions.

a. Why is healthy eating difficult for some people?

b. What should you include in your diet to prevent serious illnesses?

c. What problems can too much fast food cause?

d. Why shouldn't you skip meals without advice?

e. How can eating treats help your diet?

12 Read Gökhan's email and choose the correct options.

New message

Dear Carlos

How are you? I'm glad to hear about your project! I love learning about new recipes from different cultures. Thank you for sharing the traditional Mexican taco recipe — it sounds delicious and very versatile!

In my country, Türkiye, we have a popular dish called "Mantı." It's a type of small dumpling usually filled with minced meat. You boil them and serve with yogurt, garlic, and a sauce made from melted butter and red pepper flakes. It's a perfect mix of flavors and textures, and people often enjoy it during family gatherings and special occasions.

If you want to try making it, you'll need flour, eggs, minced meat, onions, yogurt, garlic, butter, and some spices like paprika. Preparing mantı takes some time, but it's really worth it!

Do you have any other recipes from Mexico you'd like to share? I'd love to try them.

Best regards,

Gökhan

SEND

1. What is the traditional Turkish dish mentioned in the email?
   a. taco b. mantı c. pizza
2. How is Mantı usually served?
   a. with ketchup b. with yogurt c. with cheese
3. What is the main filling of Mantı?
   a. minced meat b. cheese c. chicken
4. According to the email, when do people often enjoy Mantı?
   a. at picnics b. only for breakfast c. during family gatherings
5. What does Gökhan want from Carlos?
   a. to visit Türkiye b. to send a pizza recipe c. to share more Mexican recipes

13 Write a reply to Gökhan.

New message

SEND

14 Circle the answers and tick (√) the suitable box for you.

1. She ..... eat vegetarian meals because she cares about health and animals.
   a. can b. must

- I can talk about things that are possible or likely to happen.
  ☐ Yes ☐ I need more practice

2. He ..... prefer spicy food; he always adds chili to his dishes.
   a. might b. must

- I can make guesses or deductions about situations.
  ☐ Yes ☐ I need more practice

3. When cooking traditional sushi, you ..... use fresh fish.
   a. must b. can

- I can say what is necessary or required.
  ☐ Yes ☐ I need more practice

4. I ..... avoid fried foods to maintain my diet.
   a. have to b. don't have to

- I can talk about obligations.
  ☐ Yes ☐ I need more practice

5. You ..... try international cuisines to expand your taste experience.
   a. should b. must

- I can give suggestions or advice.
  ☐ Yes ☐ I need more practice

6. This dish ..... be Italian; it contains pasta and tomato sauce.
   a. can b. must

- I can express something I am sure about.
  ☐ Yes ☐ I need more practice

NOTES

THEME 7



LIFE IN NATURE & GLOBAL PROBLEMS

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

1 Write the words/phrases under the correct pictures. There is an extra one.

deforestation / drought / emergency services / eruption
thunderstorm / hydroelectric / a cyclone / tsunami / floodwater



.....



.....



.....



.....



.....



.....



.....



.....

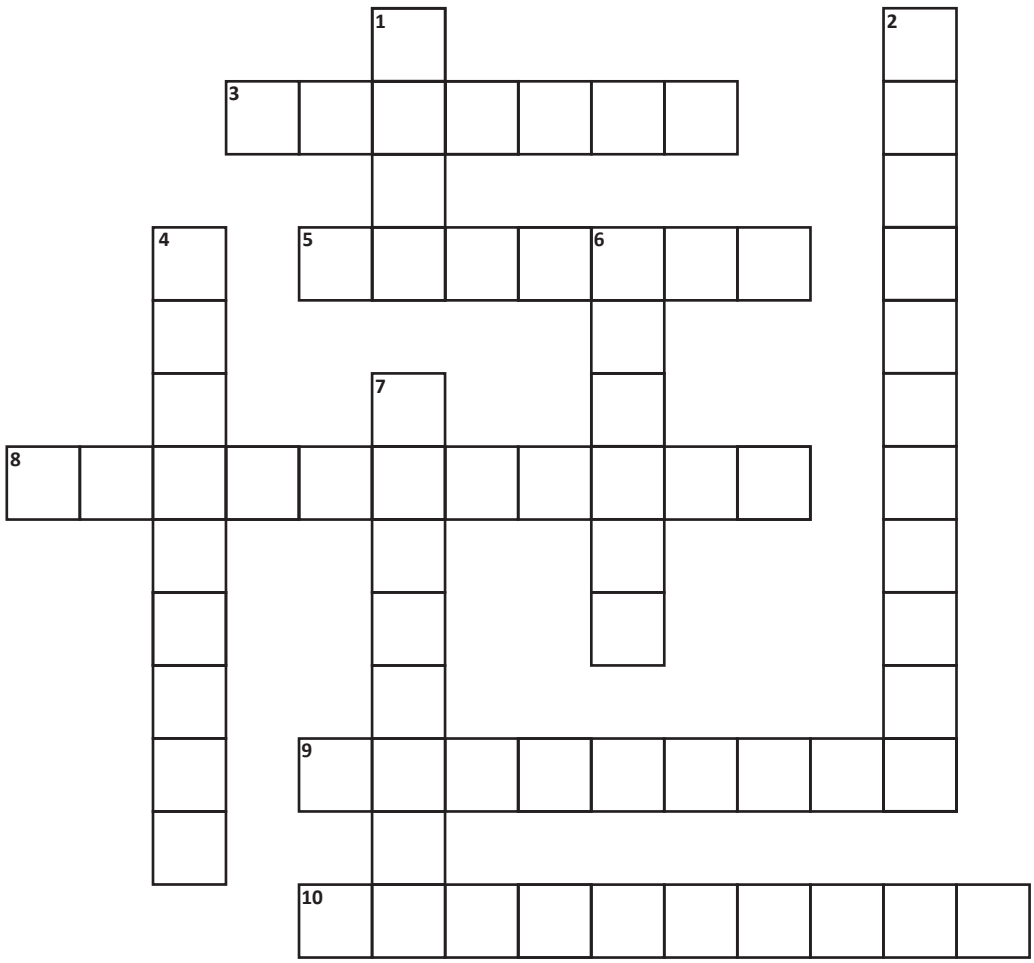
2 Solve the crossword puzzle.

Down

1. hot liquid rock that comes out of a volcano.
2. involving the use of natural products and energy in a way that does not harm the environment
4. all the plants and living creatures in a particular area considered in relation to their physical environment
6. a lack of food during a long period of time in a region
7. a person who continues to live, especially despite being nearly killed or experiencing great danger or difficulty

Across

3. a very sad event or situation, especially one that involves death
5. causing damage or injury to somebody/something, especially to a person's health or to the environment
8. causing destruction or damage
9. a mass of snow, ice and rock that falls down the side of a mountain
10. a thing that protects somebody/something against something



3 Fill in the blanks using “who, which, and that”.

a. Solar panels, ... reduce carbon emissions, are becoming cheaper.

b. The scientist ..... predicted the eruption saved many lives.

c. Climate change, ... is caused by human activity, increases storms.

d. Animals ..... lose their habitats often starve.

e. A landslide ..... blocks a river can cause flooding.

f. My uncle, ... is a meteorologist, studies cyclones.

g. The Turkish Red Cressent, ... provides disaster relief, needs donations.

h. The rescue workers ..... helped survivors are heroes.

i. Wildfires ..... spread quickly can destroy entire forests.

j. Mount Everest, ... is the tallest mountain, faces melting glaciers.

4 Make meaningful sentences using the given mixed words.

a. are dangerous / Wildfires / spread fast / for natural life. / that

..... .

b. their animals. / who / Farmers / struggle to feed / lose crops in droughts

..... .

c. treat disaster victims / work / who / long hours to help. / Doctors

..... .

d. who / to save lives. / try to predict eruptions / Scientists / study volcanoes

..... .

e. Droughts / last long / rivers and lakes. / that / dry up

..... .

f. sometimes live in / Cyclone survivors, / lose their homes, / who / shelters for months.

..... .

g. trapped animals. / who / often save / risk their lives in wildfires, / Firefighters,

..... .

h. which / force animals / Droughts, / to search farther for water. / dry up rivers,

..... .

i. hit Japan in 2011, / The tsunami, / destroyed / entire towns and farms. / which

..... .

j. is bad / makes storms stronger, / Climate change, / for everyone. / which

..... .

5 Combine the following sentences using " who, which, and that ".

a. Some scientists study earthquakes. They warn people before strong ones happen.

.....

b. A volcano erupted ash yesterday. It hurt birds flying nearby.

.....

c. Deforestation means cutting down trees. It makes landslides worse.

.....

d. An avalanche blocked the roads. It left people stuck in snow.

.....

e. A light earthquake shook the ground. It didn't cause any damage.

.....

6 Rewrite the sentences and correct the mistakes.

a. Floods who destroy homes often leave families homeless.

.....

b. The Australian bushfires of 2020, what burned for months, killed wildlife.

.....

c. A landslide is a disaster who buries everything in its path.

.....

d. The Arctic ice, what is melting, threatens polar bears.

.....

e. Rescue workers, that help disaster victims, are heroes.

.....

f. The blizzard who froze the roads made driving dangerous.

.....

g. Volunteers, which help after disasters, deserve thanks.

.....

h. The wildfire who burned the forest took weeks to stop.

.....

i. Firefighters, that save people from fires, are very brave.

.....

j. A tsunami is a giant wave what can flood coastal cities.

.....

7 Read the text and write T (True) or F (False). Correct the false statements.

Let's Be Prepared for Natural Disasters!

Dear Friends

Natural disasters can happen suddenly, but with knowledge and preparation, we can protect ourselves. Here are some simple but effective steps that we should keep in mind:

During an earthquake, there are three golden rules. "Drop, Cover, Hold On!" Please don't try to run away; just hide under a strong table or something like that. Stay away from windows and objects that could fall. In a flood, go to higher ground and stay away from electrical appliances.

What about a fire? Do not leave glass bottles in the wild and be careful not to start a fire.

If you face a storm, do not stay under a tree. Go inside the nearest place to stay safe.

The most important thing is that you should prepare a disaster kit. Pack water, food, first aid supplies, and a flashlight.

Remember, precautions save lives! Protect nature, stay safe!



☐ a. The text is about natural disasters.

..... .

☐ b. The steps we should keep in mind are hard and useless.

..... .

☐ c. "Drop, Cover, Hold On!" are the golden rules for an earthquake.

..... .

☐ d. In a flood, we should go to lower ground.

..... .

☐ e. Preparing a disaster kit is the most important thing.

..... .

8 Read the text again and answer the questions.

a. Where should you hide during an earthquake?

b. What should you avoid during a flood?

c. Why is it dangerous to leave glass bottles in the wild?

d. What should you do if you face a storm?

e. What are the most important items to include in a disaster kit?

9 Work in pairs. Answer the questions.

a. Why shouldn't you try to run away during an earthquake?

b. Why is it unsafe to stay under a tree during a storm?

c. How can precautions help save lives during natural disasters?

d. Do you think people in your area are well-prepared for natural disasters? Give reasons.

e. What additional items would you include in a disaster kit? Give reasons.

f. Should schools and workplaces conduct regular disaster drills? Give reasons.

g. Should governments do more to educate people about disaster? Give reasons.

h. Do you believe climate change is making natural disasters worse? Explain your opinion.

i. What role should social media play in spreading disaster safety information?

j. What can individuals do to protect the environment and reduce the risk of natural disasters?

10 Follow the instructions and write your sentences.

Imagine that you have research homework about natural disasters. Write how you should act about the natural disasters given below. Then, share it with your peers.

Earthquake	**Before :** ..... **During :** ..... **After :** .....
Flood	**Before :** ..... **During :** ..... **After :** .....
Storm	**Before :** ..... **During :** ..... **After :** .....
Wildfire	**Before :** ..... **During :** ..... **After :** .....

11 Read the dialogue and complete the sentences.



Ayşe : Friends, what do you think about the effects of natural disasters on animals?

Can : We all know that animals are also affected by natural disasters. For example, during earthquakes, pets get lost or hide out of fear. The same thing happens with floods! I saw on the news last year that dogs and cats were trapped in the water. People were trying to save them.

Zeki : In my opinion, forest fires affect wild animals the most. When trees burn, they lose their habitat. Some of them can't even escape and get burned.

Deniz : Tsunamis affect the life in the oceans. Fish and marine life are also affected by the huge waves. Also, turtle nests on the shore are being destroyed. Maybe we should take pre-disaster precautions for animals too!

Ayşe : I agree with you, Deniz! While preparing disaster kits for us, we can prepare food and first aid supplies for pets, too.

Can : That sounds great, Ayşe. In addition, we should keep forests clean and be careful about fires to protect wildlife.

Zeynep: Maybe we can start a campaign at school and remind people not to forget animals!

Deniz : Great idea! It is our responsibility to care for animals both in disasters and in daily life.

a. Natural disasters affect both pets and ..... in different ways.

b. During ....., animals may get lost or hide because of fear.

c. ..... can trap dogs and cats, leaving them in dangerous situations.

d. Forest fires destroy animal ....., and some animals cannot escape.

e. Tsunamis harm ....., including fish and turtle nests on the shore.

f. People should take ..... to protect animals before disasters happen.

g. Preparing ..... with food and first aid supplies for pets is important.

h. Keeping forests clean can help prevent fires and ..... wildlife.

i. Starting a school ..... can raise awareness about helping animals.

j. It is our ..... to care for animals during disasters and every day.

12 Write the sentences below in the correct function box. Add three more examples for each function.

a. Droughts, which can last for years, make farming very difficult.

b. A blizzard is a snowstorm that has strong winds and low visibility.

c. Avalanches, which are sudden snow slides, can be deadly for skiers.

d. People who live in cyclone areas should have a safety plan.

e. Lightning, which is common in thunderstorms, can start wildfires.

f. A tsunami is a giant wave that is caused by underwater earthquakes.

Clauses referring to objects or things by providing essential information that identifies them.

Clauses referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence.

13- Circle the answers and tick (√) the suitable box for you.

1. The species ..... live in the rainforest are in danger due to deforestation.

a. when b. who c. that

• I can form clauses referring to objects or things by providing essential information that identifies them.

☐ Yes ☐ I need more practice

2. The rainforest, ... is home to countless species, is being cut down at an alarming rate.

a. who b. which c. what

• I can form clauses referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence.

☐ Yes ☐ I need more practice

NOTES

THEME 8



LIFE IN THE UNIVERSE & FUTURE

EBA

Sub-themes

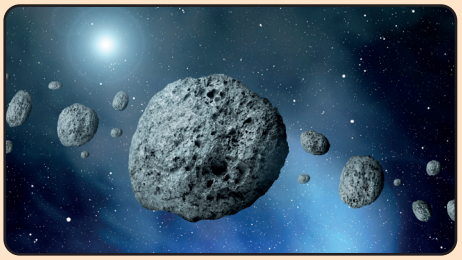
- Life in the universe
- Life in the future
- Space and technology

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

1 Write the words/phrases under the correct pictures. There is an extra one.

asteroid / universe / a planet / a scientist / solar system
telescope / an astronaut / a satellite / a spacecraft



.....



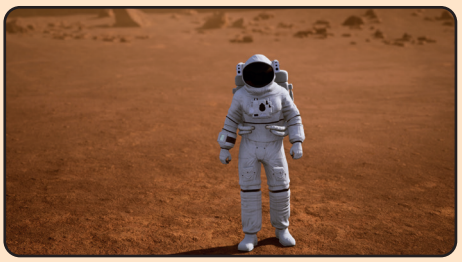
.....



.....



.....



.....



.....



.....



.....

2 Find the hidden words.

orbit / galaxy / proof / launch / artificial / rocket / spaceship
cosmic / research / witness / suspect / explore

E	H	R	P	I	H	S	E	C	A	P	S
X	P	V	E	N	F	E	E	X	R	N	P
P	R	L	R	S	O	R	Y	C	Y	V	X
L	O	R	A	C	E	H	H	W	Z	T	I
O	O	O	U	I	F	A	I	D	C	P	C
R	F	C	T	I	C	T	R	E	G	L	I
E	T	K	Q	R	N	I	P	C	A	N	M
N	X	E	G	E	F	S	F	U	H	J	S
Z	J	T	S	W	U	U	N	I	P	K	O
Y	L	S	Q	S	P	C	S	L	T	N	C
A	T	R	U	W	H	E	T	I	B	R	O
O	X	T	G	A	L	A	X	Y	D	W	A

3 Write example sentences using the hidden words.

orbit : _____ .
galaxy : _____ .
proof : _____ .
launch : _____ .
artificial : _____ .
rocket : _____ .
spaceship : _____ .
cosmic : _____ .
research : _____ .
witness : _____ .
suspect : _____ .
explore : _____ .

4 Complete the sentences with their halves. There is an extra one.

- ☐ If an asteroid enters the Earth's atmosphere too fast,
- ☐ If astronomers find water on Mars,
- ☐ If a satellite loses power,
- ☐ If we don't protect the Earth from asteroids,
- ☐ If sunlight reaches solar panels,
- ☐ If a rocket explodes during launch,
- ☐ If astronauts train for years,
- ☐ If a spaceship runs out of fuel,
- ☐ If astronauts don't wear spacesuits in space,
- ☐ If a satellite fails,

a. it stops transmitting data.
b. they become ready for space missions.
c. they cannot survive.
d. it will drift in space forever.
e. engineers will try to repair it remotely.
f. they will organise space tourism.
g. the mission will be canceled.
h. a disaster could happen.
i. they generate electricity.
j. scientists will study it for life.
k. it burns up.

5 Complete the sentences with the suitable options.

1. If there is no gravity in space, objects ..... freely.
   a. will float b. float c. floats

2. If private companies invest more in space tourism, prices ..... .
   a. will drop b. drops c. drop

3. If a rover lands on Mars, it ..... images back to the Earth.
   a. send b. sends c. will send

4. If a country builds a moon base, other countries ..... .
   a. follow b. may follow c. follows

5. If the International Space Station loses oxygen, the crew ..... backup systems.
   a. use b. will use c. uses

6. If astronauts have a spacewalk tomorrow, they ..... new prototype suits.
   a. will use b. use c. uses

7. If a comet approaches the Sun, its ice ..... to vaporize.
   a. start b. will start c. starts

8. If radio signals weaken, mission control ..... contact with the spacecraft.
   a. lose b. loses c. will lose

9. If temperatures drop below freezing on the Moon, equipment ..... properly.
   a. can't work b. work c. works

10. If a solar flare hits Earth unprepared, satellites ..... disabled.
    a. is b. are c. will be

6 Make meaningful sentences using the given mixed words.

a. hits a spacecraft, / serious damage. / If a meteor / it can cause

…… .

b. will focus on it. / detect a habitable exoplanet, / If scientists / telescopes

…… .

c. If a black hole / the star apart. / it pulls / gets too close to a star,

…… .

d. discover alien life, / human history. / it will change / If scientists

…… .

e. images / If a space telescope's lens / appear blurry. / gets dirty,

…… .

f. during long space missions. / If artificial gravity / astronauts will stay healthier / is perfected,

…… .

g. has a thick atmosphere, / more heat. / it traps / If a planet

…… .

h. launch costs / If space elevators / will decrease. / are constructed,

…… .

i. If cosmic radiation levels / need extra shielding. / astronauts / rise,

…… .

j. see more stars. / you can / look through a telescope, / If you

…… .

7 Complete the sentences with your words.

a. If a spacesuit tears,

…… .

b. If space debris hits a satellite,

…… .

c. If astronauts grow food on the ISS,

…… .

d. If space tourism becomes affordable,

…… .

e. If a rocket engine overheats,

…… .

8 Read the text and write T (True) or F (False). Correct the false statements.

Reaching for the Stars



Hello, I'm Gökçen. I'm 12 years old. I like learning about technology and space. When I grow up, I want to be an astronaut for the Turkish Space Agency, TUA. Here are my future expectations.

If TUA gives me a scholarship, I'll join a space camp and improve my skills. If Türkiye forms space research team, I'll work day and night to be on that team. If TUA organises competitions for young people, I'll join right away and present my project. I'm ready to learn everything about space! If an astronaut comes to my school to give a talk, I'll surprise them with all my questions. If I'm selected for TUA's youth programmes, my friends and I will team up and design a rocket. My biggest dream? If one day I can plant the Turkish flag on Mars, the whole world will see the power of Türkiye! If we become a Turkish-speaking team in space, we'll say the first Turkish words in the universe!

My family says, "If you follow your dreams, you'll succeed!" I also believe that if I don't give up, one day I will become an astronaut of TUA.

☐ a. Gökçen dislikes learning about space and technology.

..... .

☐ b. Gökçen will work day and night to be on the Turkish space research team.

..... .

☐ c. Gökçen wants to plant the Turkish flag on the moon.

..... .

☐ d. If they become a Turkish-speaking team in space, they will speak Turkish in the space!

..... .

☐ e. Gökçen's family doesn't believe that she will succeed.

..... .

9 Read the text again and answer the questions.

a. How old is Gökçen, and what does she want to become?

b. Which organization does Gökçen dream of working for?

c. What will Gökçen do if TUA gives her a scholarship?

d. How does Gökçen plan to impress an astronaut who visits her school?

e. What project will Gökçen and her friends design if selected for TUA's youth programmes?

10 Work in pairs and answer the questions.

a. Why does Gökçen mention planting a Turkish flag on Mars? What does this symbolize?

b. Why might language and national identity be important in space exploration?

c. How can TUA's competitions and camps help students like Gökçen achieve their dreams?

d. Do you think space exploration is important for Türkiye? Give reasons?

e. Gökçen's family says, "If you follow your dreams, you'll succeed!" Do you agree with this advice? Give reasons.

f. What challenges might she face to be an astronaut, and how could she overcome them?

g. What are the pros and cons of 'planting flags' on other planets?

h. What responsibilities should a country have to protect the environment of a planet it visits?

i. How can Türkiye encourage more girls to study on STEM fields like astronomy and engineering?

j. What futuristic technology might TUA have in the future?

11 Follow the instructions and write a short paragraph.

Imagine that you are a member of TUA's team. What mission would you propose to inspire young people? Share your opinions.

12 Read the text and answer the questions.

A Letter to My Future Self



"Hello, 30-Year-Old Uzay!"

I'm 12 years old now, and if you're still interested in space, like I am as I write this, maybe you've become an astronaut! There are lots of things I wonder about my future self. Here's a letter for you full of excitement:

If blue is still your favourite colour, you're probably very excited about blue planets as you explore galaxies.

If you've achieved your dream of going to Mars, can you tell me about your first day there?

If you're still in touch with Efe and Deniz, you should be making videos with them at the space station!

If you've overcome my math difficulties, solving rocket equations is easy for you.

If you've developed the habit of going to bed early, as my mum used to say, you'll have a better understanding of the difference between day and night on Earth.

If you still collect gum, do you have any gum you brought back from Jupiter?

If you could give me one piece of advice, would it be, "You should have read more books when you were 12?"

If you haven't given up, you should be touching the stars right now. Remember: "If 12-year-old Uzay could read these, he would be so proud!"

P.S. If you wrote this letter on the Moon, bring me a moon rock!

Your 12-year-old astronaut candidate,

Uzay

a. How old is Uzay when writing this letter, and how old will he be when he reads it?

b. Why does Uzay ask about blue planets if blue is still his favorite color?

c. Why might Uzay specifically ask about making videos at the space station with Efe and Deniz?

d. What does the question about math difficulties suggest about Uzay's current school life?

e. Do you think the advice "read more books at 12" would be useful? What would you add?

f. What does the phrase "touching the stars" symbolize about Uzay's hopes?

g. How does the postscript about the moon rock add humor to the letter?

h. If you were Uzay's future self, which of his questions would be hardest to answer? Why?

13 Follow the instructions and write a short letter.

Imagine that you are Gökçen. Write a letter to your future self. Then, read it to your peers.

14 Circle the answers and tick (√) the suitable box for you.

1. If you ..... ice, it ..... .

a. will heat / melts b. heat / will melt c. heat / melts

• I can describe general truths, facts, and habits and situations where the result always happens if the condition is met.

☐ Yes ☐ I need more practice

2. If you ..... the software, your computer ..... better

a. update / will work b. updates / works c. update / works

• I can describe realistic situations in future that are likely to happen and/or cause-and-effect relationship between a condition and its probable outcome.

☐ Yes ☐ I need more practice

NOTES

References

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Hornby, A. S. (2015). Oxford Advanced Learner's Dictionary (9th ed). Oxford University Press.

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.

06


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
Tiflis
ACARA Ö.C.
ERMENİSTAN
AZERBAYCAN
Erivan
NAHÇIVAN Ö.C. (AZERBAYCAN)
YUNANİSTAN
Edirne
Kırklareli
Tekirdağ
İstanbul
Gökçeada
Bozcaada
Çanakkale
MARMARA DENİZİ
EGE DENİZİ
Atina
İzmir
Manisa
Aydın
Denizli
Muğla
Antalya
Burdur
Isparta
Afyonkarahisar
Uşak
Kütahya
Balıkesir
Bursa
Yalova
Kocaeli
Sakarya
Düzce
Bolu
Bilecik
Eskişehir
Ankara
Çankırı
Karabük
Zonguldak
Bartın
Kastamonu
Çorum
Amasya
Tokat
Sinop
Samsun
Ordu
Giresun
Trabzon
Rize
Artvin
Ardahan
Kars
Gümüşhane
Bayburt
Erzincan
Erzurum
Iğdır
Ağrı
Sivas
Yozgat
Kırıkkale
Kırşehir
Nevşehir
Kayseri
Aksaray
Konya
Niğde
Karaman
Mersin
Adana
Osmaniye
Hatay
Kahramanmaraş
Gaziantep
Şanlıurfa
Kilis
Adıyaman
Malatya
Elâzığ
Tunceli
Bingöl
Muş
Bitlis
Van
Van Gölü
Diyarbakır
Siirt
Batman
Şırnak
Mardin
Hakkâri
Urmiye Gölü
İRAN
S U R İ Y E
I R A K
KUZEY KIBRIS TÜRK CUMHURİYETİ
Erenköy
Lefkoşa
GÜNEY KIBRIS RUM YÖNETİMİ
LÜBNAN
Beyrut
Şam
Bağdat
A K D E N İ Z
L İ B Y A
M I S I R
Tel Aviv
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
İSRAİL
Süveyş K.
Nil N.
Tuna N.
Maritsa N.
Meriç N.
Gediz N.
Büyük Menderes N.
Küçük Menderes N.
Sakarya N.
Kızılırmak N.
Yeşilırmak N.
Çoruh N.
Kura N.
Aras N.
Fırat N.
Dicle N.
Seyhan N.
Ceyhan N.
Göksu N.
Porsuk N.
Tuz Gölü
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
RUSYA FEDERASYONU
SAHA (YAKUT) C.
TUVA C.
KAZAKİSTAN
ÖZBEKİSTAN
TÜRKMENİSTAN
KIRGIZİSTAN
TACİKİSTAN
AZERBAYCAN
TÜRKİYE
SİNCAN UYGUR ÖZERK BÖLGESİ
MOĞOLİSTAN
ÇİN HALK CUMHURİYETİ
HİNDİSTAN
PAKİSTAN
AFGANİSTAN
İRAN
IRAK
SURİYE
Barents Denizi
Kara Denizi
Norveç Denizi
Kuzey Denizi
Ohotsk Denizi
Bering Denizi
Akdeniz
Karadeniz
Hazar Denizi
Kızıldeniz
Umman Denizi
Yemen Denizi