UPPER SECONDARY EDUCATION

STEPWISE

YEAR 10/B1.2

STUDENT'S BOOK

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

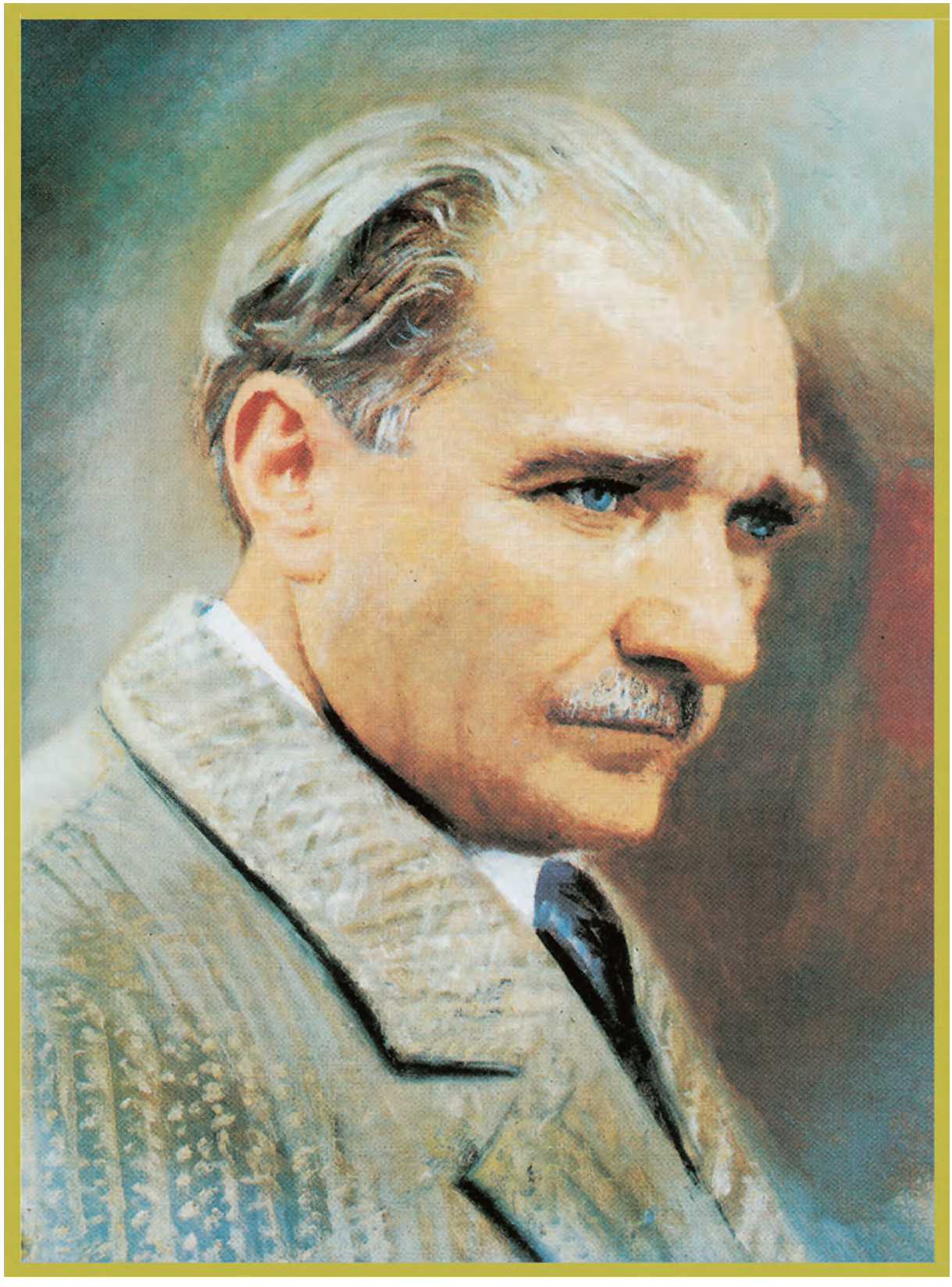
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

CONTENTS

	TABLE OF CONTENTS	8
	THEME COMPONENTS OVERVIEW	16
	REVISION 1	17
	REVISION 2	21
THEME 1	SCHOOL LIFE & EDUCATION	25
THEME 2	CLASSROOM LIFE & LEARNING	39
THEME 3	PERSONAL LIFE & WELL-BEING	53
THEME 4	FAMILY LIFE & HOME	67
THEME 5	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	81
THEME 6	LIFE IN THE WORLD & CULTURE	95
THEME 7	LIFE IN NATURE & GLOBAL PROBLEMS	109
THEME 8	LIFE IN THE UNIVERSE & THE FUTURE	123
	RUBRICS	137
	IRREGULAR VERBS	149
	GLOSSARY	150
	REFERENCES	162
	ANSWER KEYS AND AUDIO SCRIPTS	162
	VISUAL AND ONLINE REFERENCES	162
	DIGITAL STORY SCRIPTS	162
	MAP OF TÜRKİYE'S ADMINISTRATIVE DIVISIONS AND ITS LAND AND MARITIME NEIGHBOURS	163
	MAP OF THE TURKIC WORLD	164

TABLE OF CONTENTS

MAIN THEME 1	SCHOOL LIFE & EDUCATION
SUB-THEMES	• Different types of schools in the world • Regular and extracurricular activities at different types of schools • School anxiety and stress • National days and celebrations
GRAMMAR AND FUNCTIONS	• Describing regular and extracurricular activities; describing routines, activities and events at school • Describing temporary actions or actions happening at school now • Contrasting what usually happens with what is happening at school now • Discussing opportunities and availability of resources at different school contexts • Confirming or clarifying facts about different situations • Expressing how often certain activities or routines take place • Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events • Discussing emotional states and facilities related to schools; sharing information about school-related problems or solutions • Making logical assumptions about school environments, activities, or students' feelings • Referring to students, teachers, or facilities in different school contexts
VOCABULARY	• General terms related to education (an educational system, a diploma, a year group, etc.) • Types of schools (a nursery, a preschool, a primary school, etc.) • Facilities in different types of schools (a tennis/basketball court, a prayer room, a staffroom, etc.) • Regular activities in different types of schools (classwork, a quiz, a presentation, laboratory work, etc.) • Extracurricular activities in different types of schools (Volleyball, gymnastics, rugby, badminton, etc.) • Clubs and competitions in different types of schools (a literature club, an art club, a coding club, etc.) • School anxiety and stress (anxiety, time management, anxious, perfectionist.)
PRONUNCIATION	• Intonation for positive statements • Negative statements • Questions • Question tags
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Listening for keywords and phrases • Listening for categorising • Making inferences • Reinforcing comprehension through collaborative speaking • Applying knowledge through collaborative planning
READING-COMPREHENSION	• From Forest to Lab: Ways of Learning • Skimming • Scanning • Recognising causal relationships in the text
SPEAKING-EXPRESSION	• Making a presentation • Talking about different types of schools in the world • Role-playing a dialogue • Writing and acting out a dialogue
WRITING-EXPRESSION	• Writing • Practising, producing, and reconstructing a paragraph about a typical week in the school
CLIL & CULTURE	• Roots and Routes • Reading about global citizenship and international projects
PROJECTS	• E-Portfolio • Preparing a digital school brochure to introduce school to new students
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scale 11

MAIN THEME 2	CLASSROOM LIFE & LEARNING
SUB-THEMES	• Learning activities in the classroom • Personal learning styles • Learning with technology in the classroom
GRAMMAR AND FUNCTIONS	• Making predictions, describing plans and expressing the difference between immediate and planned future actions • Confirming or clarifying information • Giving advice or making recommendations • Expressing strong necessity, rules, or personal obligations • Indicating external obligations or requirements • Referring to actions where the subject and the object are the same • Asking for something in a kind way • Requesting or granting the right to do something • Indicating likelihood of an event • Expressing potential outcomes or abilities • Asking in a formal or less direct way • Expressing uncertainty or potential likelihood of events • Indicating ownership or relationships between people or things • Showing ownership or belonging
VOCABULARY	• Learning activities in the classroom (a role-play, an interactive activity, brainstorming, to summarise, to analyse, to define, to conclude) • Personal learning styles (note-taking, mind mapping and repetition, self-assessment, to visualise) • Learning with technology in the classroom (connection, a keyboard, a homepage, artificial intelligence (AI), a file, a PC, a computer, to access, to upload, to delete, to click, to switch on, to switch off, to log in, to log out)
PRONUNCIATION	• Long and short vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/) • Consonants: b: (/b/), silent /b/ c: (/si/, /k/) d: /d/
LISTENING & WATCHING-COMPREHENSION	• Listening/watching • Predicting content using personal experience and visuals • Listening/watching for main ideas • Listening/watching for specific details and components • Listening/watching for relationships, classifications, and comparisons • Making inferences and deductions from the content • Reflecting on personal experiences and connecting them to the content • Producing audio/visual work to apply understanding collaboratively
READING-COMPREHENSION	• Learning Styles • Skimming • Scanning • Recognising cause-and-effect relationships in the text • Classifying information related to learning styles and classroom activities • Making meaningful inferences based on the text
SPEAKING-EXPRESSION	• Making a presentation • Talking about Classroom Life and Learning • Role-playing a dialogue • Writing and acting out a dialogue
WRITING-EXPRESSION	• Writing • Practising, producing, and reconstructing an advice paragraph about learning styles
CLIL & CULTURE	• Roots and Routes • Reading about an educational platform, Diyalekt
PROJECTS	• E-Portfolio • Creating a video about your future classroom
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scale 11

MAIN THEME 3	PERSONAL LIFE & WELL-BEING
SUB-THEMES	• Body parts • Human illnesses and diseases • Human nature and human well-being today and in the future • Fashion and personal fashion preferences
GRAMMAR AND FUNCTIONS	• Expressing scheduled or timetabled future events • Expressing current intentions, ongoing plans, or arrangements for the near future • Giving suggestions, advice, and recommendations about what is right or appropriate • Expressing past abilities, hypothetical situations, and future possibilities • Expressing similarity, comparison, and likeness between objects, actions, or people • Describing similarities in personal habits • Comparing two things in terms of greater or lesser degree • Expressing present or future abilities, skills or possibilities • Expressing various degrees of certainty, intention, probability, and aspirations about future actions events, and plans
VOCABULARY	• Body Parts (a forehead, an eyebrow, an eyelash, a tongue, etc.) • Human Illnesses and Diseases (a cold, a flu, a fever, chickenpox, etc.) • Human Nature and Human Well-being (empathy, digital detox, sustainability, happiness, etc.) • Fashion and Personal Fashion Preferences: Accessories (necklace, bracelet, handbag, scarf, belt, etc.) • Styles (elegant, stylish, trendy, vintage, neat, well-dressed, etc.) • Clothing Materials (cotton, leather, denim, etc.) • Clothing Patterns (floral, striped, plain, checked, patterned, etc.)
PRONUNCIATION	• Vowels: e: (/e/; /iː/, /ə/) • Consonants: f: (/f/), g: (/g/, /dʒ/), h: (/h/) • Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Recognising key words and phrases • Listening/Watching for gist • Listening/Watching for specific information • Understanding sequence • Listening/Watching for details, etc.
READING-COMPREHENSION	• Reading Skimming, scanning • Jigsaw reading • Scanning • Making meaningful inferences
SPEAKING-EXPRESSION	• Listening & Watching • Producing meaningful and accurate spoken content • Role-playing a dialogue
WRITING-EXPRESSION	• Planning and arranging ideas before starting the writing task • Examining and interpreting the given model text • Writing an original paragraph based on the task instructions
CLIL & CULTURE	• Roots and Routes • Reading about Mete Gazoz's Life
PROJECTS	• E-Portfolio • Creating a digital well-being visual board • Using digital tools
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scale 11

MAIN THEME 4	FAMILY LIFE & HOME
SUB-THEMES	• Family members and their daily routines today and in the past • Hobbies and interests of family members (sports & films) • Different types of houses and families from the world
GRAMMAR AND FUNCTIONS	• Describing actions, states and/or events that happened and were completed in the past • Seeking information about people, actions, or events • Expressing past or present abilities, skills, and possibilities • Describing actions, habits, or states that were true in the past but are no longer the case
VOCABULARY	• Family members and their daily routines (a mother, a sibling, to set the table, to run errands, etc.) • Types of families (an immediate family, a family, a nuclear family, etc.) • Types of houses (a hut, a houseboat, a farmhouse, etc.) • Hobbies and interests of family members (playing badminton, cycling, running, etc.) • Film genres (thrillers, horror films, documentaries, etc.)
PRONUNCIATION	• Vowel: i: (/aɪ/, /ɪ/, /i:/) • Consonants: j: (/dʒeɪ/, /dʒ/); k: (/k/); l: (/ɛl/ /l/) • Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Listening for scanning • Identifying family members, house types, and daily routines in spoken texts • Listening for collaborative discussions, etc. • Ordering events • Role-playing
READING-COMPREHENSION	• Skimming • Scanning • Jigsaw reading • Making comparisons based on the the information in the text • Making meaningful inferences • Identifying main ideas and supporting details • Inferring meaning from context, compare different family structures and homes around the world • Recognising language forms related to the Simple Past, used to, could
SPEAKING-EXPRESSION	• Listening & Watching • Interacting, producing meaningful and accurate spoken • Describing family members and their daily routines • Asking and answering questions about past habits, abilities, responsibilities, free-time activities • Comparing family life in the past and today • Using social language appropriately in conversations • Role-playing
WRITING-EXPRESSION	• Writing short descriptive texts about family members, daily routines, hobbies and interests • Writing a paragraph describing a dream house, including its type, location, and family members living in it • Writing a comparative paragraph about parents' family life in the past and their own family life today
CLIL & CULTURE	• Roots and Routes • Reading about Alev Alatlı's Life
PROJECTS	• Creating a short video about the daily routines, hobbies, and interests of your family members • Researching different types of houses and family structures around the world. • Comparing them with your family members' own experiences
REFLECTION	• Listening & Watching • Pronunciation • Writing • E-Portfolio • Self-Reflection • Recognising perceiving, identifying, and evaluating learning process
EVALUATION	• Rubric 2 • Rubric 12 • Rating Scale 11

MAIN THEME 5	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE
SUB-THEMES	• Activities to do in attractions (cafés, cinemas; gyms, sports clubs) • Getting help from services (pharmacies, hospitals, etc.) • Pros and cons of different types of transportation in the neighbourhood and city
GRAMMAR AND FUNCTIONS	• Describing an action or other actions that are in progress in the past • Contrasting a completed action at a specified time in the past with an action in progress at an exact moment in the past • Confirming or clarifying past events
VOCABULARY	• Transportation (a bus, a bike, a taxi, on foot, etc.) • Activities to do in attractions and recreational places in the neighbourhood and city (cafés, cinemas; gyms, sports clubs, to surf the Net, to chill out, to attend fitness classes, etc.) • Getting help from services in the neighbourhood and the city (pharmacies, hospitals, a first-aid kit, a bandage, to buy medicine, to ask for advice, etc.) • Pros and cons of different types of transportation in the neighbourhood and city (public transport, an underground, a ferry, eco-friendly, reliable, affordable, etc.)
PRONUNCIATION	• Vowel: o: (/əʊ/, /ɒ/) • Consonants: m: (/ɛm/,/m/); n: (/ɛn/, /n/); p: (/pi://p/) • Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Listening for keywords and phrases • Listening for sequencing • Listening for comparing and contrasting • Listening for detail and error correction • Making inferences • Reinforcing comprehension through collaborative speaking • Applying knowledge through collaborative planning
READING-COMPREHENSION	• A Student-Friendly City: Eskişehir • Skimming • Scanning • Detailed reading • Jigsaw reading • Making meaningful inferences • Making comparisons based on the the information in the text
SPEAKING-EXPRESSION	• Gamifications • Interacting, producing meaningful and accurate spoken content
WRITING-EXPRESSION	• Writing • Organising the information for the task • Analysing and understanding the provided model • Producing a new written task for describing a neighbourhood
CLIL & CULTURE	• Roots and Routes • Reading about protecting traditional village life and architecture in Türkiye
PROJECTS	• E-Portfolio • Creating a video based on an interview with a person or people from the neighbourhood • Using short clips, photos, or simple charts
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scales 5 and 11

MAIN THEME 6	LIFE IN THE WORLD & CULTURE
SUB-THEMES	• Continents, countries, and nationalities • Shopping for food and personal food preferences • Food and food culture from different parts of the world
GRAMMAR AND FUNCTIONS	• 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 by using the Present Perfect Tense • Confirming information, encouraging agreement, and seeking reassurance by using the Question Tags • Describing an unspecified amount and uncertainty or absence, and expressing large quantities by using the Countable Nouns and Uncountable Nouns • Describing that something is required or necessary, or is not necessary or obligatory by using the modals Need, Needn't • Expressing ability, possibility, or capacity in different tenses by using Be able to (Present, Past, Future, Perfect)
VOCABULARY	• Countries and nationalities (Belgium, Croatia, Belgian, Croatian, etc.) • Continents (Asia, Africa, etc.) • Shopping (a cashier, a shelf, etc.) • Food preferences (gluten-free, dairy-free, etc.) • Food culture (baklava, falafel, sushi, etc.)
PRONUNCIATION	• Consonants: q: (/kjuː/) r: (/ɑː/, /r/) s: (/s/, /ɛs/, /z/) t: (/tiː/, /t/)
LISTENING & WATCHING-COMPREHENSION	• Preparing and getting ready for listening (to)/watching about the content • Bringing together the information in the content • Making sense of and deriving meaning from the content • Reflecting on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process
READING-COMPREHENSION	• Preparing for reading the content • Bringing together the information about the content • Making sense of and deriving meaning from the content • Reflecting on the information, experiences, thoughts, ideas, and feelings related to the reading process
SPEAKING-EXPRESSION	• Listening & Watching • Gamifications • Interacting, producing meaningful and accurate spoken content
WRITING-EXPRESSION	• Preparing for writing about the content • Analysing and understanding a provided model • Constructing new written content • Practising producing written content • Engaging in the process of writing related to the content • Reconstructing meaningful knowledge and content • Reflecting on the experiences, thoughts, ideas, and feelings related to the writing process
CLIL & CULTURE	• Roots and Routes • Reading about Eid al-Fitr • Discussing the importance of compassion and benevolence values at festivals or special events
PROJECTS	• E-Portfolio • Preparing a documentary or a short film about global food culture and preferences
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2, 3, 8, and 12 • Rating Scale 11

TABLE OF CONTENTS

MAIN THEME 7	LIFE IN NATURE & GLOBAL PROBLEMS
SUB-THEMES	• Natural resources • Global problems related to natural resources • Protecting natural resources
GRAMMAR AND FUNCTIONS	• Referring to people, objects, or things to provide essential information • Expressing cause and effect • Explaining consequences
VOCABULARY	• Natural resources (solar energy, groundwater, etc.) • Global problems related to natural resources (deforestation, floods, etc.) • Protecting natural resources (to reuse, to limit, etc.)
PRONUNCIATION	• Vowel: u: (/ju:/, /ʌ/, /ju:/) • Consonants: v: (/vi:/, /v/) w: (/w/) • Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Listening for keywords and phrases • Listening for sequencing • Listening for categorising • Making inferences • Reinforcing comprehension through collaborative speaking • Applying knowledge through collaborative planning
READING-COMPREHENSION	• A Letter from the Future • Skimming • Scanning • Recognising causal relationships in the text • Making comparisons based on the information in the text • Making meaningful inferences
SPEAKING-EXPRESSION	• Making a presentation • Talking about global environmental problems • Role-playing a dialogue • Writing and acting out a dialogue
WRITING-EXPRESSION	• Writing • Practising, producing, and reconstructing a letter to the future
CLIL & CULTURE	• Roots and Routes • Reading about a solar energy initiative in Türkiye and applying the concept to a local context
PROJECTS	• E-Portfolio • Preparing a presentation • Writing reports • Role-playing as environmental activists
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scales 5 and 11

MAIN THEME 8	LIFE IN THE UNIVERSE & THE FUTURE
SUB-THEMES	• Planets and space • Life in the universe • Space explorations
GRAMMAR AND FUNCTIONS	• Describing general and/or scientific facts which are generally true by using the Zero Conditional • Describing a possible future situation by using the First Conditional
VOCABULARY	• Planets and space (Uranus, the Milky Way, to revolve, etc.) • Life in the universe (a creature, a space colony, etc.) • Space explorations (space travel, a spacecraft, to collect data, etc.)
PRONUNCIATION	• Consonants: x: (/eks/, /ks/, /gz/) y: (/waɪ/, /j/, /ɪ/, /iː/) z: (/zed/, /z/) • Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Listening for keywords and phrases • Listening for sequencing • Listening for comparing and contrasting • Listening for detail and error correction • Making inferences • Reinforcing comprehension through collaborative speaking • Applying knowledge through collaborative planning
READING-COMPREHENSION	• Space Junk • Skimming • Scanning • Recognising causal relationships in the text • Classifying based on the information in the text • Making meaningful inferences
SPEAKING-EXPRESSION	• Making a presentation • Talking about the Earth and the other planets in our solar system • Role-playing a dialogue • Writing and acting out a dialogue
WRITING-EXPRESSION	• Writing • Practising, producing, and reconstructing a paragraph about the precautions we should take to prevent space pollution
CLIL & CULTURE	• Roots and Routes • Reading about Türkiye's first high-resolution Earth observation satellite İMECE
PROJECTS	• E-Portfolio • Preparing a poster about what life might be like in the year 2100
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scales 5, 8, and 11

THEME COMPONENTS OVERVIEW

Warm-Up/Well-Being	Relaxing non-theme activities to prepare students emotionally and mentally for the lesson.
Lead-in	Engaging tasks to introduce the theme through videos/visuals to spark interest, activate prior knowledge, and build readiness.
Listening/Watching	Tasks that are tied to a video to introduce the theme's context, functions, and target vocabulary while developing listening/viewing skills.
Pronunciation	Focused practice of key sounds to improve students' articulation, intonation, and fluency through listening and repetition.
Vocabulary	Target words that are presented in meaningful contexts and practised through individual/interactive tasks.
Gamification	Fun and competitive game-based activities to review and reinforce target vocabulary and grammar through teamwork, collaboration, and challenge.
Language Awareness	Tasks that are designed to guide students notice and analyse grammar structures that are presented in meaningful contexts through text analysis, rule discovery, and practice.
Let's Discover	Guided discovery tasks for independent grammar rule deduction through examples and concept-check activities.
Reading	Activities that are intended to build and refine students' comprehension skills, such as skimming, scanning, and inference, with theme-aligned texts.
Writing	Tasks that guide students to produce theme-related texts by using target structures and vocabulary with the help of model texts and planning/drafting steps.
Roots and Routes	Contextual tasks that connect the theme to scientific, technological, historical, national, and cultural elements and values.
Consolidation	Revision activities that cover target vocabulary and grammatical items that have been learnt in the theme through meaningful contexts.
E-Portfolio	Creative tasks for students to demonstrate their mastery of the theme in a digital format, following steps for designing and presenting their work.
Self-Reflection	A guided reflection to help students evaluate their own learning and progress and set future goals for improvement based on the theme.

REVISION 1

a **Listen to *RV Audio 1* and tick (✓) the words you hear.**

RV Audio 1

1 ☐ capital
2 ☐ landscapes
3 ☐ language
4 ☐ documentaries
5 ☐ family
6 ☐ photographer
7 ☐ journalist
8 ☐ software



b **Listen to *RV Audio 1* again and take notes under the topics below.**



c **Listen to *RV Audio 1* again and match each statement to the correct person.**

1 This person usually wakes up early and takes the bus to school. _____
2 This person relaxes by watching films after school. _____
3 This person sometimes does chores or errands in the afternoons. _____
4 This person watches documentaries in the evenings. _____
5 This person tries to learn new vocabulary every day. _____
6 This person never leaves tasks unfinished. _____

d **Circle the best option that completes the sentences correctly.**

1 **Yasemin is _____.**
- **A** moody and polite
- **B** cheerful and outgoing
- **C** generous and forgetful
- **D** shy in new situations

2 **Carlos is _____.**
- **A** honest and serious
- **B** comfortable and team player
- **C** sociable and generous
- **D** calm and polite

3 **Alikhan's mother _____.**
- **A** works in a clinic
- **B** runs a clothing brand
- **C** has her own studio
- **D** works at an IT company

4 **Carlos's sister _____.**
- **A** teaches at a school
- **B** travels abroad
- **C** works as a nurse
- **D** designs new buildings

5 **Alikhan's father _____.**
- **A** works as a photographer
- **B** develops software
- **C** works at a hospital
- **D** counsels people

REVISION 1

e **Read the text again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 _____ Yasemin says İstanbul is the capital of Türkiye.

2 _____ Alikhan tries to learn new vocabulary every day.

3 _____ Carlos usually watches documentaries in the evenings.

4 _____ Yasemin sometimes studies after school when she has many tasks.

5 _____ Carlos's mother runs a clothing brand and travels abroad for work.

6 _____ Alikhan's brother studies at university.

f **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 What is the capital of Yasemin's country?

2 What languages does Alikhan speak?

3 What does Yasemin usually do after school?

4 How does Alikhan organise his study routine?

5 Who often travels abroad for work?

6 Who develops software at an IT company?



1 _____

2 _____

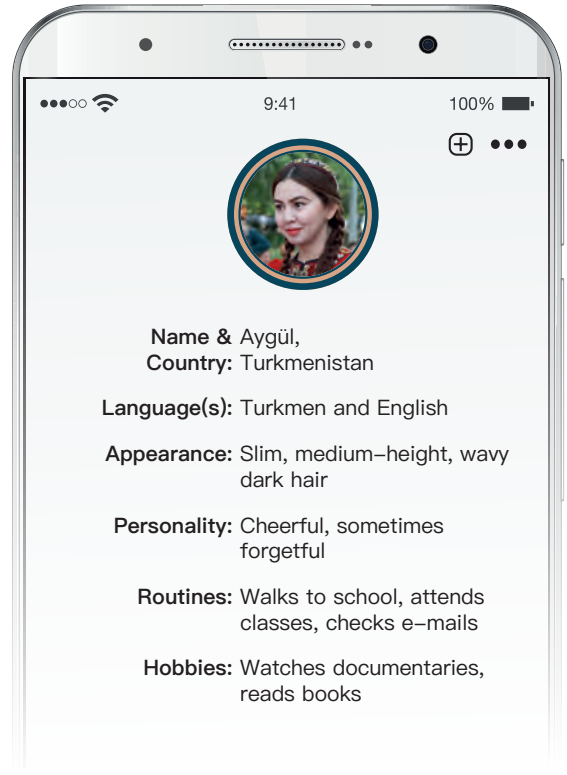
3 _____

4 _____

5 _____

6 _____

g **Read Aygül's social media profile and make sentences as in the example.**



e.g. *She is Aygül. She is from Turkmenistan She can speak Turkmen and English.*

1 _____

2 _____

3 _____

4 _____

h **Create your own social media profile and write sentences as in *Exercise f* in your notebook.**

i **Work in pairs. Tell your peer about your profile and ask hers/his as in the example.**

e.g. A: *Where are you from?*

B: *I'm from Türkiye. And you?*

A: *I'm from Türkiye, too. What languages can you speak?*

REVISION 1

j **Read the text quickly and tick (✓) the photo that describes it best.**

1 ☐



2 ☐



3 ☐



k **Read the text quickly and match the person or country with the correct description.**

1	____ Priya	**a**	has a Lotus Temple.
2	____ Japan	**b**	enjoys English and history at school.
3	____ India	**c**	speaks Spanish.
4	____ Spain	**d**	has a cherry blossom festival.
5	____ Luis	**e**	celebrates Gracia festival.



A Quick Look into *My Life*

Hello! My name is Priya and I'm from India. I speak Hindi and I study English at school. I live in New Delhi, the capital city. It is famous for India Gate and Lotus Temple. I am friendly and cheerful. I enjoy learning about other people's experiences. I love making new friends because meeting people from different cultures helps me understand the world better.

I have a nice family. My mother is a biology teacher and my father is a software engineer. My brother is a student. We often spend our evenings together and talk about our day.

I go to a secondary school in New Delhi. I especially enjoy English and history because I am good at them. I am a successful student. I enjoy taking part in classroom activities. Sometimes, we work in groups. It helps me to improve my teamwork and speaking skills.

Last summer, I was on a school trip to Japan with my classmates. We were in Tokyo. Shibuya Crossing and Tokyo Tower were two important places to visit. We were at the cherry blossom festival, Hanami. It was colourful and very enjoyable.

I was with Luis from Spain at the cherry blossom festival. He speaks Spanish. He lives in Barcelona. It is famous for its beaches and football stadiums. Gracia festival is a famous Spanish festival. People taste different cuisines and watch folk dancers there.

People from all over the world enjoy celebrating special occasions with their families and friends. Learning about them helps me understand other cultures.

REVISION 1

l **Read the text carefully and write the information about the topics below.**

Countries	Cities	Languages

m **Read the text again and write True (T) or False (F). Then correct the false sentences.**

1 ____ Priya lives in the capital of India, and it is famous for the India Gate and Lotus Temple.

_____

_____

2 ____ Priya's native language is English, but she also speaks Hindi.

_____

_____

3 ____ Priya's father is a software engineer and her mother is a biology teacher.

_____

_____

4 ____ Priya enjoys both English and history at school because she is good at them.

_____

_____

5 ____ Tokyo is famous for Shibuya Crossing and Tokyo Tower.

_____

_____

6 ____ Luis, Priya's friend from Spain, lives in Madrid.

_____

_____

7 ____ Gracia is a festival in Spain; people taste different cuisines and watch folk dancers.

_____

_____

n **Read the text again and tick (✓) the correct sentences.**

1 ☐ Priya is friendly, cheerful, and enjoys meeting new people.

2 ☐ Priya's mother is a photographer.

3 ☐ Luis was at the Hanami festival.

4 ☐ Hanami is a festival in Japan.

5 ☐ Priya and Luis were together in Delhi.

o **Read the text again and answer the questions.**

1 Where does Priya live, and what is her nationality?

2 What are two famous places in New Delhi?

3 Which subjects does Priya enjoy at school, and why?

4 How was the cherry blossom festival?

p **Work in pairs. Choose one of your family members and talk about them, considering the questions below.**

- What does s/he do?
- Where does s/he work?
- What are her/his hobbies?
- What kinds of books does s/he like?

q **Write a diary entry in your notebooks to describe a typical day at school, answering the questions below.**

- What time do you usually get up?
- How do you get ready for school?
- What lessons or activities do you enjoy at school?
- What do you usually do after school?

REVISION 2

a **Listen to *RV Audio 2* and circle what the dialogue is about.**



1 Talking about home life, food, animals and films
2 Cooking and tasting different international dishes
3 Talking about endangered animals and their habitats
4 Discussing science fiction and futuristic films

b **Listen to *RV Audio 2* again and tick (✓) the words you hear.**

1	☐ Cosy	5	☐ Traditional
2	☐ Lovely	6	☐ Cool
3	☐ Endangered	7	☐ Futuristic
4	☐ Sci-fi	8	☐ Wildlife

c **Listen to the *RV Audio 2* carefully again and complete the sentences below.**

1 Bill says Carol's terraced house looks _____ and _____.
2 Bill thinks the _____ is the best part of a house.
3 Bill explains that "Home sweet home" means sharing a _____ _____ meal.
4 Carol says food _____ people _____.
5 Carol tries _____ at the festival but it is not her _____ of tea.
6 Alison is writing an _____ about _____.
7 Carol says the sea turtles' _____ are endangered.
8 According to Carol, even small actions can make a big _____.
9 Carol says people can help by recycling, using less plastic, or joining a _____.
10 Bill talks about a _____ film about saving animals with technology.

d **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 What does Bill think about the kitchen?
2 What food is not Carol's cup of tea?
3 Which food does Carol like?
4 What animals does Alison write about in her article?
5 What is destroying the habitats of sea turtles and other animals?
6 What kind of films does Carol like watching?

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

e **Work in pairs. Take the roles of Bill and Carol. Act out the dialogue by making your own version dialogue by using the topics below. Then switch the roles.**

You can...

1 describe a house.
2 talk about cooking habits.
3 discuss endangered animals.
4 talk about favourite film types.

f **Walk around the classroom and interview at least five different classmates by using the prompts below. Then report back to the class as in the example below.**

e.g. *Ali enjoys cooking at home.*

Find someone who

1 enjoys cooking at home. _____
2 tastes sushi or other international dishes. _____
3 watches futuristic films. _____
4 knows about endangered animals. _____
5 believes that every little bit helps. _____

REVISION 2

g **Look at the photo and the title, then circle the topic of the text.**

1 New technology in different types of houses
2 Famous buildings all around the world
3 Common problems at home

h **Work in pairs. Read the features below and tick (✓) the ones that you think a smart house should have.**

1 ☐ clean itself
2 ☐ cook food
3 ☐ water the plants
4 ☐ wash clothes
5 ☐ play music
6 ☐ feed the pets

i **Read the text quickly and match the countries to the smart devices. One is extra.**

1 ____ The United States
2 ____ Singapore
3 ____ Sweden
4 ____ Dubai

a glass walls
b smart kitchens
c curtains
d smart mirrors
e robots



How Smart Can a House Be?

People live in many types of houses. These include blocks of flats in cities, detached houses in the suburbs, spacious villas with gardens, and stylish penthouses at the top of tall buildings. These houses typically provide rooms such as kitchens, bathrooms, dining rooms, and bedrooms with furniture like wardrobes, bedside tables, and sofas. But what if these houses become smart?

In the United States, many houses have smart mirrors. They can check your health, show the weather forecast, and remind you of your schedule. In Singapore, you can often see robots in apartment blocks. They clean the halls and deliver packages. In Sweden, modern cottages have glass walls that change colour to control the indoor temperature, and this makes the houses adapt to the climate. In Dubai, luxury villas and penthouses have smart kitchens. The cooker, oven, and dishwasher work together in these kitchens. You can simply choose a recipe, and the kitchen appliances prepare dinner for you while you relax on the sofa or set the table in the dining room.

Smart houses also help with daily activities. For instance, a smart wardrobe can suggest what to wear, while a hoover cleans the carpets and rugs automatically. People can also use voice assistants to control lights, heating, and doors. These houses may sound like they are from a science fiction film, but they are real today. They save time, keep life organised, and make houses more than places to live.

REVISION 2

j **Read the text carefully and answer the questions below.**

1 Which types of houses does the first paragraph mention? Write all of them.

2 How do modern cottages in Sweden use technology to work with the climate?

3 What do people use voice assistants for in smart houses?

k **Read the text again and tick (✓) the sentences that you can infer.**

1 ☐ People can use smart technology in different types of houses.

2 ☐ Living in a traditional house is cheaper than living in a smart house.

3 ☐ Smart houses use different technologies to make daily routines and household chores easier.

4 ☐ The types of smart devices in smart houses differ between countries.

5 ☐ Devices such as smart mirrors and wardrobes can help people with their daily tasks.

6 ☐ Smart houses exist only in science fiction films.

l **Complete the table below. Choose the emoji that matches your feeling about each task and write a smart device that could help you. Then, add two more household chores of your own.**

Household Chores	How do I feel?	Write a Smart Device
1 Cleaning the floor or carpets.	😊 ☐ ☹ ☐	
2 Cooking	😊 ☐ ☹ ☐	
3 Preparing the table	😊 ☐ ☹ ☐	
4 Washing the dishes	😊 ☐ ☹ ☐	
5	😊 ☐ ☹ ☐	
6	😊 ☐ ☹ ☐	

m **Work in pairs. Look at the photos below. Ask and answer questions as in the example.**

e.g.



A: *What is the coffee machine doing?*

B: *It is making coffee.*

1



A: _____

B: _____

2



A: _____

B: _____

3



A: _____

B: _____

REVISION 2

n **Work in pairs. Read and categorise the sentences about the advantages and disadvantages of smart houses below. Then add at least one for each.**

1 They can save energy.
2 They are expensive to install.
3 They make life easier and more comfortable.
4 They require the internet to work properly.
5 It is easy to control home appliances remotely.
6 They provide an advanced security system.
7 Some smart devices are easy to hack.

Advantages	Disadvantages

o **Read the sentences below and circle the correct linking word.**

1 Smart houses save energy. _____, they make life easier.
   a However
   b Moreover
2 They are useful. _____, they can be expensive to install.
   a However
   b Moreover
3 They provide security. _____, some devices are easy to hack.
   a Moreover
   b On the other hand
4 It is easy to control home appliances remotely. _____, smart houses help people save time.
   a However
   b Moreover
5 They make daily life easier. _____, some people think they are difficult to use.
   a However
   b Moreover

p **Follow the checklist and plan your paragraph as in the example below.**

- ☐ Write a title.
- ☐ Choose 2–3 advantages and 2–3 disadvantages.
- ☐ Use linking words or phrases: on the other hand, moreover, however, etc.
- ☐ Write a conclusion to summarise your opinion.

Example Plan

Title

Topic Sentence: *Smart houses are becoming more and more popular today. They have both advantages and disadvantages.*

Advantages:

Disadvantages:

Conclusion:

q **Write a paragraph in 100-150 words according to your plan in *Exercise p*.**

r **Change your paragraph with your peer's. Give feedback according to the checklist in *Exercise p*.**



THEME 1

SCHOOL LIFE & EDUCATION

Sub-Themes
- Different types of schools in the world
- Regular and extracurricular activities at different types of schools
- School anxiety and stress
- National days and celebrations

Functions
- Describing regular and extracurricular activities; describing routines, activities, and events at school
- Describing temporary actions or actions happening at school now
- Contrasting what usually happens with what is happening at school now
- Discussing opportunities and availability of resources at different school contexts
- Confirming or clarifying facts about different situations
- Expressing how often certain activities or routines take place
- Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events
- Discussing emotional states and facilities related to schools; sharing information about school-related problems or solutions
- Making logical assumptions about school environments, activities, or students' feelings
- Referring to students, teachers, or facilities in different school contexts

Social Language
- Don't be in a rush at school!
- Don't skive off too often!
- Rise and shine for school, dear!
- Let's catch up during lunch time!
- Don't miss the school bus!

Pronunciation
- Intonation for positive statements, negative statements, questions, and question tags

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 1

Scan or click on the QR code to access Theme 1.

Theme 1

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 1

Interaction

Look at the photos and say what they are about.




41
53
15

Listening/Watching

a **Watch *Digital Story 1* and tick (✓) the words you hear.**

Digital Story 1

1 ☐ upper secondary
2 ☐ classwork
3 ☐ coding club
4 ☐ nursery
5 ☐ badminton
6 ☐ anxiety
7 ☐ courtyard
8 ☐ canteen

b **Watch *Digital Story 1* again and complete the table below.**

Country	Germany
Type of School	
Activities/ Facilities	
National Holidays	

Country	Japan
Type of School	
Activities/ Facilities	
National Holidays	

Country	Türkiye
Type of School	
Activities/ Facilities	
National Holidays	

c **Watch *Digital Story 1* again. Tick (✓) the sentences that you can infer from the story.**

1 ☐ Miranda is excited about the idea of moving abroad.
2 ☐ The German school offers both academic subjects and extracurricular activities.
3 ☐ Students in the Japanese school may feel stressed.
4 ☐ Turkish people feel proud of their national holidays.
5 ☐ Miranda is shy and introverted.

d **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Which school subjects do students usually take in Germany?
2 How do students in Japan cope with stress when they are away from home?
3 How is school life in Germany different from the one in Japan?
4 What areas can students focus on in Year 11 in Türkiye?
5 What is the atmosphere like in Turkish schools?



1 _____
2 _____
3 _____
4 _____
5 _____

e **Work in pairs. Look at the photos and talk about them, answering the questions below.**







1 What kind of school do you think it is?
2 What facilities can you see?
3 What regular and extracurricular activities might students have?
4 What subjects do you think the students study there?
5 Would you like to study in a school like this? Why or why not?

f **Work in pairs. Read the dialogue below. Make a similar one, using the topics in the box.**

Demi: Hi, how's your school life in England?
Shane: It's great, but also very busy. I go to a British boarding school.
Demi: Wow! What subjects do you study there?
Shane: We have literature, science, and PE, among other subjects. I'm doing the IB (International Baccalaureate), and I'm also in the rugby and volunteering clubs after school.
Demi: Sounds fun! What facilities does your school have?
Shane: There's a large courtyard, a canteen, a library, and a student hall.
Demi: That's amazing. You have a busy schedule. Do you ever feel anxious?
Shane: Not really. I always feel supported by my friends.

- type of school
- regular and extracurricular activities
- school facilities
- ways of coping with anxiety and stress

Pronunciation

a **Listen to the audio and read the dialogue aloud, paying attention to how the intonation rises (↗) and falls (↘).**

Audio 1.1

Emma: I really love our international school. ↘
Mete: Yeah, that's great! We have so many clubs. ↘
Emma: But some classes are not that fun. ↘
Mete: True! I always try to focus on and enjoy the lessons. ↘
Emma: Do you go to the robotics club? ↗
Mete: Yes, every Thursday. ↘
Emma: What do you usually do there? ↘
Mete: We build small robots and test them in the lab. ↘
Emma: How do you deal with all these activities? ↘
Mete: I plan my schedule carefully. ↘
Emma: Really? They help you relax, don't they? ↗
Mete: Yes, they really do. I enjoy them a lot. ↘

b **Listen to the audio and read the sentences aloud. Put (↗) for rising intonation and (↘) for falling intonation.**

Audio 1.2

1 Look at all the new online courses; distance learning must be very popular. ____
2 They don't let us use mobiles at school. ____
3 Are you worried about the final exam? ____
4 When do students at boarding schools visit their families? ____
5 Our literature teacher assigns a lot of extra reading homework, doesn't she? ____

c **Work in pairs. Look at the table and complete it.**

Sentence Type	Your Sentence	Intonation (↗ or ↘)
Positive Statement		
Negative Statement		
Yes-No Questions		
Wh-Questions		
Question Tags		

d **Say the sentences in *Exercise c* aloud. Then assess each other's pronunciation and give feedback, using *Rubric 2* on *Page 138*.**

Vocabulary

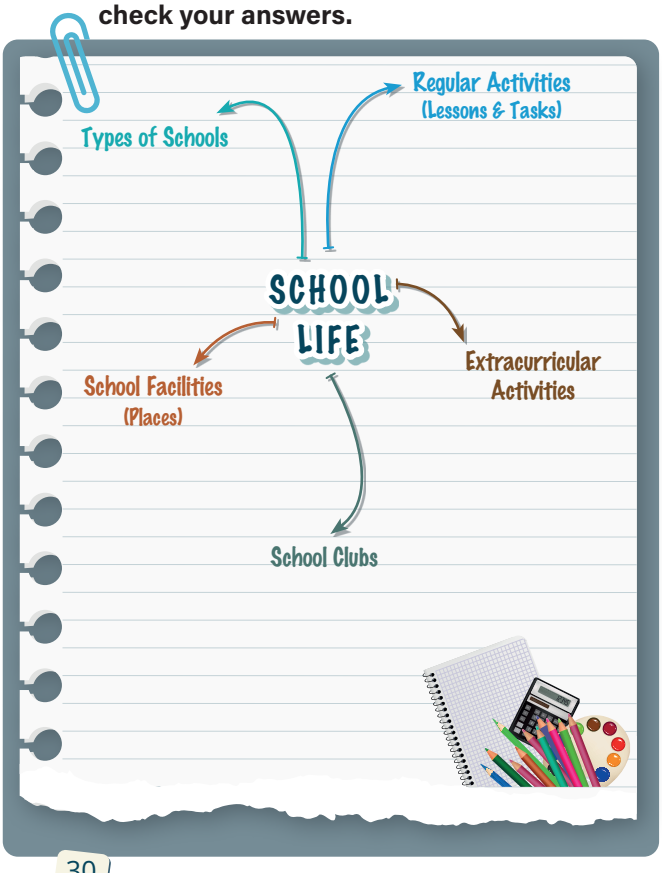
a **Watch *Digital Story 1* and complete the text with the words and phrases below. One is extra.**

Digital Story 1

anxiety · badminton · boarding school · courtyard · educational systems · extracurricular activities · literature · perfectionist · presentation · upper secondary

Miranda and her family visit an international fair to explore the _____[1] of different nations. First, they ask about the _____[2] school in Germany. Students there participate in various _____[3] like music or coding. The teacher also explains how they help students manage exam _____[4]. Then, they learn about a private _____[5] in Japan. Students live on campus there, and most of them are _____[6] students, so they work hard in their studies. Finally, Mr Akay gives a short _____[7] about Turkish schools. He mentions facilities like the large _____[8] and the canteen. At the end of the fair, Miranda rushes off for her _____[9] practice.

b **Work in pairs. Complete the mind map below. Then watch *Digital Story 1* again to check your answers.**



c **Read the text quickly and circle the topic that is not mentioned below.**

1 Sports and activities
2 School meals and canteen
3 After-school clubs
4 Academic studies

A Day at Sutton Hill School

A Welcome to Sutton Hill School! It is a large upper secondary school in England. The education system in this country has several stages. Children begin with pre-school and attend nursery. Then, they move on to primary school. After that, secondary education starts, first lower secondary and then upper secondary. Each student belongs to a year group, and students in the same year study together. Sutton Hill supports students throughout these stages and helps them grow and succeed.

B At Sutton Hill, students are very active in school life. They work very hard because they want to graduate and get a diploma with high marks. This is a necessary qualification for university. Students know they must study to achieve their goals. Every day, teachers give classwork and homework. They check both carefully. Sometimes there is a short quiz in English or maths, but students do not like surprises at all!

C In the morning, teachers drink coffee and tea in the staffroom, but students do not go there. After PE lessons, students change their clothes in the locker rooms. At the moment, some students are preparing for sports. Some are playing rugby on the field, and others are playing volleyball on the court. In the indoor gym, a group is doing gymnastics.

D Creativity is also important at Sutton Hill. It has many after-school clubs. For example, some students love photography, and they are in the photography club. They take beautiful photos every week. Others enjoy art, and they join the sculpture club. Right now, some students in the sculpture club are making a big horse from clay. Many students love English, and they join the spelling bee club. They practise spelling difficult words and have competitions. Some students are good at strategy, so they join the chess club. The best player in the chess club always wins the school tournament! Sutton Hill School is a happy place. Everyone wants to succeed and have fun.

d **Work in pairs. Read the text as a jigsaw, following the steps below.**

Each student…

- is responsible for reading two paragraphs carefully.
- finds and underlines the unknown words and phrases in the paragraphs.
- guesses the meanings of the unknown words using the clues in the paragraphs.

e **Work in pairs to find clues that help you understand the meanings of the words and phrases you have underlined as in the example.**

e.g.	*secondary education*	*a stage after primary school*
	a year group	

f **Share your inferred meanings with your peer and choose the best one for each word, and write them in your notebook. Then check with your teacher.**

g **Look at *Exercise b* and add the new words and phrases you have studied in this theme to the mind map.**

h **Look at the table below. Read each description, guess the correct word, and make one sentence using that word as in the example. Then add two more.**

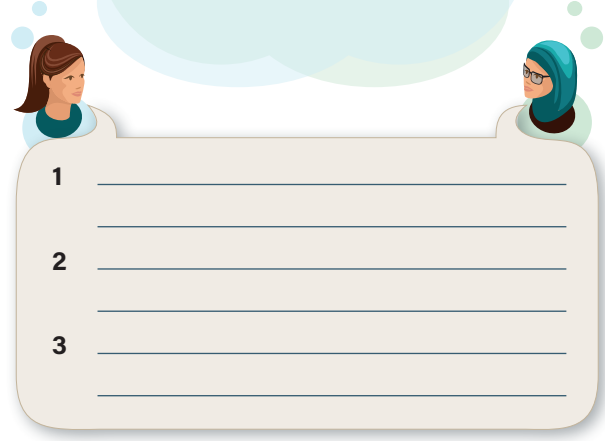
Description	Word	Your Sentence
e.g. *It is a document. You get it when you finish school.*	*Diploma*	*It is impossible to apply for a university without a diploma.*
1 It is a certificate. You get it for your skills and studies.		
2 It is a school for very young children before primary school.		
3 It is a short surprise test.		
4 It is the school you go to after primary school but before upper secondary school.		
5		
6		

i **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Why do you think the students study hard?

2 Which activity from the text would you like to try? Why?

3 What do you do to succeed at school?



1 _____

2 _____

3 _____

j **Make a poster called *My School Timeline*. Show your education journey from nursery to upper secondary school.**

- Add short details for each school: name, type of school, regular and extracurricular activities, clubs and facilities. Use the words and phrases you have learnt.
- Share your poster with your peer and give feedback to each other.

Gamification

Play the game Musical Hot Potato with the whole class.

The teacher plays music.

One student starts and chooses another student by saying "I choose …".

They take turns until the music stops.

When the music stops, the last chosen student comes to the board.

The student explains a word or phrase from *Exercise b* by giving a definition, acting it out, or describing it to the class.

When the class guesses correctly, start the game again.

Keep playing until everyone has a turn.

Language Awareness

a **Work in groups. Look at the photos below and talk about them.**





Lucia: Hi, Ali. You look busy today. What are you doing?
Ali: I'm practising the guitar. We have a school concert next week, don't we?
Lucia: Yes, we do. You usually play football after school, but now you're preparing for the concert.
Ali: That's right. I train three times a week, but today I'm focusing on music.
Lucia: You're feeling a bit nervous, aren't you?
Ali: Yes, I am. I sometimes feel anxious before big events, but I never back out.
Lucia: What kind of concert is it? It can't be an ordinary event because you rarely join these events.
Ali: It's part of our National Day celebrations. Students always perform songs and dances.
Lucia: That sounds exciting. Is there anything stressful about preparing?
Ali: There's nothing too difficult, but I work on my time management to reduce anxiety during the week.
Lucia: Your teachers support you, don't they?
Ali: They do. They encourage us to avoid being perfectionists.
Lucia: Do you need me to help you with something?
Ali: Yes, could you listen to me while I play? It helps me feel more confident.
Lucia: Sure. I never refuse to help my friends. As it's too noisy here, we can go to the music hall, can't we?
Ali: The music hall must be busy now because I hear many instruments. I often ask David to join me, but today he is attending a basketball tournament, isn't he?
Lucia: Yes, he is.
Ali: Lucia, will you come to watch us?
Lucia: Of course. I never miss school celebrations.

b **Read the dialogue quickly and circle the topics that are mentioned.**

1 School concert
2 Feelings before big events
3 Summer holiday plans
4 Teachers' support

c **Work in groups. Read and examine the examples below and underline the sentences in the dialogue as in the examples.**

e.g. *The teacher **explains** the lesson every morning.*
*The students **are discussing** a project in the seminar room right now.*

d **Work in pairs. Look at the graphic below and highlight the similar words in the text.**

always usually often sometimes rarely never
%100 %0

e **Work in groups. Read and examine the examples below and underline the sentences in the text as in the examples.**

e.g. *He usually plays badminton after school, **doesn't he**?*
*She isn't leaving right now, **is she**?*

f **Work in pairs. Read the examples below and check out similar words in the dialogue.**

e.g. *She **must** be in the locker room because her bag is still here.*
*The headmaster **can't** be at school right now; he is attending a conference.*

g **Work in pairs. Read and examine the examples below and circle the words in the dialogue as in the examples.**

e.g. *She shows **me something** interesting in class.*
*He is telling **us nothing** about the plan.*

h **Watch *Digital Story 1*. Find and write three similar sentences to those in *Exercises c, d,* and *e* in your notebook.**

i **Work in groups. Discuss the common points of the sentences you have studied.**

Let's Discover

- **Read the example sentences in *Exercise c* and complete the rules.**

1 We describe regular and extracurricular activities, routines, and events by using _____.

2 We describe temporary actions or actions happening now by using _____.

- **Read the example sentences in *Exercise d, e, f,* and *g*. Then complete the missing information with the words or phrases below.**

A Adverbs of Frequency **B** Question Tags
C Object Pronouns **D** Must/Can't
E Indefinite Pronouns

1 We confirm or clarify facts about different situations by using _____.

2 We discuss opportunities and availability of resources in different contexts by using _____.

3 We refer to students, teachers, or facilities in different school contexts by using _____.

4 We express how often certain activities or routines take place by using _____.

5 We make logical assumptions about school environments or activities by using _____.

j **Work in pairs. Complete the sentences with the correct form of the words in parentheses.**

Maria usually _____[1] **(wake up)** early and _____[2] **(go)** jogging before school. Right now, she _____[3] **(stay)** at home because it _____[4] **(rain)** heavily outside. Her brother usually _____[5] **(play)** basketball in the evenings, but today he _____[6] **(help)** Maria with her homework.

k **Work in pairs. Create a "stress management routine" in your notebook. Use adverbs of frequency as in the example. Then share it with your peer.**

e.g. *I **always** take short breaks when I feel overwhelmed.*
*I **sometimes** listen to calming music before an important exam.*

l **Complete the sentences with the correct question tag.**

1 Our school often organises spelling bees, _____?

2 The pupils aren't using the computers, _____?

m **Work in pairs. Change the observations into deductions using must or can't.**

1 The prayer room is silent and empty.
_____

2 The basketball court is full of pupils.
_____

n **Work in pairs. Role-play a dialogue between two students, asking questions as in the examples.**

e.g. *Do you show **anything** to your sister after school?*
*No, I show **nothing** to **her**.*
*Can you explain **something** to Mr Williams in English?*
*No, I can't explain **anything** to **him** in English.*

Gamification

Work in groups.
Each group creates one short school-life mini text (4–5 sentences) in five minutes.
Your text must include at least…
- The Simple Present Tense,
- The Present Progressive Tense,
- a question tag,
- an indefinite pronoun,
- an adverb of frequency,
- an object pronoun,
- a deduction using must or can't

Each grammatically correct sentence earns 1 point.
After every group shares their sentences, count the points.
The group with the highest score wins the game.

Reading

a **Look at the photos in *Exercise b* and discuss what the text can be about.**

b **Read the text quickly and write the names of the schools under the photos.**


1 _____


2 _____


3 _____


4 _____

FROM FOREST TO LAB: WAYS OF LEARNING

A Not all schools look the same. Some schools have walls and desks. Others have trees and rivers. In forest schools, students learn outside. They explore nature, climb trees, and build shelters. Teachers guide them through games and group work. The educational system usually starts in pre-school. These schools help students feel free and active. They support learning through movement, curiosity, and fresh air. On special national days and celebrations, students may also enjoy outdoor activities together.

B Vocational schools focus on skills for jobs. Students learn how to cook, fix cars, design clothes, or care for people. They use real tools and practise in workshops. Students enjoy hands-on learning, and these schools support them. They prepare for work and build confidence. Students also meet professionals and learn how to solve real-life problems. Some schools have a food technology room or a basketball court. Clubs and sports activities add more practice and fun. These activities also reduce exam anxiety and improve time management skills.

C Fine Arts schools welcome students with creative minds. They draw, paint, dance, act, or play music. Lessons include art history, design, and performance. Students express their feelings through colour, sound, and movement. These schools help young artists grow and shine. Imagination, emotion, and personal style play a big role in their learning. Students can join art clubs such as the sculpture club or the photography club. Extracurricular art projects give them more chances to create.

D STEM schools are busy today with science, technology, engineering, and maths. Right now, we are visiting the science lab, and students are solving problems. They are building robots and testing ideas. They are working in teams and using computers, machines, and doing experiments. STEM schools are supporting future inventors and scientists. They are helping students think clearly, ask questions, and find smart solutions. Students are doing laboratory work, playing volleyball or badminton. Coding clubs and volunteering clubs are also popular. With the right school, every student is discovering their talent and enjoying the journey of learning.

c **Read the text quickly and match the statements below to the school type. One is extra.**

1 _____ Students use tools and learn how to do real jobs like cooking or fixing things.

2 _____ Students work in teams, solve problems, and use machines and computers.

3 _____ Students learn outside, explore nature, and build things with their hands.

4 _____ Students express their ideas through painting, dancing, or playing music.

a Forest School

b Vocational School

c Agricultural School

d STEM School

e Fine Arts School

d **Work in groups of four. Read the text in a jigsaw activity, following the steps below.**

Each student…

- reads one paragraph of the text carefully.
- underlines the unknown words and phrases.
- guesses the meaning of the unknown words with the help of clue words.
- finds the main idea of her/his paragraph.

Paragraph: _____
Main Idea: _____
_____
_____

e **Retell the paragraph you have examined in *Exercise d* to the group members in your own words.**

f **Read the text again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 _____ Forest schools have trees and rivers instead of walls and desks.
2 _____ Vocational schools give students practice with real tools in workshops.
3 _____ Fine arts schools organise sports clubs such as volleyball and badminton.
4 _____ STEM schools are helping students build robots and test ideas today.
5 _____ STEM schools never allow students to play sports.

g **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 What do students do in forest schools?
2 Where do students use real tools and practise job skills?
3 Which school type helps students express their feelings through art and music?
4 What are students building and testing in the science lab right now?



1 _____
2 _____
3 _____
4 _____

h **Work in pairs. Discuss how your school is similar to or different from schools in the text. Use the prompts below.**

- My school is similar to … because …
- My school is different from … because …

Writing

a **Imagine you are a student at your dream school. Think of a typical week in your school. Take notes using the topics below.**

- Type of School
- Regular Activities
- Extracurricular Activities
- Feelings and Moods at School

b **Write a short paragraph about the notes you have taken in *Exercise a* in your notebook. Follow the checklist below.**

- ☐ Use the text on *Page 34* as a model.
- ☐ Use the vocabulary and language structures you have learnt in this theme.
- ☐ Use the notes you have taken in *Exercise a*.
- ☐ Consider *Rubric 12* on *Page 148*.

c **Exchange your paragraphs with your peer's. Give feedback to each other, using *Rubric 12* on *Page 148*.**

d **Revise your paragraph to improve it according to your peer's feedback.**

e **Exchange your ideas as a whole class.**

In-Theme Activity 1

Roots and Routes

a **Look at the photos and the title of the text to circle what the text is about.**

1 National holidays and traditional clothes
2 Global awareness at school
3 Exchange programmes for students
4 Travelling and working in other countries





Becoming a Global Citizen

Today's world is more connected than ever. People can communicate and work with others from different cultures with just a few clicks, and travel more easily than ever. In today's globalised world, being a student means more than only studying local subjects; it means understanding the world and learning to become a global citizen.

Schools play an important role in this process. Students develop cooperation, empathy, and cultural awareness through international projects, language learning, and digital communication. Many schools around the world take part in exchange programmes to help young people experience life beyond their borders.

Türkiye is also part of this growing international education network. Through programmes such as Erasmus+ and eTwinning, teachers and students join projects with their peers across Europe and beyond. Moreover, vocational upper secondary school students can find internship opportunities abroad with the support of the Ministry of National Education. These experiences allow them to improve their professional, social, and language skills, and also give them the opportunity to represent their country proudly.

Becoming a global citizen means thinking globally while acting locally, learning from others, sharing your culture, and working together for a better world.

b **Read the text quickly and circle the topic that is not mentioned.**

1 Digital communication between cultures
2 International internship opportunities for vocational students
3 The importance of local subjects in the curriculum
4 Exchange programmes like Erasmus+ and eTwinning

c **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 What does it mean to be a global citizen?
2 How do schools help students become global citizens?
3 What opportunities do Turkish students have to take part in international projects?
4 What skills can students improve through international projects?

d **Work in groups. Discuss the questions below. Then share your ideas with the class.**

- How can you be a global citizen?
- Would you like to take part in an international project? Why/Why not?
- What does thinking globally while acting locally mean to you?

Consolidation

a **Look at the photos and talk about them with your classmates.**



b **Listen to the audio and circle the main topic of the conversation.**

Audio 1.3

1 Rules and clubs at a Polish school
2 An orientation meeting for exchange students
3 Comparing school subjects in different countries
4 Sharing first impressions of a new school

c **Answer the questions below. Give short answers.**

1 Who talks to the students at the beginning?
2 How long is the exchange programme?
3 How does Maksime feel at first and at the end of the lesson?

d **Listen to the audio again and complete the table below.**

Character	Country	Activities
Maksime		
Osa		
Bahar		
Ji-hoon		

e **Work in groups of four. Role-play a similar dialogue as exchange students. Introduce yourself, share your first impressions, feelings, and the extracurricular activities you want to join. Then switch roles.**

E-Portfolio

a **Design a digital school brochure to introduce your school to new students. Consider the steps below.**

Before Preparing the Brochure

- [ ] Choose your school type (a vocational school, a boarding school, a private school, etc.).
- [ ] Collect or take photos to use in your brochure.
- [ ] Decide what information to include: facilities, regular and extracurricular activities, and school clubs.
- [ ] Include a brief section about common student challenges (anxiety, stress, exams, adaptation, etc.) and suggest simple strategies or school activities that help overcome them.

While Preparing the Brochure

- [ ] Keep your design clear, colourful, and easy to read.
- [ ] Use headings and short paragraphs for each section.
- [ ] Add your collected photos or a school logo to make it more interesting.
- [ ] Add at least one creative element, such as a simple chart, a short introduction video, or a QR code linking to your school's website.

After Preparing the Brochure

- [ ] Present your brochure to your classmates.
- [ ] Upload it to your online portfolio.
- [ ] Submit it to your teacher.

b **Use *Rating Scale 11* on *Page 147* to assess each other's brochures according to the given criteria.**

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 1



THEME 2

CLASSROOM LIFE & LEARNING

Sub-Themes

- Learning activities in the classroom
- Personal learning styles
- Learning with technology in the classroom

Functions

- Making predictions, describing plans and expressing the difference between immediate and planned future actions
- Confirming or clarifying information
- Giving advice or making recommendations
- Expressing strong necessity, rules, or personal obligations
- Indicating external obligations or requirements
- Referring to actions where the subject and the object are the same
- Asking for something in a kind way
- Requesting or granting the right to do something
- Indicating likelihood of an event
- Expressing potential outcomes or abilities
- Asking in a formal or less direct way
- Expressing uncertainty or potential likelihood of events
- Indicating ownership or relationships between people or things
- Showing ownership or belonging

Social Language

- Don't sleep in! The first lesson is early!
- Let's keep moving in class all morning!
- It's time to crack open a book!
- Let's keep our heads down to finish our homework!

Pronunciation

- **a**ctivity, **a**ssessment, **a**rtificial, br**ai**nstorming, c**a**reful, dr**a**w, key**b**oard, clim**b**, P**C**, **c**lick, **d**elete

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 2

Scan or click on the QR code to access Theme 2.

Theme 2

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 2

Interaction

Look at the photos and say what they are about.




Set Goals
Create a Schedule
Effective Study Habits
Take Breaks
Review Notes
Practice Tests
87%
Uploading

Listening/Watching

a **Watch *Digital Story 2* and tick (✓) the words or phrases you hear.**

Digital Story 2

1 ☐ switch on
2 ☐ log in
3 ☐ summarise
4 ☐ define
5 ☐ visualise
6 ☐ delete
7 ☐ upload
8 ☐ click

b **Watch *Digital Story 2* again and write at least five words or phrases for each category below. Then compare your answers with the class.**

Learning Activities in the Classroom	
Learning with Technology in the Classroom	

c **Put the events below in the correct order while watching *Digital Story 2*.**

a ☐ The students move to the performance area and start a role-play debate.
b ☐ Omar checks his computer cables and fixes the problem.
c ☐ Mr Thompson reminds them to log out before leaving the classroom.
d [1] Mr Thompson greets the students and asks them to switch on their PCs.
e ☐ After the debate, they return to their desks and work quietly.
f ☐ The students brainstorm ideas about how technology helps learning.

d **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Why does Omar check the cables under his desk?
2 What are the three main parts of this week's project?
3 Which topic do the students brainstorm about?
4 When are the students going to continue the project?
5 What will the students record tomorrow?




1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____
5 _____
_____

e **Read the sentences below and circle the best option that correctly completes them.**

1 **Mr Thompson tells the students to switch on their PCs and _____.**
A open their science books
B log in to the classroom homepage
C start the role-play debate
D check the classroom schedule

2 **Mei prefers to _____.**
A take some notes
B use repetition and brainstorm
C create mind maps
D watch a video

3 **In the role-play, Omar _____.**
A disagrees with using AI
B supports using AI tools
C is the moderator
D takes notes for the group

4 **Students must upload their video to _____.**
A the school website
B Mr Thompson's computer
C their group folder
D their personal email

f **Tick (✓) the activities that you want to do next year. Then write your plans as in the example.**

1 ☐ share ideas in groups
2 ☐ write notes in my notebook
3 ☐ draw pictures to learn new words
4 ☐ do homework on PC
5 ☐ check my progress
6 ☐ use digital resources

e.g. *I want to share ideas in groups to choose the best ideas.*

_____

_____

_____

_____

g **Work in groups. Imagine your teacher asks for your suggestions to develop your learning skills. Look at the photos, and share your ideas as in the example.**







e.g. *We should use note-taking to remember new words.*
We should use AI for summarising and analysing.

Pronunciation

a **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 2.1

In our **cl**assroom, we learn with te**ch**nology in **d**ifferent w**a**ys. Some stu**d**ents like using P**C**s to type **a**nd search online. Others prefer **cl**i**c**king through learning **a**pps or w**a**tching videos. We often uploa**d** our work to the **cl**ass pa**g**e **a**nd use t**ab**lets to **c**omplete t**a**sks. The teacher shows us how to use sm**a**rt **b**o**a**rds **a**nd gives **cl**e**a**r instru**c**tions. Tod**a**y, we **a**re m**a**king a **d**igital poster **a**bout clim**b**ing Mount Ağrı, a famous mountain near our **c**ity. Tomorrow, we will sh**a**re our s**c**reens to present our posters.

b **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 2.2

1 **Barb**a**ra alw**a**ys b**a**kes **ca**kes with her **cl**assm**a**tes **a**nd sh**a**res them **d**uring **b**reaks **a**t school.
2 **Am**a**nda** w**a**lks into scien**c**e **c**lass with her t**ab**let in h**a**nd **a**nd uses her thum**b** to t**a**p the s**c**reen.
3 We will **d**e**c**or**a**te the g**a**r**d**en with **c**olourful **b**anners **a**nd **c**ar**d**s for the open **d**ay tomorrow.

c **Put the words in the correct category. Then listen and check your answers.**

Audio 2.3

audio	careful	device	happy	smart
book	click	game	plumb	visualise

mind mapping		share	
assessment		keyboard	
artificial		comb	
note-taking		PC	
draw		connection	

d **Work in pairs. Make sentences with the words in *Exercise c* and practise them.**

e **Assess each other's pronunciation, using *Rubric 2* on *Page 138*.**

Vocabulary

a **Look at the photos below and share three things you notice with your classmates.**



b **Watch *Digital Story 2* and circle the correct word or phrases.**

Digital Story 2

The students sit in a classroom. Mr Thompson greets them and asks them to **(1) log in / switch off**. They start **(2) note-taking / brainstorming** about how technology helps learning. Mei uses **(3) mind mapping / analysing**, Omar prefers **(4) note-taking / summarising**, and Cemre writes down ideas. After that, they move to the performance area for a **(5) self-assessment / role-play**. Mei supports **(6) AI / PC**, Omar disagrees, and Cemre moderates the debate. They agree that students should use AI carefully. Later, they return to their PCs and talk about how to **(7) delete / upload** a video for their **(8) self-assessment / brainstorming**. When the bell rings, Mr Thompson ends the lesson.

c **Work in pairs. Look at the photo and the title of the text below. Discuss what the text can be about.**



A Week in My English Classroom

A

My name is Lauren Kendrey and I work as an English teacher in an upper secondary school. I enjoy teaching, and I plan each lesson with care. My aim is simple: I want my students to stay active and feel confident throughout every task.

B

In my weekly plan, I start with brainstorming. Students share ideas, and I write keywords on the board. This step helps me define the topic and guide the lesson. After that, we do note-taking and mind mapping. Students draw small boxes or circles and connect them with lines to smaller ideas to visualise the main ideas. I also ask them to do repetition exercises at home because saying the same words many times helps the students improve their memory. At the end of the week, they do self-assessment to check their progress.

C

I use many interactive activities so students work together and enjoy learning. I often choose a role-play. Students act, practise simple conversations, and explore new expressions. At the end of the lesson, we come together to conclude our work and finish with a final idea.

D

Technology supports my lessons every day. I switch on my computer, and I open the school homepage. Students log in, access their folders by pressing the buttons on the mouse, and when they click a file to open it, they also type on the keyboard and work with clear instructions. A good connection allows our computers to access the Internet. Students also use AI tools. They especially use these smart tools for pronunciation practice. They can put their homework file online. After uploading, they delete old work, log out, and switch off their devices. This routine keeps our lessons organised and helps students become more independent learners.

d **Work in pairs. Student A reads paragraphs A–B. Student B reads paragraphs C–D. Underline the words you don't know. Share your underlined words with your peer without explaining the meanings.**

e **Look at the words you underlined in *Exercise d*. Read the sentences and find clues around the words in the text to guess the meanings as in the example.**

e.g. *brainstorming*	*sharing ideas and writing key words*

f **Work in pairs. Look at your peer's words in *Exercise e*. Describe a word and your peer guesses it as in the example. Use your peer's words, not your own. Then exchange roles.**

***e.g.* A:** *A device to type.*
B: *Keyboard.*

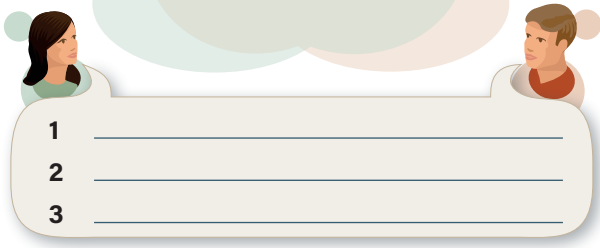
g **Work in pairs. Read the text again and complete the table according to the text.**

Learning Activities	
Personal Learning Styles	
Learning with Technology	

h **Choose three words from the table in *Exercise g*. Write one sentence for each word. Share your sentences with your peer.**

i **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Do you use interactive activities in your English lessons?
2 Which learning activities help you most? Mind mapping or repetition?
3 Do you upload your homework online?



1 _____
2 _____
3 _____

j **Work in pairs. Imagine you are creating an educational app for upper secondary students. Use the prompts below to describe your app. Then share it with your classmates.**

- Does your app include interactive activities?
- Can students take notes in your app?
- Can they upload or delete their work in the app?

Gamification

Form groups of four or five.

One student per group will be the Team Speaker. Rotate the role each round.

The teacher or group picks a random number to get a word pair.

The Team Speaker has 1 minute to describe a short classroom scenario using both words.

Teammates may help with ideas.

Scoring

- 3 points for correct use of both words.
- +1 bonus point for another word from the theme.
- Change the Team Speaker and choose a new number for the next round.

Word List

(Technology + Learning Style/Activities Words)

e.g. *I switch on the **computer** and click on the **mind-map** tool. I **visualise** the main ideas for my project.*

1 PC – Mind mapping
2 Keyboard – Repetition
3 Switch on – Summarise
4 Homepage – Self-assessment
5 Artificial intelligence – Note-taking
6 Click – Analyse

Language Awareness



a **Read the dialogue quickly. Tick (✓) the words that you find in the dialogue and guess what it is about.**

1 ☐ homepage
2 ☐ mind map
3 ☐ project
4 ☐ battery
5 ☐ keyboard
6 ☐ folder

Ms Taylor: Good morning, everyone! Our Science Fair is in two months. This week, we are going to choose our project topics and start planning. You can work in pairs or individually. I will give you the computer password, but you mustn't share it with anyone. The deadline is on 1 December. You have to submit your work by then.

Mary: Robert and I are going to do the Potato Battery project with a big mind map next weekend. I'll draw it myself and upload the file on Sunday night.

Robert: Yes, I think I'll record a short video for our project. It might help us explain our ideas better. Might I borrow your microphone again, Mary? It's yours, isn't it?

Mary: Yes, it's mine, but you should check the battery first. It sometimes turns off by itself. Also, we ought to organise our notes more carefully this time.

Jill: Ms Taylor, can I do a project about memory? I'm going to download an interactive activity because I'll use it to test short-term memory.

Ms Taylor: That's a great idea, Jill. You will find the Science Fair Resources folder on the desktop. You will save your file there, won't you? Be careful; you mustn't delete your friends' files. Don't forget to check the Internet connection first. It might not be stable.

Jill: Oh, no. The computer's screen is flashing! It's going to shut down.

Robert: Wait, I'll help you. Mine also does that sometimes.

Ms Taylor: Well done, everyone. You ought to check your work carefully, and you should congratulate yourselves on your effort today.

b **Work in groups. Read and examine the sentences below.**

1 I'm tired. I **will take** a short break after the lesson.
2 She is saving up. She **is going to buy** a new computer next month.
3 Students **should study** regularly for exams.
4 You **ought to take** notes while the teacher is explaining the concept map.
5 Students **must follow** the school rules.
6 We **have to upload** our assignments by 5 p.m.
7 Students **mustn't use** their mobiles during the lesson.
8 **Can I switch** on the computer?
9 **Might** you **show** me how to use the printer?
10 The tablet **might run** out of battery during the presentation.
11 The teacher**'s instructions** are quite clear.
12 The laptop on the table is **mine**, but the one on the sofa is **yours**.
13 I sometimes talk to **myself** when I have a problem.

c **Find and underline the sentences in the dialogue as in the examples in *Exercises b*.**

d **Watch *Digital Story 2* and write the sentences similar to those in *Exercises b* in your notebooks.**

Digital Story 2

e **Work in groups. Discuss the common points of the sentences you have underlined in the dialogue.**

Let's Discover

- **Look at the sentences in *Exercise b* and complete the missing information below.**

  We describe predictions about the future and make instant decisions, offers and promises at the time of speaking by using _____[1].

  We describe future plans, intentions, and predictions based on evidence or prior decisions by using _____[2].

- **Complete the dialogue, using the information above.**

  Suzan: Why are you switching on the printer?
  Celina: I _____[1] print a worksheet for my class about future tenses.
  Suzan: Oh, I have one. I can give it to you.
  Celina: Great, thanks. I _____[2] make a photocopy of yours.

- **Look at the sentences in *Exercise b* and complete the missing information below.**

  We give advice by using _____[1] and _____[2].

  We express obligation by using _____[3] and _____[4], and prohibition by using _____[5].

  We make polite requests and ask for permission by using _____[6].

  We ask polite questions in a formal or less direct way and express probability by using _____[7].

- **Complete the dialogue, using the information above.**

  Teacher: Hello, everyone. We are going to organise a school trip to the Historic Peninsula next week. You _____[1] have your ID cards with you. It is April and the weather _____[2] be rainy, so you _____[3] take an umbrella with you.
  Ahmad: _____[4] we bring some food?
  Teacher: Of course, but it _____[5] be healthy food. Another important point is that you _____[6] leave the group.
  Lina: _____[7] I bring another friend of mine? She wants to go there so much.
  Teacher: Unfortunately, not! You _____[8] bring anyone from outside the school.

- **Look at the sentences in *Exercise b* and complete the missing information below.**

  We express ownership or belonging by using _____[1].

  We express ownership or relationships between people or things by using _____[2] to avoid repetition.

  We refer to the same person as both the subject and the object by using _____[3].

- **Complete the dialogue, using the information above.**

  Sofia: Hi, I am the new student.
  Tom: Hello, I am Tom, and this is Lisa. Can you introduce _____[1]?
  Sofia: I am Sofia. Can I sit at this desk?
  Tom: It is Tim's desk, and this one is ours. Let's find _____[2].

f **Work in pairs. Take turns talking about your summer holiday plans, instant decisions, obligations and give advice to your peer about his/her plans.**

e.g. A: *I am going to spend my summer holiday in Fethiye.*

B: *That sounds fantastic. I will visit you for a week.*

Gamification

Work in groups of four.

Student 1 says a sentence using one grammar structure.
Student 2 changes the sentence using a different structure with a similar meaning.
Student 3 adds another structure.

Student 4 finishes the sentence by using a final structure.

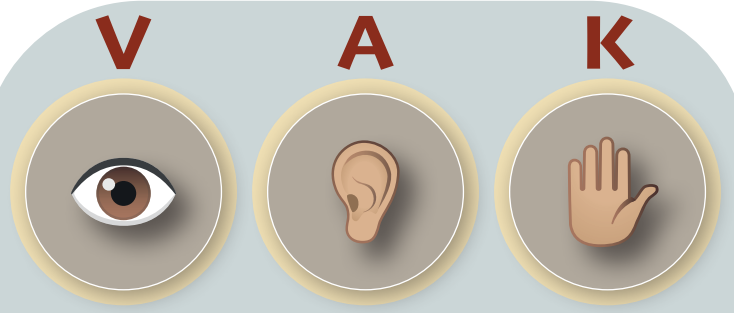
Scoring: 1 point for each correct sentence
Timing: 8–10 minutes

Reading

a **Look at the photo and the title of the text below. Discuss what the text can be about with your classmates.**

b **Read the text quickly and match the headings with the paragraphs (A, B, and C). One is extra.**

1 ☐ Auditory Learners
2 ☐ Shadow Learners
3 ☐ Kinaesthetic Learners
4 ☐ Visual Learners



How Do You Learn Best?

Everyone can learn, but each person takes in and processes information differently. The VAK learning style model explains learning in three main ways: Visual, Auditory, and Kinaesthetic. Everyone uses all three, but usually one is stronger than the others. Knowing your learning style can help you understand your own learning process better.

A

These learners understand best through physical movement and hands-on activities. In the classroom, they enjoy role-play and other interactive activities that involve movement. To understand new concepts, they often analyse information by building projects or performing tasks. They learn best when they can touch, move, and do things themselves. They use self-assessment and learn through trial and error rather than just reading.

B

This group prefers seeing and organising information clearly. In the classroom, they enjoy reading silently and using note-taking and mind-mapping strategies to visualise new ideas. They usually analyse information through charts and diagrams, then summarise it by creating organised, colourful notes and files.

C

Some learners understand best through listening and speaking. In the classroom, they enjoy brainstorming, role-play, and other interactive activities. They love to share their ideas aloud in these activities. They often understand and analyse new concepts by discussing them with others, and they use repetition to remember important information.

c **Work in groups of three. Read the text as a jigsaw activity, following the steps below.**

Each student…

- reads the first paragraph and one other paragraph of the text (A, B, or C).
- underlines unknown words and phrases.
- guesses their meanings using clues in the text.
- ticks her/his paragraph and writes the key features of the learner type in the paragraph.

Paragraph: A ☐ B ☐ C ☐
Key Features: _____

_____

d **Retell your paragraph to your group members in your own words.**

e **Read the text again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ All students learn best in the same way.
2 ____ Role-plays and movement-based activities help kinaesthetic learners learn better.
3 ____ Some students use mind maps to understand information visually.
4 ____ Artificial intelligence can support learning.
5 ____ Auditory learners avoid discussing ideas with others.

f **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 How can building projects help kinaesthetic learners remember information better?
2 Why do you think visual learners prefer to create colourful and organised notes?
3 Which activities might be difficult for auditory learners?




1 _____
_____
2 _____
_____
3 _____
_____

g **Do the quiz below and find out your learning style.**

1 **When I study for an exam, I usually prefer to _____.**
- **A** revise using notes, diagrams and mind maps
- **B** move around, act things out or use objects while studying
- **C** read aloud, repeat information or discuss it with someone

2 **When I use new equipment, I usually _____.**
- **A** read the instructions first
- **B** just try it and learn as I go
- **C** listen to someone explain it to me

3 **When I want to find a place, I usually _____.**
- **A** look at a map or use the map on my mobile
- **B** walk around and find my way by trying different routes
- **C** ask someone for directions

4 **When I cook something new, I usually _____.**
- **A** read and follow a recipe
- **B** learn by mixing, tasting and changing things while cooking
- **C** ask someone to explain it to me

h **Work in pairs. Look at the quiz results and discuss your learning style, giving examples from your life. Compare your ideas and share them with the class.**

What Do Your Answers Mean?
Mostly A answers: You are a visual learner.
Mostly B answers: You are a kinaesthetic learner.
Mostly C answers: You are an auditory learner.
P.S.: If you have equal answers for two styles, you can have multiple learning styles.

Eng Writing

a **Work in pairs and write at least two learning activities for each learning style.**

Visual	
Auditory	
Kinaesthetic	

b **Read the paragraph written by a student. It has some grammatical mistakes. Find and correct them.**

I am not doing very well in my classes. I must to listen to my teachers carefully, but I get bored quickly. I always listen to podcasts to improve, but I forget everything. I think I should find another way. But actually, I love drawing colourful pictures, and I always remember the things on posters. I can sees the words in my head when I close me eyes. I also love technology. In the future, I will trying to use it for my lessons, but it is not easy for me. What is mine problem?

c **Write a short paragraph in response to the paragraph in *Exercise b*. Follow the checklist below to form your paragraph.**

- ☐ Identify the student's learning style.
- ☐ Give appropriate advice and add activities from *Exercise a* to support your advice.
- ☐ Use the vocabulary and the language structures you have learnt in this theme.
- ☐ Consider *Rubric 12* on *Page 148*.

d **Change your paper with your peer's. Check her/his paper, using *Rubric 12* on *Page 148*.**

In-Theme Activity 2

Roots and Routes

a Read the text quickly and circle the best title.

1 Playing Games to Learn English
2 A History of English in Türkiye
3 A Digital Platform for English Learning
4 English Exams and Certificates

A *Diyalekt* is a digital educational platform for learning English. The Ministry of National Education of Türkiye provides this platform to help learners of all ages and levels improve their English in an enjoyable way. It is fully digital, so it saves paper and helps protect nature. It is free and accessible anytime and anywhere; all learners can benefit equally.

B The platform has interactive content and a simple design. On the home page, colourful menus and many options greet users. They can click on icons to access activities. These activities focus on listening, reading, speaking, and writing. It follows the European Language Portfolio (ELP) and the Common European Framework of Reference for Languages (CEFR). Many international language exams and learning programmes use these standards.

C The platform helps learners practise English step by step. The Discover section shows short videos about Türkiye's tourist attractions and famous landmarks. Also, the news section includes real news, articles, and video reports from Türkiye and other countries. In the books section, they read digital storybooks. In addition, the practice section teaches grammar with recorded lessons. Learners answer questions to check their understanding. The platform tracks progress and moves learners to the next level when they finish tasks. It also helps teachers create interesting lessons.

D By using digital platforms like *Diyalekt*, Türkiye aims to make English practice available anytime and anywhere. As a result, learners can practise English independently outside the classroom.



b Read the text carefully and match each paragraph to its topic.

1 ___ Features of the app and its design
2 ___ Türkiye's goals for digital learning
3 ___ *Diyalekt*'s purpose and who provides it
4 ___ How users learn and interact

c Read the text quickly again and give short answers to the questions below.

1 Who provides the *Diyalekt* platform?
_____
2 What skills does *Diyalekt* help improve?
_____
3 How does the platform help teachers?
_____

d Read the text carefully and tick (✓) the sentences that you can infer.

1 ☐ *Diyalekt* helps users improve English at any time, not just at school.
2 ☐ The platform uses paper-based materials to teach students.
3 ☐ Learners can improve their English while learning about Turkish culture.
4 ☐ *Diyalekt* follows international standards for language learning.
5 ☐ The platform helps teachers create interesting lessons.
6 ☐ The platform is available only for students at schools.

e Work in pairs to discuss the advantages of using digital learning platforms and how they can help students study more carefully and responsibly. Then share your ideas with the class.

Consolidation

a **Look at the photos and talk about them with your classmates.**



b **Listen to the audio and circle the main topic of the conversation.**

Audio 2.4

1 Preparing a classroom activity
2 Organising digital files
3 Interactive learning on a science task
4 Planning a class debate about science

c **Listen to the audio again. Tick (✓) the learning activities or learning styles that are mentioned in the audio.**

1 ☐ brainstorming
2 ☐ visualise
3 ☐ role-play
4 ☐ summarise
5 ☐ analyse
6 ☐ note-taking
7 ☐ conclude
8 ☐ self-assessment

d **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Aybike uses a microscope to observe the onion layer.
2 ____ The cells move slowly.
3 ____ Aybike is going to log in to the science class platform using her phone.
4 ____ Aybike and Annisa believe pair work helps them stay focused.
5 ____ Annisa finds an article in the science class folder.
6 ____ The teacher asks the students to complete their self-assessment for the next lesson.

E-Portfolio

a **Work in pairs. Imagine it is 2035 and create a video about your future classroom. Consider the steps below.**

Before Making the Video

- [ ] Write an outline of your day, focusing on the activities, routines, and devices you will use.
- [ ] Describe your future classroom, your daily routines, and how you will feel about these activities.
- [ ] Set the scene for each part of your video.
- [ ] Write your script, dividing it into three parts (introduction, main body, and conclusion).
- [ ] Consider the criteria in *Rating Scale 11* on *Page 147*.

While Making the Video

- [ ] Greet your audience and introduce your video briefly.
- [ ] Add subtitles or captions if needed.
- [ ] Keep your video 2–3 minutes long.
- [ ] End with a question for your audience.

After Making the Video

- [ ] Present the video to your classmates.
- [ ] Submit it to your teacher.
- [ ] Upload it to your online portfolio.

b **Use *Rating Scale 11* on *Page 147* to assess each other's videos according to the given criteria.**

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 2



THEME 3

PERSONAL LIFE & WELL-BEING

Sub-Themes

- Body parts
- Human illnesses and diseases
- Human nature and human well-being today and in the future
- Fashion and personal fashion preferences

Functions

- Expressing scheduled or timetabled future events
- Expressing current intentions, ongoing plans, or arrangements for the near future
- Giving suggestions, advice, and recommendations about what is right or appropriate
- Expressing past abilities, hypothetical situations, and future possibilities
- Expressing similarity, comparison, and likeness between objects, actions, or people
- Describing similarities in personal habits
- Comparing two things in terms of greater or lesser degree
- Expressing present or future abilities, skills or possibilities
- Expressing various degrees of certainty, intention, probability, and aspirations about future actions, events, and plans

Social Language

- At last, you're here in the flesh!
- Let's break a leg for the concert tonight!
- Oh, my God! I'm in her bad books!
- My grandpa is fit as a fiddle despite his age!
- I'm feeling in the pink and ready to study!

Pronunciation

- p**e**n, f**ee**l, to**g**ether, **f**riend, **g**et, **g**ym, **h**appy, prob**l**em, acn**e**, **h**er, **a**bout

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 3 Audio 3.1

Scan or click on the QR code to access Theme 3.

Theme 3

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 3

Interaction

Look at the photos and say what they are about.




happiness
DIGITAL DETOX

Listening/Watching

a **Watch *Digital Story 3* and tick (✓) the words that are mentioned in *Digital Story 3*.**

Digital Story 3

1 ☐ measles
2 ☐ dizzy
3 ☐ fever
4 ☐ empathy
5 ☐ global citizenship
6 ☐ self-care
7 ☐ vintage
8 ☐ compassionate
9 ☐ leather
10 ☐ bow tie

b **Watch *Digital Story 3* again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Harry says he has a painful sore throat and a headache.
2 ____ Ms Jones believes Harry has measles.
3 ____ Emily decorates the stage with cotton and denim fabrics.
4 ____ Harry returns to school the same day he becomes ill.
5 ____ The concert begins at seven next Friday.
6 ____ Harry's father takes him to the hospital because of an emergency.

c **Watch *Digital Story 3* again and write words or phrases for each category below. Then compare your answers with the class.**

Body Parts / Illnesses / Diseases	
Fashion Preferences	
Human Nature / Human Well-Being	

d **Put the events below in the correct order while watching *Digital Story 3*.**

a ☐ The concert starts, and they perform happily together.
b ☐ His mum takes care of him and gives him tea with lemon and honey.
c ☐ Emily and Asya call him to talk about the concert and well-being.
d ☐ On Friday, they meet in the school hall and prepare for the concert.
e ☐ After a few days, Harry feels better and starts practising the piano again.
f [1] Harry feels ill and stays in bed.

e **Read the questions carefully about *Digital Story 3* and circle the correct option.**

1 **Which symptom does Harry mention?**
- **A** A toothache
- **B** A cut on his hand
- **C** A sore throat
- **D** A broken leg

2 **What advice does Ms Jones give Harry?**
- **A** Practise more
- **B** Rest properly
- **C** Go to school
- **D** Decorate the stage

3 **Why are Asya and Emily calling Harry?**
- **A** To check his well-being
- **B** To call him to school
- **C** To talk about homework
- **D** To plan a rehearsal

4 **What is Emily doing?**
- **A** Giving a speech
- **B** Playing the piano
- **C** Decorating the stage
- **D** Resting at home

5 **Which item is part of Asya's vintage style outfit?**
- **A** A sports cap
- **B** A floral headscarf
- **C** Running shoes
- **D** A school tie

6 **What does Ms Jones emphasise?**

- **A** Take care of his health
- **B** Ignore the illness
- **C** Practise all day
- **D** Call the teacher

7 **What is Asya's speech about?**

- **A** Spending more time online
- **B** Fashion trends
- **C** Digital detox and sustainability
- **D** Winning competitions

f **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 What should Harry do when he has a fever?
2 How does Harry feel compared to yesterday?
3 When are they meeting at school?
4 What will Harry wear at the concert?
5 How is this year's design different from last year's?
6 What will they have shown by the end of the night?



1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

g **Work in pairs. Tell each other what you usually do to recover when you are ill. Use the words you know.**

Pronunciation

a **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 3.2

Next w**ee**k**e**nd, my fri**e**nd and I ar**e** going to th**e** gym tog**e**th**e**r to stay fit and h**e**althy. W**e** ar**e** planning to g**e**t **e**nough sl**ee**p and g**e**t rid of our str**e**ss aft**e**r long school days. Aft**e**r a busy day, w**e** usually tak**e** a mom**e**nt to r**e**lax and talk about our goals for th**e** futur**e**. I **fee**l **e**xcit**e**d b**e**caus**e** th**e**s**e** n**e**w habits ar**e** h**e**lping us **fee**l happi**e**r and strong**e**r. I will k**ee**p this good daily routin**e** becaus**e** I know it will chang**e** our lif**e** for th**e** b**e**tt**e**r.

b **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 3.3

1 Having a h**ea**lthy lif**e**styl**e** f**ee**ls gr**ea**t and h**e**lps you stay positiv**e**.
2 My fri**e**nd and I ar**e** going to d**e**v**e**lop a n**e**w habit of going for morning walks.
3 I **g**et up **e**arly, **fee**l **e**n**e**rg**e**tic, and **f**ocus on h**a**ving **a** **g**ood day.
4 I will chang**e** my daily routin**e** to includ**e** h**ea**lthi**e**r food and g**e**t **e**nou**gh** sl**ee**p.

c **Put the words in the correct category. Then listen and check your answers.**

Audio 3.4

banana	forehead	hat	malaria
bed	girl	jacket	neck
flu	gloves	judge	pocket
foot	hand	knee	teeth

br**ea**the	
ch**e**st	
prob**l**em	
finger	
go	
hair	
job	
chick**e**npox	

d **Work in pairs. Make sentences using words from *Exercise c* and practise their pronunciation.**

e **Assess each other's pronunciation, using *Rubric 2* on *Page 138*.**

Vocabulary

a **Watch *Digital Story 3* and complete the text with the suitable words or phrases below. One is extra.**

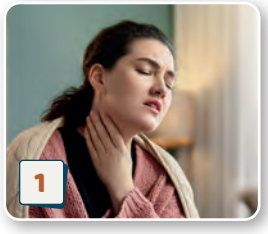
Digital Story 3

denim | eco-friendly | floral hairband | digital detox | smart casual | stylish

Emily is fixing her _____[1] because she is getting ready for the concert. Harry thinks that the recycled and soft shades make the hall look _____[2] and _____[3]. Their friend Asya's speech is about _____[4] and taking care of mental health. Emily tells Harry that his jacket looks very _____[5].

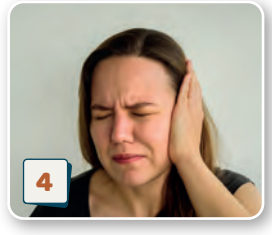
b **Work in pairs. Describe the photos and match each to the illnesses below. One is extra.**

flu | toothache | earache | allergy | stomach ache | sore throat | backache


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____

c **Work in pairs. Look at the photo and the title of the text below. Discuss what the text can be about.**



The Well-Being Day

A Today, we are going to prepare tables for the school's Well-Being Day. While we are preparing them, Ms Thompson walks around the tables and checks our work. She always looks neat, never messy. She is a very patient teacher. Some students get a bit impatient while preparing their tasks.

B At the *Health* table, Zehra, in her striped blouse and soft cotton vest. She looks stylish, elegant, and classy. She is talking about illnesses such as diabetes, allergy, measles, malaria, COVID and chickenpox.

C At the *Youth Emergency Safety* table, George explains what to do when someone starts vomiting. He gives advice about taking a painkiller and seeing a doctor if necessary. He says it is important to stay calm in an emergency. His friend Pam gives additional safety advice and speaks with a confident attitude.

D Pam stands beside George in her denim jacket. She shows the chart that tells students how to follow safe and simple daily routines such as washing their hands and drinking enough water. She also talks about the early signs of illnesses such as a dry tongue, fever, red lips and cough.

E At the *Fashion* table, Caroline and Aylin display bow ties, handbags, gloves, and benies in simple or complex designs. Designers make them from different fabrics, such as patterned, plain, vintage, cotton, or synthetic materials. They plan to sell these items to support the school health programme.

F Finally, at the *Confident Me* table, Ms Thompson asks students to write a short paragraph about themselves. They need to use the words ambitious, courageous, and compassionate in their paragraphs. She gives clues to help them understand these words: ambitious people have strong goals, compassionate or caring people think about others' feelings, and courageous people are brave in difficult situations.

d **Read the text quickly to check if your predictions are correct.**

e **Read the text carefully to underline the words and phrases you do not know and guess their meanings.**

f **Work in pairs to find the clues that help you understand the meanings of the words and phrases you have underlined in *Exercise e* as in the example below. Discuss their meanings with your peer.**

e.g.	*elegant*	*stylish and classy*

g **Use a dictionary to check the meanings of the words and phrases in *Exercise f*. Take notes and share your findings with your peer.**

h **Work in pairs. Use the words you wrote in *Exercise g*. Choose three words and make sentences about health, well-being or fashion.**

i **Work in pairs. Choose one word from each category in *Exercise h*. Use each word in a sentence while speaking. Then explain to your peer why you used each word in your sentence.**

e.g. *I have the flu.*
I use this word because it is about health problems.

j **Imagine a person with health problems. Work in pairs and talk about his/her problems and what he/she does to stay healthy, as in the example.**

e.g. ***A:*** *Does s/he have any health problems?*
B: *Yes, sometimes s/he gets a painful stomach ache.*
A: *What does s/he do for his/her well-being?*
B: *S/he eats healthy food and rests regularly.*

k **Think about the new words from this theme. Write a short paragraph about yourself, using words that describe you best.**

Gamification

Form groups of three or four.
Create a character by drawing its physical features as a group.
Write a short description using the body parts in the list.
Body Parts List:
a head, hair, a forehead, an eyebrow, an eyelash, eyes, ears, a nose, a mouth, lips, a tongue, a chin, shoulders, arms, hands, a chest, legs, feet
e.g. *Our character has thin eyebrows, long eyelashes, and a sharp chin.*
Describe your character's health problems and symptoms.
e.g. *Our character has a painful sore throat. S/he can't breathe well.*
Choose one well-being trait to improve your character and explain how your character develops this skill.
e.g. *Our character builds his / her happiness through self-care and social connection.*
Create an outfit for your character using at least two fashion words.
e.g. *Our character carries a backpack and looks neat.*
Listen to other groups and ask yes / no questions to learn more about their characters.
e.g. *Does s/he wear a floral scarf?*
Has s/he got long eyelashes?
Is s/he compassionate?
Take turns to present your character. Each group has 2–3 minutes. Include these four categories: body description, health situation, well-being and fashion outfit.
After each presentation, the class votes in four categories: best body description, best health explanation, best well-being trait, and best fashion outfit. Each category is 1 point for the group that gets the most votes. The team with the highest total votes becomes the well-being champions.

Language Awareness

a **Look at the photos and discuss what the text is about. Share your ideas with your classmates.**

b **Read the text quickly and circle the best title.**

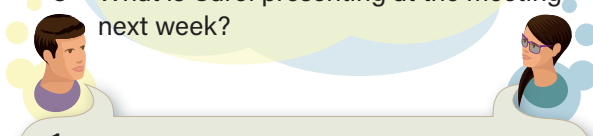
1 Carol's Sustainable Fashion Ideas
2 A School Fashion Club
3 Shopping Habits of Carol
4 Carol's Fashion Accessories



Carol is a courageous and compassionate teenager. She cares about social connection, self-care and sustainability in fashion. She believes fashion can support confidence and help young people express their personality. Carol could design simple outfits using basic materials. With her creativity, she could create stylish combinations with simple clothes and accessories. She believes sustainable fashion is better than fast fashion because it is more environmentally friendly. Carol is more ambitious than many students in her school. This Friday, she is meeting her friends from the fashion club to talk about personal style. The club starts next week, and the first meeting takes place on Monday afternoon in the school hall. During the meeting, she is going to present her ideas about sustainable clothing. Carol has a trendy style and usually prefers smart casual clothes. Her outfits are as neat as her mother's and she always looks well-dressed and classy. For the club meeting, she is wearing a plain cotton T-shirt with checked trousers. She is adding accessories like a leather belt, a watch, a bracelet, a necklace, a hat, a hairband, a backpack or earrings to complete her look. She also likes floral or patterned fabrics. She also likes her mother's vintage clothes, but her style is not the same as her mother's. They are alike in their interest in sustainable fashion. Next Saturday, the fashion club meets again and the members are discussing sustainable fashion ideas. Carol believes students should think further about sustainability and build social connection. The students feel inspired by her interesting ideas. By the end of the year, students will have learnt more about sustainable fashion.

c **Work in pairs. Read the text carefully and think of the answers to the questions. Then ask and answer them.**

1 What could Carol create with basic clothes?
2 What is Carol wearing for the meeting?
3 When does the fashion club meet again?
4 How is Carol's style different from her mother's?
5 What is Carol presenting at the meeting next week?



1 _____
2 _____
3 _____
4 _____
5 _____

d **Work in groups. Read and examine the sentences below.**

e.g. *The concert starts at 7 p.m.*
They are meeting their teacher after school today.
The library should be as quiet as a peaceful garden.
The twins could design alike outfits.
The class is excited because the Math exam is starting at nine.

e **Find and underline the sentences in the text as in the examples in *Exercise d*.**

f **Watch *Digital Story 3*. Find and write three similar sentences to those in *Exercises d* and *e*.**

1 _____
2 _____
3 _____

Let's Discover

Circle the correct options below.

1 We express differences between two people, things, or situations using:
   a as…as
   b comparative adjectives

2 We express comparison by adding –er to adjectives that are:
   a short (one syllable or some two-syllable adjectives)
   b long (two or more syllables)

3 We express comparison by using more before adjectives that are:
   a short
   b long

4 We express equality or similarity between two things using:
   a comparative adjectives
   b as…as

5 We express similarity between two or more people or things using:
   a alike
   b comparative adjectives

6 We express identity or exact equality between two things using:
   a the same…as
   b comparative adjectives

7 We express similarity between two things using:
   a like
   b as…as

g **Complete the sentences with the correct expressions above.**

1 The sisters are _____ in personality.
2 She styles her hair _____ her mother.
3 Laura's outfits are _____ (elegant) than Emma's outfits.
4 The classroom is _____ bright _____ the hallway.
5 Mark's lifestyle is _____ (active) than his brother's lifestyle.
6 Emma's bag is _____ her sister's bag.
7 The jacket is _____ (warm) than the thin one.

Let's Discover

Circle the correct options below.

1 We express how people feel by using:
   a -ed adjectives **b** -ing adjectives

2 We express what causes a feeling (things or situations) by using:
   a -ing adjectives
   b -ed adjectives

3 We express fixed timetables or scheduled events by using:
   a the Simple Present
   b the Present Progressive

4 We express personal future plans by using:
   a the Simple Present
   b the Present Progressive

5 We express polite requests or suggestions by using:
   a could **b** must

6 We express ability or possibility by using:
   a can **b** should

7 We express advice by using:
   a should **b** can

h **Work in pairs. Take turns talking about your daily clothing style.**

Gamification

Work in groups of five.
Each group chooses: 1 Writer, 1 Speaker, 1 Timekeeper, and 2 Idea Contributors.
Take one card from each box.
The adjectives include -ed / -ing forms or comparisons.
Students have 2 minutes to make one correct sentence about personal life or well-being using the adjectives.
The Writer writes the sentence.
The Idea Contributors help create and check the sentence.
The Timekeeper controls the time.
The Speaker reads the sentence to the class.
Each correct sentence gets 3 points.
Play two rounds.
The group with the most points wins.

Reading

a **Look at the photos and the title. Discuss what the text can be about.**

b **Read the text quickly and circle the main topic.**

1 Fashion trends in the modern world
2 The importance of exercise
3 Well-being in daily life
4 Technology and social media

c **Read the text quickly and choose the best main idea.**

1 Fashion and modern life
2 Exercise and healthy living
3 Habits and well-being
4 Technology and daily life



A BALANCED LIFESTYLE

A In today's world, well-being means having good physical condition and emotional balance. It is important to keep a balance between these two areas because they affect one another. People should pay attention to symptoms in their bodies, such as a cough, a headache, a stomach ache, a sore throat, an earache, a backache, a toothache or a fever because these signs show how they feel. They should not ignore these symptoms. For example, dizziness can be a sign of stress, illness, or an allergy.

B Mental health is as important as physical health in daily routines. Modern life is more difficult than before, so adults should protect their mental state. They should take care of their bodies and minds. They shouldn't live with too much stress. A stressful lifestyle has negative effects on the human body and mind, so individuals can feel exhausted or worried. Strong social connections with friends and family help people feel safe and show empathy. These relationships are alike because they make people feel stronger and supported.

C In addition to social support, people can reduce stress through self-care and a digital detox. Nowadays, awareness of mental well-being is growing. Many adults exercise every day to stay healthy and at the same time, some of them are changing their daily routines to live in a better way. For example, some are starting new activities like walking or light workouts and others are having hobbies to reduce stress. With these healthy habits, people can improve their happiness. They could breathe better and be more energetic. Long-term stress can be painful and more harmful than a short illness like a cold because it can weaken the immune system and cause illnesses such as the flu or COVID. In the future, people are planning to take better care of both body and mind. By making good daily choices, they can handle future challenges more easily and enjoy a more comfortable life overall.

d **Work in groups of three. Each student reads a different paragraph from the text.**

While reading your paragraph:

- Underline words or phrases you do not know.
- Try to guess their meanings by using the ideas, examples, or explanations in the paragraph.

After reading:

- Explain the main idea of your paragraph in one sentence.
- Identify two key details in the paragraph and share them with your group.

e **Talk to your group about the new unfamiliar words and phrases in your paragraph.**

- The new words and phrases in my paragraph are _____.
- I understand these words or phrases because the text says _____.
- In my opinion, these words and phrases mean _____.

f **Work in your groups. Complete the chart below with the information from your group members. Each student writes their own information.**

Parts of Well-Being	Information From the Text
Physical Health	
Mental Health	
Healthy Habits & Self-Care	

g **Ask and answer the questions below, using the information in the text.**

1 What body signs could show health problems?

_____

_____

2 Why should people care about their mental health?

_____

_____

3 What does well-being mean in today's world?

_____

_____

4 What can people do to improve their well-being?

_____

_____

h **Discuss the questions below with your classmates. Use the ideas from the text and the chart in *Exercise f* where necessary.**

1 Do you think fashion could affect well-being? Why/why not?

2 What do you think people should do when they feel stressed?

3 How could healthy habits improve people's well-being in the future?

Writing

a **Complete the sentences below in your own words.**

1 Well-being is important because _____ _____.

2 Mental health is as important as physical health because _____ _____.

3 Stress can cause _____ _____.

4 Healthy habits such as _____ _____ help people feel stronger and more energetic.

b **Imagine that you are preparing a short post for your school magazine to raise awareness about well-being among students. In your post:**

- Explain why well-being is important for young people.
- Describe the effects of stress on the body and mind.
- Suggest at least two healthy habits that students should follow.
- Explain how these habits can support their future and overall quality of life.
- Use clear, meaningful, and connected sentences.



c **Exchange your advice sentences from *Exercise b* with your peer. Read your friend's writing carefully. Check her/his paper, using *Rubric 12* on *Page 148*.**

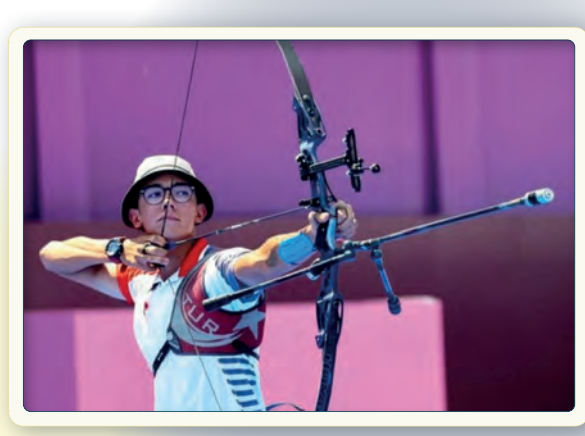
In-Theme Activity 3

Roots and Routes

a **Look at the photo of Mete Gazoz and share what you think about him.**

b **Read the text quickly. Which title does NOT match the text?**

1 A Fashionable Archer
2 Olympic Success
3 Archery Training
4 Archery Art



Mete Gazoz was born in İstanbul on June 8, 1999. He is the only archer in history to win the Olympic, World, and European titles at the same time. This great success shows how focused, disciplined, and hard-working he is. Mete works hard to improve himself. He does physical exercises to get stronger and more coordinated. He also takes art lessons to improve his hand–eye coordination. He becomes Türkiye's first Olympic archery medallist when he wins the individual gold medal at the Tokyo 2020 Games at the age of 22. Despite his many achievements, he remains humble. He has an ambitious, courageous, and outgoing personality. For him, a positive attitude, self-care, and a well-balanced lifestyle are as important as his training routine. When he feels tired or stressed, he turns off his mobile phone. He listens to music or spends time drawing to relax his mind. This is a kind of digital detox for him. His style shows his confident and cheerful personality. He usually prefers casual outfits such as cotton T-shirts, denim jackets, a watch and a cap or a benie. His appearance is as neat as his archery technique. In the future, he will continue to inspire young archers around the world. Today, many young athletes see him as a role model. More young people are starting archery. This makes him a great example of global citizenship. He often says that believing in yourself helps you reach your goals. Hard work and determination lead to success.

c **Read the text again quickly and circle the topics that are mentioned.**

1 international achievements
2 archery and its rules
3 outfit styles
4 relaxation methods
5 food and diet
6 balance between body and mind

d **Read the text carefully and answer the questions below.**

1 What activities help Mete Gazoz keep his body and mind in balance?

_____

2 What does Mete Gazoz do when he feels tired and stressed?

_____

3 What can a person's clothing style show about their personality?

_____

e **Read the text carefully and tick (✓) the sentences that you can infer.**

1 ☐ Mete follows a strict diet to improve his athletic performance.
2 ☐ He remains humble despite his achievements.
3 ☐ Young archers around the world admire him.
4 ☐ Mete values creativity as much as physical training.
5 ☐ He practices archery for several hours every evening.

Consolidation

a **Look at the photos and talk about them with your classmates.**



b **Listen to the audio and circle the personal well-being topics they talk about.**

Audio 3.5

1 physical health
2 sleeping well
3 daily routines
4 lifestyle
5 regular exercise
6 fashion

c **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Matthew wants to start the presentation with positivity.
2 ____ Helen says daily routines do not affect well-being.
3 ____ Helen says comfortable clothes can make people feel more confident.
4 ____ Matthew believes inner and outer well-being are both important.
5 ____ Judy says they have already finished their slides.
6 ____ Ms Williams asks them to present in front of the whole school.

d **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 What is the students' presentation about?

_____

2 What daily routines does the student mention?

_____

3 According to the students, how can fashion affect people's confidence?

_____

4 What does the teacher ask the students to do?

_____

e **Work in pairs. Discuss your own personal well-being habits with your classmates.**

E-Portfolio

a **Make a digital well-being visual board with your peer. Give advice to students about personal life, physical health, illnesses, and fashion. Show how these topics are connected to overall well-being.**

Before Making the Visual Board

- [ ] Discuss with your peer what "well-being" means.
- [ ] Write 4–5 sentences about how students can stay healthy and happy.
- [ ] Use should for advice, future forms for plans, and comparisons for habits or activities.
- [ ] Organise your ideas under 4–5 key topics.
- [ ] Use appropriate digital tools.
- [ ] Consider the criteria in *Rating Scale 11* on *Page 147*.

While Making the Visual Board

- [ ] Create your digital visual board using your digital tool.
- [ ] Add your images, advice, and quotes creatively.
- [ ] Organise each section by creating one area for each well-being topic.
- [ ] Write short and motivational sentences.
- [ ] Check your design with your peer.

After Making the Visual Board

- [ ] Present your visual board with your peer.
- [ ] Explain your main ideas and why you chose them.
- [ ] Share one piece of advice that you think helps all students.
- [ ] Share a short reflection of 4 sentences orally about what you learnt.

b **Use *Rating Scale 11* on *Page 147* to assess each other's presentation skills according to the given criteria.**

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 3



THEME 4

FAMILY LIFE & HOME

Sub-Themes

- Family members and their daily routines today and in the past
- Hobbies and interests of family members (sports & films)
- Different types of houses and families from the world

Functions

- Describing actions, states, and/or events that happened and were completed in the past
- Seeking information about people, actions, or events, whether they happened in the past
- Expressing past or present abilities, skills, and possibilities
- Describing habits, or states that were true in the past but are no longer the case

Social Language

- Cheers for helping me!
- Keep your chin up!
- She's under the weather because of her problems!
- The exam was just a doodle!
- You always pull my leg!

Pronunciation

- ride, live, skiing, jogging, hiking, family

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 4

Scan or click on the QR code to access Theme 4.

Theme 4

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 4

Interaction

Look at the photos and say what they are about.





Listening/Watching

a **Watch *Digital Story 4* and tick (✓) the photos of the houses that are mentioned.**

Digital Story 4

farmhouse



1 ☐

terraced house



2 ☐

semi-detached house



3 ☐

cottage



4 ☐

treehouse



5 ☐

detached house



6 ☐

b **Put the events in the correct order while watching *Digital Story 4* again.**

a ☐ Alp met Uncle Joe.
b ☐ They talked about the family boat.
c ☐ Alp arrived at the farmhouse.
d ☐ Alp met Jack's grandfather.
e ☐ They had dinner.
f ☐ Emma came home from school.

c **Watch *Digital Story 4* again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Jack invited Alp to his grandfather's farmhouse.
2 ____ Emma was at home when Alp first arrived at the farmhouse.
3 ____ Jack's grandfather once built a treehouse for him when he was a child.
4 ____ Alp didn't like the taste of the pudding that Emma made for him.
5 ____ Jack's father told a funny story about Jack.
6 ____ The family planned to go skiing together the next day.

d **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 What kind of place was Jack's grandfather's farmhouse?
2 What did Jack show Alp in the garden?
3 What did Jack's mother and grandmother cook?
4 What activities did the family plan to do the next day?
5 What happened at the dinner table in the evening?



1 _____
2 _____
3 _____
4 _____
5 _____

e **Work in pairs. Look at the photos of the houses from around the world. Then talk about them, considering the questions below.**

- In which part of the world can you see them?
- What kind of families live there? (nuclear, extended, etc.)
- What might their daily routine be like?
- What activities might they do there?







f **Work in pairs. Imagine you live in one of the houses in *Exercise a*. Invite your peer for a visit, describing your house and the activities you can do together.**

Pronunciation

a **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 4.1

Hakan l**i**ves **i**n a vi**ll**a among the trees w**i**th h**i**s fami**l**y. Every Saturday, he goes hi**k**ing or **j**ogging w**i**th h**i**s parents as a rou**t**ine. He also en**j**oys tre**kk**ing by the r**i**ver w**i**th h**i**s sister, Bengü. She l**i**kes s**kii**ng downhi**ll** and r**i**ding a horse as well. On Sundays, they set the tab**l**e together for d**i**nner. Then Hakan's father s**w**itches on the pro**j**ector and they watch a f**il**m. Bengü usua**ll**y w**i**shes to watch more than one, but the next day **i**s a scho**o**l day. So, she and Hakan say "good n**i**ght" to their parents and go to bed.

b **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 4.2

1 Ms Miller cleans her **k**itchen early and r**i**des her b**i**ke to the co**ll**ege every Fr**i**day.
2 Mehmet en**j**oys coo**k**ing de**l**icious meals, and h**i**s s**i**b**l**ings **l**ove eating together at the tab**l**e.
3 Klara and her fr**i**ends l**i**ke watch**i**ng romant**i**c comed**i**es after scho**o**l.

c **Put the words in the correct categories. Then listen and check your answers.**

Audio 4.3

behind | magazine | science
drink | minute | twin
machine | organise | unique

like	
live	
routine	

d **Work in pairs. Make sentences with the words in *Exercise c* and practise them.**

e **Assess each other's pronunciation, using *Rubric 2* on *Page 138*.**

Vocabulary

a **Watch *Digital Story 4* and complete the text with the words and phrases below. One is extra.**

Digital Story 4

detached house | do archery | farmhouse | go running | go swimming | half-sister | romantic comedies | set the table | sitcoms | treehouse

Alp from İstanbul visited his friend Jack's grandfather's _____[1]. Jack welcomed Alp, and they took a garden tour. First, they saw the _____[2] in the garden. They walked towards the river, saw the family boat, and decided to _____[3] later. Then they went inside the house, and Alp met Jack's _____[4] Emma. In the evening, they got together for dinner. Grandfather said they had a(n) _____[5]. He also said he used to _____[6] through the woods and _____[7]. Then they talked about films. Jack said Emma likes _____[8] and _____[9].

b **Read the text quickly and tick (✓) the photo that describes Steven's family type best.**



1 ☐ An Immediate Family



2 ☐ A Nuclear Family



3 ☐ A Single-Parent Family

c **Read the text quickly and circle the best title.**

1 Household Chores in a Cottage
2 A Weekend of Steven's Family
3 A Family with Different Interests

Each member in Steven's family enjoys different hobbies and interests. Steven lives in a detached house with his parents and siblings, Mary and William. Steven is sixteen, and he loves jogging by the river in the mornings. He enjoys the riverside scenery so much that he used to dream of living on a houseboat on the river when he was a child.

Steven's father, Mr Hudson, is a chef. He often leaves home early to work in the restaurant, but he always helps with household chores on his days off. He usually does the laundry and sometimes sets the table for dinner. His favourite hobbies are trekking and hiking, and that is why he wants to live in a hut, a small wooden house, in the mountains.

Steven's mother, Ms Hudson, works as a content creator and commutes from London to Birmingham every day. She likes surfing and rafting, but she avoids more dangerous extreme sports. She enjoys running errands, but she hates doing the dusting and ironing.

Mary, Steven's sister, is thirteen and very active. She loves skating, playing badminton, and going cycling with a distant relative, her father's cousin's son. William, Steven's older brother, is eighteen and studies at college. He enjoys snowboarding and skiing in winter. He used to dream of living in an igloo with his family.

Although each family member has different hobbies and interests, they always spend Saturday evenings together. They have dinner, do household chores, and have fun. For Steven, these moments make his family truly special.

d **Work in pairs. Read the text carefully and underline the words and phrases you do not know. Then share them with the class.**

e **Work in pairs to find clues that help you understand the meanings of the words and phrases you have underlined in *Exercise d* as in the example. Discuss their meanings with your peer.**

e.g.	*siblings*	*sister and brother*

f **Check the meanings of the words and phrases you have written in *Exercise e* by using a dictionary. Take notes and share them with your classmates.**

g **Match the words and phrases you have found in *Exercises d* and *e* to the categories below.**

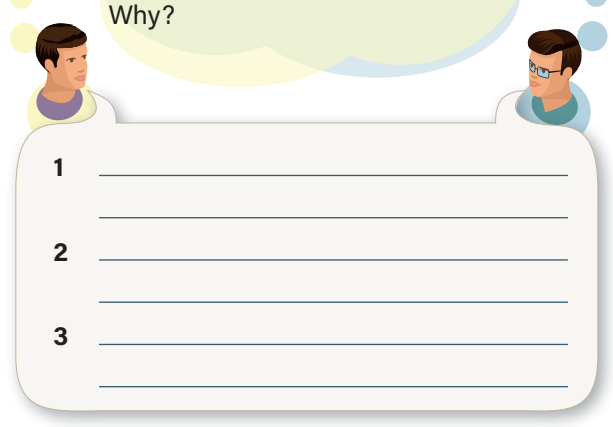
Family Members	
Daily Routines	
Types of Houses	
Sports	

h **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Do you think Steven's family respects each other's hobbies and interests?

2 How can different hobbies and interests strengthen the relationship between family members?

3 Do you think the conversations between Steven's family members are interesting? Why?



1 _____

2 _____

3 _____

i **Work in pairs. Talk about the advantages and disadvantages of having different hobbies and interests with your best friend, using the words and phrases you have learnt.**

Gamification

- Play the game in two groups. Each group prepares five mystery cards.
- On each card, write a short clue or description of a word or phrase you have learnt in this theme. Do not write the word or phrase on the card.
- Choose a spokesperson for your group.
- Group A's spokesperson selects a mystery card for Group B's spokesperson. Group B's spokesperson reads the clue or definition aloud to their group.
- The group listens carefully and tries to guess the hobby or interest in 30 seconds.
- Play the game in turns until all mystery cards are finished.
- Each correct guess is 1 point, and the group with the most points wins the game.

THEME 4

Language Awareness

a **Look at the photos below. Discuss what the text can be about.**

b **Read the text quickly and circle the best title.**

1 Life in a Big City
2 Changes in Family Life
3 Daily School Routines
4 Jobs in the Past and Today



Hello, my name is Ayşe. When I compare my grandparents' lives with my parents' lives today, I can see clear changes in daily routines, hobbies, and family life. My grandparents, Aygül and Yusuf, lived in a small village in a traditional farmhouse. Their life was simple and traditional, wasn't it? My grandmother used to wake up before sunrise every day. She baked bread, cooked meals over a wood fire, and washed clothes by hand. She could manage all the household chores by herself. My grandfather was a farmer. He used to work in the fields from morning until evening. He could work long hours outside and do many physical tasks on the farm. He also grew his own vegetables. They did not have modern hobbies such as playing sports or watching films. Their free-time activities were mostly family activities. In the evenings, they used to sit together at home, have tea, talk, and tell stories. Spending time together as a family was the most important part of their lives, wasn't it? Today, my parents, Şule and Kemal, live with me in İstanbul. Their daily routines are very different from my grandparents' routines. Both of my parents work outside the house. My father is a software developer, and my mother is a chef. They go to work early and come home in the evening. At home, both of my parents share the household chores. They use modern appliances such as a washing machine and a dishwasher, so the work takes less time.

My father enjoys doing sports, while my mother prefers watching sci-fi films and documentaries in the evenings. Sometimes, they watch sit-coms together at home and spend quality time as a family. Just like in the past, family time is still important, isn't it?

c **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Where did Aygül and Yusuf live when they were younger?
2 How did Ayşe's grandparents spend their evenings?
3 What did Yusuf grow on the farm?
4 How do Ayşe's parents spend time together?




1 _____
2 _____
3 _____
4 _____

d **Work in groups. Read and examine the sentences below.**

e.g. *I **slept** early yesterday.*
*In the past, people **used to write** letters instead of sending emails.*
*She **could swim** very well when she was a child.*
*Yesterday, I **played** football and **met** my friends.*
*The village **was** small and peaceful.*
*My grandparents **were** very hardworking, weren't they?*

e **Read the text again. Find and underline the similar sentences in the text as in the examples in *Exercise d*.**

f **Watch *Digital Story 4*. Find and write four sentences similar to those in *Exercises d* and *e*.**

Digital Story 4

1 _____
2 _____
3 _____
4 _____

g **Work in groups. Discuss the common points of the sentences you have studied.**

Let's Discover

Circle the correct options below.

1 We talk about completed actions at a definite time in the past by using...with verbs such as go (V1) – went (V2).
   a the Simple Past
   b the Present Progressive

2 We talk about … by using used to.
   a actions happening now
   b past habits or states that no longer exist

3 We express past habits or states that no longer happen by using:
   a used to
   b the Simple Present

h **Match the sentences with the options you have circled above. You may use one option more than once.**

1 _____ Jason used to live a very active lifestyle when he was younger.
2 _____ She played table tennis with her friend at school.
3 _____ He went to work early yesterday morning.
4 _____ When I was young, I could run very fast.

i **Complete the dialogue with the correct form of the *Simple Past Tense*, *used to*, or *could*. Use the verbs in parentheses.**

Sam: Hi Larry! What was your life like when you were a teenager?
Larry: It was very different. I _____ [1] **(spend)** a lot of time outdoors with my friends.
Sam: Did you have any hobbies?
Larry: Yes. I _____ [2] **(play)** board games with my cousins every weekend.
Sam: Did anything special happen during those years?
Larry: Yes, one day I _____ [3] **(win)** a school competition when I was fifteen.
Sam: How did you get to school?
Larry: I _____ [4] **(ride)** my bike to school every morning.
Sam: Were you good with technology then?
Larry: Not really. I _____ [5] **(not/work)** with computers very well.

j **Work in pairs. Talk about family life in the past and today. Take turns asking and answering the questions below.**

1 How did your grandparents use to live when they were young?
2 What daily routines did your parents have in the past?
3 What activities could people do more easily in the past?
4 What are your parents' daily routines like today?

Gamification

Play the game in groups of three. The teacher prepares three sets of cards for each group.

Time expression cards
   e.g. *yesterday, last week, in 2010*

Verb cards (base form only)
   e.g. *go, eat, play*

Place or object cards
   e.g. *school, park, book*

The teacher mixes the cards and places them face down. Students take turns to pick one card from each group and make a sentence.

Verb cards show the base form. Students must use the simple past tense form of the verb, based on the time expression card.

The teacher sets a time limit of 30 seconds for each turn. The student must make a simple, clear, and correct sentence before the time runs out.

If a student makes a correct sentence using the simple past tense form, the group gets 1 point.

If a student makes a correct sentence using the simple past tense form within 20 seconds, the group gets 1 extra point.

If a student makes an incorrect or incomplete sentence or uses the wrong verb form, the group gets 0 points.

Students take turns, and each student plays once per round.

The group adds up their points after each round.

After five rounds, the game ends. The group with the highest total score wins.

Reading

a **Look at the photos and the title. Discuss what the text can be about with your classmates.**

b **Read the text quickly and match the photos to the paragraphs.**

A ____ The Koskinens
B ____ The Hidayats
C ____ The Rashids
D ____ The Vissers



Different Families, Different Homes

A The Koskinens

We live in the freezing far north and often see the northern lights in the sky. Our modern detached house is in a quiet area near deep forests. My parents and I love living close to nature. Today, many families usually live in warm houses, but in the past, they used to live in simple cottages. Life was harder, so people had to be strong. My great-grandmother was one of them. She could travel long distances and hunt in the snow. Winters are long, and summers are short here, so we usually enjoy skiing or hiking and resting at home afterwards.

B The Hidayats

Our home floats gently on the tropical rivers of Borneo Island. We live on a traditional houseboat, so space is limited. Most families here are nuclear, like ours, and we stay close. The hot climate and the river shape our daily life, and we spend a lot of time outdoors. Evenings are usually calm. We relax by watching science fiction films and listening to the sounds of the river and wildlife outside. In the past, my father used to work as a fisherman. Today, we still live on the river, but our daily life is more modern.

C The Rashids

In the middle of wide deserts, our villa has cool inner courtyards. Family life is very important, and we often live close to our extended family. We share meals and help each other with daily tasks. At weekends, we camp in the desert or watch the sunset together. Family life is still the same, but working life is different. In the past, parents used to work in more traditional jobs. Today, many people commute to modern offices.

D The Vissers

Our farmhouse stands near green fields, windmills and colourful tulip gardens. We are a blended family with half-siblings, and relatives often visit. Life is closely connected to nature, and daily routines follow the rhythm of farm life. In the past, families used to spend evenings together, talking and sharing stories after work. Today, we still spend time as a family, but we prefer long walks, bike rides, or relaxing at home after a busy day.

c **Work in pairs. Read the text again. Guess the countries using the clues in the text and write them below.**

Family	Clues from the text	Country
The Koskinens		
The Hidayats		
The Rashids		
The Vissers		

d **Work in groups of four. Follow the steps below.**

Each student

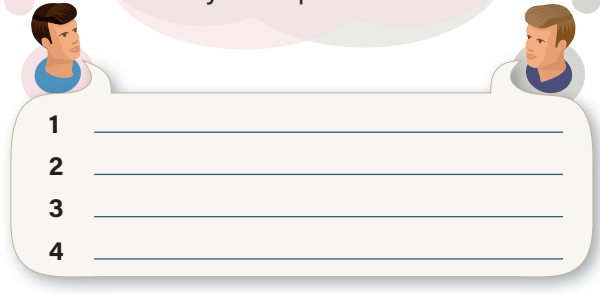
- reads one paragraph of the text carefully.
- underlines any unknown words or phrases in her/his paragraph.
- guesses the meaning of the unknown words with the help of clues in the paragraph.
- shares her/his paragraph and findings with her/his group.

e **Work in groups of four. Read the text carefully and complete the table as a group.**

Family	House Type	Family Type	Daily Life
The Koskinens			
The Hidayats			
The Rashids			
The Vissers			

f **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Which family's daily life seems the most exciting to you? Why?
2 How does the location of each family affect their hobbies or activities?
3 Which family's lifestyle do you think is the hardest for you? Why?
4 How did the families live or work differently in the past?



1 _____
2 _____
3 _____
4 _____

g **Work in pairs. Role-play a dialogue between one of the parents and their child about past experiences using the topics below, as in the example. Then switch roles.**

- type of family
- type of house
- daily routines
- responsibilities
- free time activities

e.g. A: *What kind of house did you use to live in?*
B: *We used to live in a country house.*

Writing

a **Think about yourself or one of your family members. Take notes about daily routines, hobbies, interests, and the type of home/ house today and in the past below.**

TODAY

PAST

b **Write a short paragraph about yourself or a family member using the notes in *Exercise a*. Follow the checklist below to organise your paragraph.**

- ☐ Take the paragraphs on *Page 76* as a model.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Consider *Rubric 12* on *Page 148*.

c **Change your paper with your peer's. Check her/ his paper, using *Rubric 12* on *Page 148*.**

In-Theme Activity 4

Roots and Routes

a **Read the text quickly and circle the best title.**

1 Alev Alatlı's Family and Early Life
2 Alev Alatlı: A Life in Writing
3 Alev Alatlı's Books and Awards

Alev Alatlı was a well-known writer and thinker in Türkiye. She was born in 1944 in Menemen, İzmir. Her father, Ertuğrul Alatlı, worked as an army officer and had strict daily routines. He used to wake up early, keep his clothes neat, and read books regularly. He wanted his family to learn and read at home.

Her mother, Füruzan Alatlı, used to do housework with care. She cooked meals, sewed clothes, and managed the home. She also had many interests. She enjoyed French poetry and cinema. She could ride a horse and showed talent in handicrafts. Alev Alatlı also had a sister named Işıl, and her family roots came from Rumelia. Her great-grandfather was an important historical figure, Uzun İbrahim Paşa. This background strengthened her connection to history and society.

Because of her father's job, the family moved to many cities. She started school in Ankara and continued her education in Erzurum. A few years later, the family moved to Japan. She studied at Tokyo American Upper Secondary School and could observe different lifestyles. Later, she studied Economics and Statistics at Middle East Technical University in Ankara. After that, she went to the United States with a Fulbright scholarship. She continued her education in economics and philosophy. Living alone abroad helped her stand on her own feet and make her own decisions. She married Alper Orhon in 1969. Alev Alatlı and Alper Orhon had a daughter. Her name is Funda Firuz.

These family experiences influenced her later life. She later worked as a writer, thinker, and translator. She wrote 46 books, including novels and essays. Her works focused on society, culture, and national identity. Alev Alatlı died in İstanbul on 2 February 2024 at the age of 79.



b **Read the text quickly and put the stages of Alev Alatlı's life in order from 1 to 5.**

a ☐ She studied at a university in Ankara.
b ☐ She was born in Menemen, İzmir.
c ☐ She moved to Japan with her family.
d ☐ She became a writer and thinker.
e ☐ She went to the United States with a Fulbright scholarship.

c **Work in pairs. Read the text carefully and answer the questions below in your notebook.**

1 When was Alev Alatlı born?
2 What hobbies and interests did her mother have?
3 How many books did she write and what were they about?

d **Match the values to the statements below. One is extra.**

1 ____ Her father woke up early, kept his clothes neat, and read books regularly.
2 ____ Her mother enjoyed French poetry, cinema, and handicrafts.
3 ____ Alev Alatlı studied abroad and living alone abroad helped her stand on her own feet and make her own decisions.
4 ____ She respected her great-grandfather Uzun İbrahim Paşa and her family roots.

a Respect
b Diligence
c Aesthetics
d Independence
e Patience

e **Work in pairs. Discuss the values in *Exercise d* with your classmates. Which ones do you think are the most important for family life? Give reasons.**

Consolidation

a **Look at the photos and talk about them with your classmates.**



b **Listen to the audio and circle the topic of the conversation.**

Audio 4.4

1 Family Life
2 Sports
3 Traditions
4 Food

c **Listen to the audio again and tick (✓) the sports that are mentioned.**

1 ☐ archery
2 ☐ badminton
3 ☐ cycling
4 ☐ running
5 ☐ skating
6 ☐ snowboarding

d **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Vildan listened to Kevin's podcast when she was still a student.
2 ____ When she was a teenager, Vildan played badminton with her family every weekend.
3 ____ Vildan said skiing and snowboarding helped her improve her balance and patience.
4 ____ Vildan prefers rivers to the sea because rafting was exciting for her.
5 ____ Vildan won first place in her first national competition.
6 ____ Vildan's uncle was also a surfer.

e **Work in groups. Discuss the steps required to become a successful athlete worldwide.**

E-Portfolio

a **Choose a family member of yours and create a short video about her/his daily routines, hobbies, and interests. Consider the steps below.**

Before Making the Video

- [ ] Focus on the daily routines, hobbies, and interests of your family member. Explain how these activities contribute to family relations.
- [ ] Compare the daily routines today and in the past. Mention how roles and responsibilities have changed in years.

While Making the Video

- [ ] Greet your audience and briefly introduce the topic of the video.
- [ ] Keep your video 4–5 minutes long.
- [ ] Add subtitles or captions if needed.
- [ ] End with your comment on the subject.

After Making the Video

- [ ] Present the video to your classmates.
- [ ] Upload it to your online portfolio.
- [ ] Submit it to your teacher.

b **Use *Rating Scale 11* on *Page 147* to assess each other's videos according to the given criteria.**

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 4



THEME 5

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

Sub-Themes

- Activities to do in attractions (cafés, cinemas; gyms, sports clubs)
- Getting help from services (pharmacies, hospitals, etc.)
- Pros and cons of different types of transportation in the neighbourhood and city

Functions

- Describing an action or other actions that are in progress in the past
- Contrasting a completed action at specified time in the past with an action in progress at an exact moment in the past
- Confirming or clarifying past events

Social Language

- I need to pop to the market!
- This city is full of cool sights!
- Let's catch the bus!
- What a traffic jam!
- The Topkapı Palace is a must-see in İstanbul!

Pronunciation

- **m**arket, **n**ext, **p**ackage, b**o**x, l**o**cal

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 5

Scan or click on the QR code to access Theme 5.

Theme 5

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 5

Interaction

Look at the photos and say what they are about.





Listening/Watching

a **Watch *Digital Story 5* and tick (✓) the words you hear.**

Digital Story 5

1 ☐	hospital	7 ☐	neighbourhood
2 ☐	pharmacy	8 ☐	the Underground
3 ☐	swimming pool	9 ☐	ferry
4 ☐	street	10 ☐	ship
5 ☐	city	11 ☐	square
6 ☐	airport	12 ☐	museum

b **Read the sentences below. Then watch *Digital Story 5* again and match the people to the activity they did during the week.**

1 ____ Ralf	**a**	chilled out at home after school and surfed the Net.
2 ____ Serena	**b**	joined a new gym near her/his flat.
3 ____ Buket	**c**	joined a tennis tournament at the sports club.
4 ____ Hugh	**d**	popped to the supermarket to buy some water and snacks.

c **Watch *Digital Story 5* again to complete the table below as in the example.**

Types of Transportation	Pros	Cons
e.g. *motorbike*	*X*	*unsafe, uncomfortable*
tram		
bus		
e-scooter		
the Underground		
ferry		
taxi		

d **Tick (✓) the sentences that you can infer from *Digital Story 5*.**

1 ☐ Serena was disappointed because she lost the tennis match.
2 ☐ Hugh felt comfortable talking about his personal life with his friends.
3 ☐ Hugh and Ralf had similar daily routines.
4 ☐ The group trusted Buket's knowledge of the city.
5 ☐ The Underground was a more reliable transport option than the tram or bus.
6 ☐ The friends preferred affordable transport whenever it was possible.
7 ☐ They used digital apps to plan their trips quickly.
8 ☐ Ralf was careful about eating healthy snacks.

e **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 What did Serena find amazing about the café?
2 Why did Ralf decide to get off the bus and walk to the café?
3 Who did Buket meet while she was doing Pilates?
4 What did the pharmacist do for Buket at the pharmacy?
5 What kinds of facilities did Buket mention in her neighbourhood?
6 What did the friends plan to do before their cinema time?




1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

f **Work in pairs. Discuss the questions below. Then compare your ideas with your classmates.**

1 Which means of transport do you use most often? Why?
2 What are its advantages and disadvantages?
3 Is your neighbourhood convenient for students? Why/Why not?
4 What facilities can you find in your neighbourhood?

g **Work in groups. Imagine you are planning to move to a new neighbourhood. Look at the photos and decide where you would like to live. Share your reasons with your group, using the prompts below.**

- Neighbourhood characteristics that you prefer
- Facilities that you find necessary
- Transport options that are important for you
- Problems that you avoid (traffic, noise, long travel times, etc.)


1


2

Pronunciation

a **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 5.1

On **M**onday **m**orning, **M**ariam we**n**t to the p**o**st **o**ffice to se**n**d a b**o**x **o**f cl**o**thes to a l**o**cal charity. It was c**o**ld, but she e**n**joyed the short walk. Whe**n** she g**o**t i**n**side, she filled i**n** a for**m** a**n**d **p**aid for the p**o**stage. The **m**an at the desk was **p**olite and hel**p**ed her with the **p**arcel. While she was leavi**n**g, her ph**o**ne ra**n**g. It was her **n**ext-door **n**eighbour, R**o**se. They **m**et at a café a**n**d had h**o**t ch**o**colate a**n**d c**o**ffee before g**o**ing h**o**me together.

b **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 5.2

1 The p**o**stman st**o**pped to have a short rest **o**pposite the **p**ark a**n**d dra**n**k so**m**e c**o**ld water before g**o**ing back to work.
2 **N**ina bought a b**o**ttle **o**f b**o**dy l**o**tion, some s**o**ap, and **m**edicine for mosquit**o** bites at the phar**m**acy.
3 M**o**lly saw a p**o**ster **o**f a c**o**medy sh**o**w while she was **o**n the r**o**ad and took a ph**o**t**o** to sh**o**w her c**o**lleagues.

c **Put the words in the correct category. Then listen and check your answers.**

Audio 5.3

alien	charm	lorry	
boat	clap	museum	place
camel	global	nurse	radio
canal	happy	off	rock

market	
next	
parcel	
box	
local	

d **Work in pairs. Make sentences with the words in *Exercise c* and practise them.**

e **Assess each other's pronunciation, using *Rubric 2* on *Page 138*.**

Vocabulary

a **Work in pairs to describe the photos. Then write the words and phrases under the correct category.**

bank · café · cinema · e-scooter · ferry · gym · hospital · lorry · motorbike · pharmacy · police station · ship · sports club · tram · veterinary clinic



Transport



Services



Recreational Places

b **Watch *Digital Story 5* and circle the correct words or phrases to complete each sentence below.**

Digital Story 5

The friends met up to chill out at a café. They first talked about the problems they faced on the way. Ralf explained that the tram was usually **(1) unreliable / convenient / affordable** and arrived late. In addition, the bus was overcrowded, so he decided to get off and continue **(2) by taxi / by bike / on foot**. Then Buket said she hired an e-scooter because it was a(n) **(3) uncomfortable / eco-friendly / time-consuming** and practical way to travel in a crowded city. However, the road was slippery, so she fell off and went to a pharmacy nearby **(4) to ask for some advice / to browse the shelves / to buy snacks**. The pharmacist checked her blood pressure and advised her **(5) to buy vitamins and medicine / to attend a check-up later / to buy a first-aid kit and bandage**. Afterwards, Serena talked about her week; she mentioned she **(6) joined a tournament /did Pilates / attended a fitness class** at the sports club.

c **Read the text quickly and decide what it is about. Then write a short subject line for the e-mail below.**

To: Berna

Subject: _____



Hi Berna,

Great news that you are planning to study here! Let me know before you buy your flight ticket, so we can surf the Net and find a cheap one. I can meet you at the airport when your aeroplane lands at Heathrow. Now, here is some information about transport in London and my neighbourhood.

First of all, London has a huge public transport network, and it is easy and fast to travel around the city. The Underground is reliable; it arrives on time and is time-saving because it is faster than other options. Buses are cheaper; however, they can be prone to delays due to heavy traffic. For longer distances, trains are an efficient choice, but they are not very affordable for students because of the high prices. Many young people also use e-scooters. They are eco-friendly and do not cause air pollution. However, they can be unsafe, so London only allows rental e-scooters with safety rules. In addition, the city has low-emission zones, and polluting vehicles like diesel cars cannot enter these areas.

By the way, I live in Bethnal Green. It is a student-friendly area in East London. It takes about 10 minutes to reach Central London by train and 30 minutes on foot. There is a library for late-night studying and plenty of cafés nearby. Victoria Park is another spot to chill out after school. Health services are convenient too, with easy access to hospitals, dentists, and pharmacies. And you know, just like we attend check-ups for our health, our pets also need care. Luckily, there is a veterinary clinic on the main road, so you can take your dog there easily for check-ups or ask the vet for some advice.

Hope you come soon, and we can explore the city together.

Daisy

d **Read the text quickly again to tick (✓) the words or phrases that are mentioned in it.**

1 ☐	train	5 ☐	cinema
2 ☐	ferry	6 ☐	police station
3 ☐	ship	7 ☐	café
4 ☐	aeroplane	8 ☐	dentist

e **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 How does Daisy plan to help Berna with her flight ticket?

2 What can students do after school in Daisy's neighbourhood?

3 What is the good news about Berna's dog?



1 _____

2 _____

3 _____

f **Read the text carefully to underline the words and phrases you do not know and guess their meanings.**

g **Work in pairs to find the clues that help you understand the meanings of the words and phrases you have underlined in *Exercise f* as in the example.**

e.g.	*reliable*	*arrives on time*
	time-saving	

h **Work in pairs. Categorise the words and phrases in *Exercise g* under each heading below.**

Positive	Negative

i **Find and write the synonyms and antonyms of the words and phrases from the text.**

Synonym	cheap	=	_____
	dangerous	=	_____
	practical	=	_____
Antonym	polluting	x	_____
	ineffective	x	_____
	reliable	x	_____
	time-consuming	x	_____

j **Work in pairs. Discuss how and where to use the words and phrases you have written in *Exercise i*.**

k **Watch *Digital Story 5* again to write similar words and phrases in *Exercise i*. Then discuss with your peer which mode of transport you like best and explain why, using the adjectives you have learnt in this theme.**

1 _____

2 _____

3 _____

l **Work in groups. Role-play a short dialogue. One student asks about a place or a service in or near the neighbourhood and how to get there. The others give suggestions as in the example.**

e.g. A: *I want to relax after school. Is there a good place in our neighbourhood?*

B: *Yes, you can go to the café near the library. It's a nice place to chill out.*

A: *How can I get there?*

C: *You can take the tram. It's convenient and usually time-saving.*

B: *Or you can walk there. It's only ten minutes on foot.*

Gamification

Play the game in two teams.
Stand in two lines facing the board.
When the teacher gives a category, the first student from each team runs to the board and writes one word or phrase, then returns.
The next student creates a meaningful sentence using the word or phrase on the board and returns to the line.
Continue until everyone takes one turn.
Each correct answer earns 1 point.
The team with the most points wins.

Language Awareness

a **Look at the photos below and talk about them with your classmates.**

b **Read the text quickly and circle the best title.**

1 Memories of School Life and Friends
2 Life Before Modern City Living
3 My Journey from Town to City
4 The Benefits of Living in a Big City





Iryna Patros

I grew up in a small town. It was a lively place with various shops, and almost everyone knew each other very well. The butcher was the father of my best friend, and next to his shop, there was a bakery. In the mornings, we could smell fresh bread while we were walking to school. That smell still reminds me of home and happiness. There was also a pharmacy on the corner. Of all the places, the pharmacy was the most interesting one for me. The pharmacist was a friend of my mother, and we often visited her. She had a small laboratory full of glass bottles and liquids that I did not recognise. I was watching her with interest while she was carefully mixing different substances to prepare medicines such as burn creams and lotions. Since there was not a wide variety of medicines in those years, like we have today, all the mums in the neighbourhood were using those creams when we had a minor cut or burn.

There were familiar faces everywhere in the neighbourhood, and this made the area feel safer for both families and children. For instance, while our families were preparing dinner at home, we were playing outside safely until it got dark.

I had many friends my age, and we were all at the same primary school. We were going to school together with laughter and great excitement, and on some days one of our parents was walking with us.

In 1970, we moved to the city when I started upper secondary school. City life was different from life in our town, but I quickly adapted to it. Our new home was a small flat near the railway station; however, trains were primarily for long-distance journeys, not for urban transport. Most people were using buses while they were going to work or school, and very few families had cars in those years. Since buses were crowded in the mornings, my father wanted me to have another option and bought me a bike when I turned 15. I could not believe my eyes when I saw that beautiful thing! While I was cycling to school, I dreamt about travelling long distances with it. Looking back, those moments mean a lot to me.

c **Read the text quickly again to find appropriate words for each category.**

Shops/Places:

_____
_____
_____
_____

Transport:

_____
_____
_____
_____

d **Read the text and think of the answers to the questions in pairs. Ask and answer them.**

1 Why did the smell of fresh bread leave a strong memory for Iryna?
2 How did the neighbourhood make families feel safe?
3 What made the pharmacy the most interesting place for Iryna?
4 Why was getting a bike an important moment for Iryna?





1 _____
2 _____
3 _____
4 _____

e **Work in groups. Read and examine the sentences below.**

e.g. *We* ***were waiting*** *for a taxi* ***when*** *the rain* ***started****.*

While *my parents* ***were reading*** *books, I* ***was doing*** *my homework.*

Sarah ***was having*** *dinner at the restaurant at that moment.*

f **Find and underline the sentences in the text as in examples in *Exercise e*.**

g **Watch *Digital Story 5* and take notes of sentences similar to those in *Exercises e* and *f*.**

Digital Story 5

1 _____

2 _____

3 _____

4 _____

h **Work in groups. Discuss the common points of the sentences you have studied.**

Let's Discover

- **Circle the correct option to complete the missing information below.**

We talk about _____ by using *The Past Progressive Tense*.

a an action or other actions that are in progress in the past
b an action happening now or around the present time
c a completed action at specified time in the past
d a habit or a repeated action in the present time

- **Read the sentences below. Then write SP for *The Simple Past Tense* and PP for *The Past Progressive Tense* in the boxes.**

1 ☐ The film started when we entered the cinema.
2 ☐ Jeremy was buying some snacks and popcorn at the kiosk.
3 ☐ While people were getting on the ferry quickly, some were buying tickets.
4 ☐ John arrived at the restaurant half an hour ago.

i **Complete the sentences with the correct form of *The Past Progressive Tense* or *The Simple Past Tense*. Use the verbs in parentheses.**

Last week Susan and I were in Paris. While we _____[1] **(have)** breakfast at a café near the Eiffel Tower, two women came up to us. They said something, but we _____[2] **(not understand)** them because they _____[3] **(not speak)** English. Then we _____[4] **(explain)** that we were tourists, but one of them _____[5] **(not listen)** to us. She _____[6] **(ask)** the same question again and again. We noticed the words "hotel" and "passport" when we _____[7] **(focus)** more carefully. The woman with blonde hair_____[8] **(point)** repeatedly at something, and when I _____[9] **(look)** closely, I recognised my passport. I suddenly realised that I dropped it near our hotel that morning. I thanked them and we all laughed. A waiter came over and asked, "_____ they _____[10] **(look)** for a hotel?" We smiled and explained the situation.

j **Work in pairs. Discuss what your neighbourhood was like when you were a child. Ask and answer questions in turn, using the photos on *Pages 82–83* and the language structures you have learnt in this theme.**

k **Assess your peer's performance, using *Rating Scale 5* on *Page 141*.**

Gamification

Play the game in two teams: Team A and Team B.
Think of a place and situation related to everyday life or the neighbourhood.
e.g. *a cinema, a café, a bus stop, or a street*
One student from Team A starts a story using *The Past Progressive Tense*.
e.g. *While I was walking in the street, …*
I was walking in the street when …
When the teacher says "Freeze", stop immediately.
A student from Team B continues the story using *The Simple Past Tense* to show what happened next.
e.g. *I bumped into an old friend.*
Continue the story by taking turns between teams.
Each grammatically correct and meaningful sentence earns your team 1 point.
The team with the most points when the time is up wins the game.

Reading

a **Look at the photos and the title of the text below. Discuss what the text can be about with your classmates.**





b **Read the text quickly and circle its main idea.**

1 Eskişehir is a lively and safe city, but it offers very limited facilities for young people.
2 Eskişehir offers students easy transport, social activities, and academic opportunities.
3 International students prefer to study in Eskişehir because of the low cost of living.
4 Eskişehir has the strongest public transport system for students among all cities.





A Student-Friendly City: ESKİŞEHİR

A Life in a big city is usually fast-paced; people are often in a hurry, and the streets are crowded. Anyone can easily find numerous opportunities for studying, working, and socialising. When I moved from İstanbul to Eskişehir for university three years ago, I felt a bit anxious at first because I did not know much about life there. However, over time, I realised that it is a nice and safe place for students from Türkiye and other countries.

B In Eskişehir, daily life is easy. Most places in the city centre, like shops, markets, cafés, pharmacies and gyms, are within walking distance. Additionally, there are various restaurants that serve home-style meals at reasonable prices, so students can manage their budgets without difficulty. University campuses are well connected to the city, and students can easily access libraries and study spaces as well as other urban facilities.

C Public transportation is convenient, too. Trams and buses connect different parts of the city, and this makes travelling easy and affordable. The city also has bike lanes, so many students choose cycling as a practical and healthy option. In addition, high-speed trains help students travel quickly to other cities and explore new places. What's more, there is an airport close to the city centre with both domestic and international flights. This gives students the opportunity to travel for studies, holidays or family visits.

D The city offers lots of fun activities for leisure. Museums and the old houses of Odunpazarı are interesting places to visit. Parks such as Sazova Science, Culture, and Art Park and Kentpark are great locations to chill out outdoors. The Porsuk River also plays an important role in social life, as it is a popular meeting point for friends to spend time together and enjoy gondola rides.

E As a result, Eskişehir is a great example of how a non-metropolitan city can provide a social, comfortable, and student-friendly environment. Students can balance their academic studies with an active social life and enjoy the city without stress. Easy access to transport and daily services supports this balance as well.

c **Read the text quickly again and circle the topic that is not mentioned in the text.**

1 Daily life and living costs for students
2 Public transport and travel options
3 Leisure activities and places to relax
4 University life and campus connections
5 Part-time job opportunities for students
6 Living in a small city as a student

d **Work in groups of five. Read the text as a jigsaw, following the steps below.**

Each student…

- reads one paragraph of the text carefully.
- underlines the unknown words and phrases.
- guesses the meaning of the unknown words and phrases with the help of clue words.
- finds the main idea of her/his paragraph.

Paragraph: _____
Main Idea: _____

e **Retell the paragraph you have examined in *Exercise d* to the group members in your own words.**

f **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Why do you think moving from a big city to a smaller city made the student feel anxious?
2 How does the city help students manage their budgets?
3 How does having various transport options affect students' daily lives in the city?
4 Why do many students prefer cycling?
5 Why do you think students can enjoy the city without stress?




1 _____
2 _____
3 _____
4 _____
5 _____

g **Work in groups. Discuss the pros and cons of living in a big and a small city as in the example.**

e.g. A: *I believe living in big cities is better because there are plenty of cafés, cinemas, and shopping centres, so people can chill out and have fun after work or school.*

B: *That's not true. Small cities also offer places to socialise like cafés, parks, and cultural centres.*

Writing

a **Think about a neighbourhood or a city that you like or would like to live in. Take notes under the categories below to help you plan your ideas.**

Location:
Atmosphere (busy, quiet, friendly, etc.):
Recreational places and activities:
Available services:
Transport options:

b **Work in pairs. Describe your neighbourhood or city using your notes in *Exercise a* and discuss the pros and cons of living there.**

c **Write a paragraph about the place you have mentioned in *Exercises a* and *b*. Follow the checklist below to organise your paragraph.**

- ☐ Include information from all the categories you have noted.
- ☐ Take the text on *Page 90* as a model.
- ☐ Give details and examples.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Consider *Rubric 12* on *Page 148*.

d **Change your paragraph with your peer's. Give feedback to each other, using *Rubric 12* on *Page 148*.**

In-Theme Activity 5

Roots and Routes

a **Look at the photos and title of the text to circle what the text is about.**

1 The history of modern apartment blocks in Türkiye
2 The importance of traditional houses in Anatolian culture
3 The government's industrial projects in the 1950s





Houses that United People

Houses are not just shelters; they are also important elements of neighbourhood life. They tell us how people once lived and connected with their communities. From the stone houses of Cappadocia to the wooden houses of Safranbolu, each traditional house reflects the rich culture of Anatolia and the nature of its region. They offered their former residents both a unique design and a special way of life.

Courtyards were at the centre of this life. Families were using these spaces for cooking, resting, and spending time together during the day. Courtyards were also important for social life. These open areas connected family life with the community and let neighbours meet and talk. Social life in villages, however, was not limited to houses; village squares also brought people together and helped create strong neighbourhood bonds.

However, in the 1950s, industrialisation transformed both village and city life, and many families left their villages for better jobs in urban areas. Cities were growing quickly, and neighbourhoods were becoming crowded at that time. People began to live in apartment blocks instead of traditional houses. As modern life spread to villages, new buildings replaced old houses, and cafés took the place of village squares. As a result, villages began to lose their old charm and identity.

To protect traditional village life and architecture, Türkiye started the *Identification and Dissemination of Local Texture and Architectural Features in Rural Areas Project* in 2014. It aims to keep village life alive, encourage the use of traditional materials, and support the development of village mansion, house, and fountain projects that reflect local architectural styles.

b **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 What makes traditional houses special?
2 What was the role of courtyards in community life?
3 Why did many families leave their villages?
4 What does the 2014 project aim to do?

c **Read the text carefully and tick (✓) the sentences that you can infer.**

1 ☐ They used natural materials, such as stone or wood, to build traditional houses.
2 ☐ People in traditional Anatolian houses often spent time outdoors.
3 ☐ People cared about living in harmony with nature.
4 ☐ Life in modern cities made people more connected to each other.
5 ☐ Modernisation changed not only houses but also people's social lives.
6 ☐ Türkiye wants to modernise villages by adding new buildings.

d **Work in pairs. Discuss how daily life was in cities/villages in the past and how it is today, considering the routines and social life of people. Then share your ideas with the class.**

Consolidation

a **Look at the photos and talk about them with your classmates.**



b **Listen to the audio and circle the topic of the conversation.**

Audio 5.4

1 Planning a luxury cruise trip to the Aegean Sea
2 Discussing their favourite holiday destinations
3 Talking about the advantages of public transport in cities
4 Waiting for a delayed flight and talking about their day

c **Listen to the audio carefully and take notes about the topics below as in the example.**

	Vehicle	Advantage / Disadvantage
e.g.	*taxi*	*convenient / x*
1		
2		
3		
4		
5		

d **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ It was sunny when Michelle arrived at the airport.
2 ____ Desmond cannot join the tournament because he broke his leg.
3 ____ Their flight to Heathrow was cancelled.
4 ____ Michelle forgot her first-aid kit at home.
5 ____ Wimbledon is in the south-west of London.
6 ____ The friends planned to go on a cruise holiday after their trip.

e **Work in groups. Discuss the pros and cons of different types of transport. Then share your own travel experiences.**

E-Portfolio

a Create a video based on an interview with a person from your neighbourhood to talk about local life in the past and today. Follow the steps below.

Before Making the Video

- [ ] Choose someone from your neighbourhood, such as a driver, chemist, or local shop owner, to interview.
- [ ] Prepare questions about this person's past experiences in the neighbourhood, focusing on public transport (including its pros and cons), local facilities, services, and social life.
- [ ] Consider the criteria in *Rating Scale 11* on *Page 147*.

While Making the Video

- [ ] Record the interview in person, or use an avatar or AI character.
- [ ] Ask questions clearly and listen to the answers carefully.
- [ ] Add short clips, photos, or simple charts to make your video more engaging.

After Making the Video

- [ ] Review and edit the video if needed.
- [ ] Present your findings to your classmates.
- [ ] Upload it to your online portfolio.
- [ ] Submit it to your teacher.

b Use *Rating Scale 11* on *Page 147* to assess each other's videos according to the given criteria.

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 5



THEME 6

LIFE IN THE WORLD & CULTURE

Sub-Themes
- Continents, countries, and nationalities
- Shopping for food and personal food preferences
- Food and food culture from different parts of the world

Functions
- 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
- Confirming information, encouraging agreement, and seeking reassurance
- Describing an unspecified amount and uncertainty or absence, and expressing large quantities
- Describing that something is required or necessary, or is not necessary or obligatory
- Expressing ability, possibility, or capacity in different tenses

Social Language
- Do you want to grab a bite?
- I'll pick up a salad!
- Let's eat out tonight!
- I'm not into spicy food!
- Could you lend a hand for this?

Pronunciation
- e**qu**al, sou**r**, **s**nack, de**ss**ert, s**t**eak

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 6

Scan or click on the QR code to access Theme 6.

Theme 6

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 6

Interaction

Look at the photos and say what they are about.









Listening/Watching

a **Watch *Digital Story 6* and tick (✓) the topics that are mentioned.**

Digital Story 6

1 ☐ Daily routine
2 ☐ Continents
3 ☐ Countries
4 ☐ Nationalities
5 ☐ Capitals
6 ☐ Food culture
7 ☐ Languages
8 ☐ Shopping for food

b **Watch *Digital Story 6* again and complete the missing parts of the table below.**

Continents	Countries	Nationalities
Asia		Japanese
Africa	Egypt	
Europe		Swedish
	Denmark	
		Finnish
	The Netherlands	
		Belgian
South America		Brazilian
		Argentinian

c **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 What is the main aim of the content of the vlogger?
2 What does the vlogger ask the native people?
3 Why is the vlogger in a local market in Egypt?
4 Where does the vlogger feel freezing cold?
5 Which food in the video do you prefer to try? Why?




1 _____
2 _____
3 _____
4 _____
5 _____

d **Watch *Digital Story 6* carefully and write the features of the foods below.**

1 Sushi



_____
_____

2 Falafel



_____
_____

3 Apple cake



_____
_____

e **Work in groups. Talk about which food in the video you think is more popular. Give reasons.**

f **Work as a whole class. Look at the photos and describe them with the words you know, considering the prompts below.**

- The ingredients in the dishes
- The ways people cook them
- The times people serve them
- The cultural importance of them







g **Work in pairs. Talk about the food you prefer to eat the most and what makes it special for you with the words you know.**

h **Assess your peer's performance in *Exercise g*, using *Rubric 8* on *Page 144*.**

Pronunciation

a **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 6.1

Food shopping is **q**uite an enjoyable ac**t**ivi**t**y. I usually **s**ta**r**t my **tr**ip **t**o the marke**t** in the af**t**e**r**noon. I push a **t**rolley **t**o collec**t** **s**ome **s**wee**t**, **t**as**t**y, and f**r**esh i**t**em**s**. I alway**s** choo**s**e high-**q**uality f**r**ui**t** and vege**t**able**s**. **T**o **s**ave money, i**t** is **s**ma**r**t to check p**r**ice**s** and compa**r**e quan**t**i**t**ie**s**. Af**t**e**r** my **t**ou**r** th**r**ough the aisle**s**, I wai**t** **q**uie**t**ly in the **q**ueue a**t** the checkou**t** to pay. I**t** **s**eem**s** a **s**imple **r**outine, bu**t** i**t** feel**s** **s**a**t**isfying to **t**ake home a bag full of nu**t**ri**t**iou**s** and colou**r**ful food.

b **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 6.2

1 Her **q**uick **r**espon**s**e **t**o the **q**uestion wa**s** **s**ma**r**t and impre**s**sive.

2 **T**ou**r**i**s**t**s** went **s**ightseeing to explore uni**q**ue hi**s**to**r**ical **r**ui**n**s.

3 People **q**ueued a**t** the F**r**ench **s**tall **t**o **t**a**s**te **s**ome c**r**oi**s**sant**s**.

c **Put the words in the correct category. Then listen and check your answers.**

Audio 6.3

cashier	dress	Japanese	
continent	equal	liquid	sugar
cuisine	garlic	queen	Swiss
dishes	Italy	spicy	tea

quality	
sou**r**	
snack	
de**ss**ert	
steak	

d **Work in pairs. Make sentences with the words in *Exercise c* and practise them.**

e **Assess each other's pronunciation, using *Rubric 2* on *Page 138*.**

Vocabulary

Digital Story 6

a **Watch *Digital Story 6* and tick (✓) the words you hear.**

1	☐ halal	6	☐ gluten-free
2	☐ sugar-free	7	☐ sour
3	☐ salty	8	☐ savoury
4	☐ dairy-free	9	☐ grilled
5	☐ bitter	10	☐ home-made

b **Work in pairs. Match the words to the photos below. One is extra.**

a discount **b** shelf **c** trolley **d** receipt **e** cashier



1 ☐



2 ☐



3 ☐



4 ☐

c **Read the text quickly and circle its main topic.**

1 The ingredients of traditional foods from different countries
2 The differences and similarities between local and traditional foods
3 Popular food culture in different parts of the world
4 Cooking styles and food preferences around the world



Flavours

A Each country has its own unique foods, from small snacks eaten between meals to a big main course as the largest part of a meal. Sometimes a tasty starter, such as a hot soup before the main course, may have an incredible flavour.

B The cooking style of the food can also reflect the climatic, cultural, and traditional features of a community. For example, many Mediterranean countries, such as Türkiye and Italy, often enjoy grilled dishes. Outdoor fire-based cooking is a healthy way to cook fish and meat. In colder countries like Russia, people usually eat fried foods that they cook in hot oil. It helps keep them warm and full during long winters. In European countries, baked food is popular because ovens have been part of home cooking for centuries.

C Culture also influences food preferences. In many Asian countries, including India and Thailand, it is common to find vegetarian or vegan dishes because of religious traditions. People generally prefer dishes without meat or any animal products. In the Middle East and some parts of Africa, people prefer halal food because it follows their cultural and religious rules. Some countries also traditionally prefer sugar-free food. For example, the Japanese often use red bean paste instead of refined sugar in some traditional sweets.

D Every country has its own traditional food. In Croatia, people enjoy *black risotto* with cuttlefish ink that gives it a dark colour. In Switzerland, cheese fondue is popular. The Swiss melt cheese and serve it with bread cubes in a pot. In Czechia, many people love *guláš*, a stew made with paprika. In Portugal, *pastéis de nata* are crispy desserts. In addition, many families in the Turkish Republic of Northern Cyprus eat *hellim*, a kind of traditional cheese, for breakfast and *şeftali kebab*, which is a kind of meatball, for lunch or dinner.

d **Read the text quickly again and write the countries of the nationalities below.**

1 Russian: _____
2 Italian: _____
3 Indian: _____
4 Thai: _____
5 Croatian: _____
6 Swiss: _____
7 Czech: _____
8 Portuguese: _____
9 Turkish Cypriot: _____

e **Work in pairs. Read the text as a jigsaw, following the steps below.**

Each student…

- is responsible for reading two paragraphs carefully.
- underlines the unknown words and phrases in the paragraphs.
- guesses the meanings of the unknown words using the clues in the paragraphs.

f **Complete the table below according to your paragraphs.**

Paragraphs: _____

Unknown words	Clues for the unknown words	Meaning of the words

g **Retell the paragraphs you are responsible for in *Exercise e* in your own words to your peer.**

h **Work in pairs. Complete the table according to the text. Then discuss the role of the words and phrases in the sentences.**

Cooking styles	
Food preferences	
Special foods	

i **Write the vocabulary you have studied in *Exercises f* and *h* in your personal dictionary. Write a definition or an example sentence for each word.**

j **Exchange your personal dictionaries with your peer's and check each other's spelling and definitions, using *Rubric 3* on *Page 139*.**

k **Work in pairs. Imagine you visit a country and order the foods below. Ask and answer questions as in the example.**

e.g.* *A:* *I'm gluten-free. Do you have any gluten-free food?
B:* *Yes. Our burgers would be a great choice.
A:* *Do they contain halal products?
B:* *We can prepare one according to your preference.
A:* *Thank you. A grilled burger and a sugar-free drink, please.



Gamification

Play the game in two groups. Group A is the seller, and Group B is the shopper. Prepare four different category cards.

The first category is food cards, such as *starter, main course, snack, dessert, cereal, French fries, croissant, black risotto, guláš, pastéis de nata, baklava*, etc., and write prices next to each food. Each member in group A should have a few of these cards.

The second category is food preference cards, such as *vegetarian, vegan, halal, gluten-free, dairy-free, sugar-free*, etc. The third category is shopping lists with three or five items, such as *buy one starter, one main course,* and *one traditional food from another country*. The fourth category is budget cards, such as *₺750*, *₺2,500*, etc.

Each shopper receives a preference card, a shopping list, and a budget card.

Shoppers walk around the classroom and ask the sellers questions such as, *"Do you have anything vegetarian/halal/gluten-free? Is this baked, fried, or grilled? Do you have any traditional food from Croatia/Portugal/Türkiye? How much is it? Can you give me a discount?"*

Each shopper should stay within their budget and follow their food preference card. Then change the roles. At the end of the game, share your shopping experiences and ideas with the class.

Language Awareness

a **Look at the photo and the title of the text. Circle the main topic of the text.**

1 Cultural activities
2 Food preferences
3 International food items
4 Shopping for food

b **Read the text quickly and write the information for the topics below.**

1 Food in childhood: _____
2 Food preferences: _____
3 Shopping places: _____
4 Cooking style: _____



Healthy Lifestyle

The way of preparing, sharing, and consuming food connects us to our family history. Sometimes, it brings back many bittersweet memories along with warm feelings of comfort and belonging. For example, I have felt energetic after having a bowl of hot soup. It reminds me of the soup that my mother cooked when I was ill. A slice of baklava has also taken me back to my childhood at our local and cultural festivals.

However, we needn't worry about memories. Over the past years, we have been able to try many different foods from various cultures. These new flavours can change our food preferences. For example, Mediterranean cooking has drawn my attention recently. It has helped me discover new tastes and cooking styles. Nowadays, my shopping places have changed as well. I have not visited any supermarkets for six months. I have visited the local markets that offer some fresh products. One day, I hope I will be able to grow my own vegetable garden.

Maybe now, I just need to search for farming and vegetable growing. I am able to grow a lot of greens on my large balcony. Do you have any idea where to start? By the way, I have already changed my cooking style. I was able to cook too much fried food, but grilled and baked dishes have become my favourites after learning about healthier eating habits.

c **Work in groups. Read and examine the sentences below.**

e.g. *I **have worked** on a food and nutrition awareness campaign for three months.*

*My aunt **has managed** the company's administration since she was 18 years old.*

d **Find and underline the sentences in the text that are similar to the examples in *Exercise c*.**

e **Watch *Digital Story 6* and take notes of sentences similar to those in *Exercises c* and *d*.**

Digital Story 6

1 _____
2 _____
3 _____
4 _____

f **Work in groups. Discuss the common features of the sentences you have studied.**

Let's Discover

Complete the rule according to the examples in *Exercise c*.

We describe actions that began in the past and continue into the present and actions that happened recently and have an impact on the present by using _____.

g **Complete the sentences with the correct form of *have* or *has* and *the past participle* of the verbs in parentheses.**

Food festivals _____[1] **(become)** widespread throughout the world recently. Each country _____[2] **(have)** a chance to introduce its culture via traditional cuisine. Visitors _____[3] **(not taste)** only various flavours. They _____[4] **(discover)** the cultural stories behind each flavour as well. I _____[5] **(be)** in one of these festivals with my foodie friends for three days. We _____[6] **(meet)** many people from different cultures and learnt about their traditions. My friend, Taylor, _____[7] **(not discover)** amazing dishes from Mexico and Türkiye yet. Today, we will visit their stalls one more time. _____ you ever _____[8] **(be)** to a festival?

h **Work in groups. Read and examine the sentences below.**

e.g. *She **is able to cook** traditional dishes from Türkiye.*

*They **were able to find** the shop despite the heavy rain.*

i **Find and underline the sentences in the text on the left page that are similar to the examples in *Exercise h*.**

j **Work in groups. Discuss the common features of the sentences in *Exercises h* and *i*.**

Let's Discover

Complete the rules according to the examples in *Exercise h*.

We describe abilities by using _____ when it is not possible to use *can* in certain tenses.

Be able to changes form with the verb *be (am, is, are, was, were, etc.)* in all _____.

k **Complete the sentences with the correct form of *be able to* and the verbs in parentheses.**

I have been interested in being a conscious consumer lately. Therefore, I have searched for places to buy fresh food products and affordable ones. Now, I am shopping at the local markets. I _____[1] **(find)** high-quality vegetables there. Yesterday I went there again, and I _____[2] **(buy)** everything I needed in a short time. Next week, I _____[3] **(visit)** a new local organic market and try healthier products. Meanwhile, I _____[4] **(choose)** eco-friendly products as a conscious consumer recently. That's why I _____[5] **(use)** recycled bags for shopping since September.

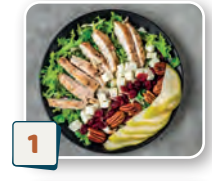
l **Work in pairs. Underline the words and phrases in the text on the left page that show quantity. Then discuss their roles.**

m **Work in pairs. Ask and answer questions about yourself as in the example.**

e.g. ***A:*** *Do you have **any** idea where the shop is?*
B: *It's near here.*
A: *How **much** time do we have left?*
B: *We have an hour left.*

n **Work in pairs. Imagine that you are preparing the dishes below for dinner. Ask and answer questions as in the example.**

e.g. ***A:*** *Where do we **need to start** first?*
B: *We **need to buy** some vegetables. In fact, we **needn't hurry up**. We have a lot of time.*





Gamification

Play the game in groups of four. Each group brainstorms and writes a meaningful survival story on a remote island.

Each group should write about all five survival tasks below.

1 Food supplies **2** Clean water **3** Building a shelter **4** Exploring the island **5** Cooking food

The group should also use the target structures, such as *The Present Perfect Tense*, *be able to*, *some*, *any*, *much*, *many*, and *need/needn't* in their tasks.

After all groups share their stories with the class, the class should vote for the most creative story.

Reading

a **Look at the photos and circle what they are about.**

1 Food around the world
2 Healthy nutrition
3 Hunger
4 Climate change



b **Read the text quickly and write the information for the topics below.**

1 The name of the event: _____
2 The date of the event: _____
3 The place of the event: _____
4 The aim of the event: _____

_____

World Food Day

Every year on 16 October, many countries have celebrated World Food Day to raise awareness about hunger, food security, and healthy nutrition around the world since 1979. The celebration reminds people that millions of people still do not have enough food to live a healthy life. It also aims to encourage governments, organisations, and individuals to work together to end hunger and reduce food waste.

Over the years, people from different cultures and continents have organised conferences, school events, food campaigns, and charity donations on World Food Day. These activities have contributed to increasing awareness of sustainable farming and the global food shortage. Moreover, World Food Day has drawn attention to the importance of farmers and food producers, particularly in developing countries. Those food producers have worked hard for years to provide food despite challenging conditions such as limited resources and global warming. Developing healthy eating habits has also been among the main goals of World Food Day.

In conclusion, this special event supports healthy eating, respecting regional food cultures, and avoiding food waste. Simple actions such as properly preparing meals or sharing food with those in need can create an enormous impact. In short, World Food Day has reminded us that food has the power to connect people, cultures, and communities worldwide. Food is not just something we eat on a daily basis; it is a vital part of human life and social connection.

c **Read the text carefully and complete the table below.**

Celebration activities	
Discussion topics of the day	
Other important goals of the day	

d **Work in groups of three. Read the text as a jigsaw, following the steps below.**

Each student…

- is responsible for reading one paragraph.
- guesses the meaning of the words and phrases they do not know in the paragraph.
- works out the meaning of the paragraph in detail.
- paraphrases the paragraph and writes the sentences about it in their own words.

Paragraph: _____

1 _____
2 _____
3 _____
4 _____

e **Retell the paragraph you studied in *Exercise d* in your own words to the group.**

f **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 How long have people celebrated World Food Day?
2 Why do people need to celebrate such a special day?
3 Why do global warming and limited resources affect farmers?
4 What do you think the meaning of respecting regional food cultures is?
5 Do you think these awareness events have an effect on people's food waste?




1 _____
2 _____
3 _____
4 _____
5 _____

g **Work in groups. Brainstorm and discuss the problems shown in the photos and suggest solutions.**

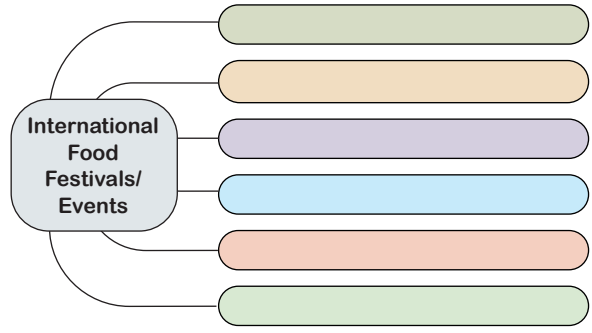




In-Theme Activity 6

Writing

a **Work in groups. Discuss which topics international food festivals or events cover best. Then complete the chart.**



b **Work in pairs. Examine the text on the left page and complete the outline below with short information from the text.**

Paragraph 1	Introducing the topic: Main point:
Paragraph 2	Topic idea: Supporting ideas:
Paragraph 3	Summary of the topic: Stating personal opinion:

c **Write a short text about an imaginary food-awareness event or a food festival. Use the checklist below to organise your text.**

- ☐ Take the text on *Page 104* as a model.
- ☐ Prepare an outline as in *Exercise b*.
- ☐ Consider *Rubric 12* on *Page 148*.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Give detailed examples.

d **Change your text with your peer's. Check her/his text, using *Rubric 12* on *Page 148*.**

e **Share your text with your classmates and answer any questions they may have.**

Roots and Routes

a **Look at the photos and title of the text. Guess what the text is about.**



SHARING FEASTS

Eid al-Fitr is one of the religious festivals for Muslims around the world. It starts at the end of the holy month of Ramadan. During Ramadan, Muslims fast from dawn to sunset to show self-discipline, empathy, and gratitude. Families and friends then come together to share happiness, kindness, and generosity when the fasting period ends.

The festival lasts for three days. In Türkiye, people usually get up early, dress well, and attend a special prayer at the mosque on the first morning. Then the traditional celebrations start. In particular, respect for the elderly is important. Therefore, young people usually visit older family members first. Relatives, neighbours, and friends visit each other to exchange well wishes.

Hospitality and generosity are unique Turkish family characteristics; that is why people fill the tables with traditional dishes and desserts, especially *baklava*, for their guests. Offering candies, delights, and cologne to the guests is also a custom of the festival. Compassion and benevolence are at the heart of the Ramadan month and celebration. People also donate to charities to make sure no one feels alone or hungry.

The values of Eid al-Fitr reflect the spirit of unity, respect, and sharing. It reminds everyone of helping those in need, forgiving others, and strengthening family bonds. It deepens social connections, customs, and cultural values to pass down to the new generations.

b **Read the text quickly and circle the values that are <u>not</u> mentioned.**

1 Thriftiness
2 Respect
3 Compassion
4 Justice
5 Benevolence
6 Diligence

c **Read the text carefully and tick (✓) the sentences that you can infer.**

1 ☐ People celebrate Eid al-Fitr at the end of the fasting period.
2 ☐ Families prepare their houses with happiness three days before the festival.
3 ☐ Young people visit their elderly only on these kinds of special days.
4 ☐ Families usually welcome their guests with some special food and offerings.
5 ☐ The festival also covers customs, traditions, and heritage of the country.
6 ☐ Muslims around the world celebrate the festival in the same way as in Türkiye.

d **Work in groups. Discuss the importance of compassion and benevolence values at festivals or special events.**

Consolidation

a **Look at the photos and talk about them with your classmates.**



b **Listen to the audio and tick (✓) the personal food preferences they talk about.**

Audio 6.4

1 ☐ Dairy-free food
2 ☐ Halal meat
3 ☐ Gluten-free diet
4 ☐ Vegan food
5 ☐ Home-made dishes
6 ☐ Traditional dishes
7 ☐ Sugar-free food
8 ☐ Vegetarian food

c **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Vegetarians usually eat eggs and dairy products, but not meat.
2 ____ Vegans usually prefer to eat meat, eggs, milk, or cheese.
3 ____ It is too difficult to find vegan food in supermarkets.
4 ____ There is a discount on both fruit and vegan products for today.
5 ____ The sales assistants avoid helping the customers.
6 ____ Selin and Thomas decide on eating out for dinner.

d **Work in groups. Discuss the benefits of healthy eating habits on people's lives.**

E-Portfolio

a **Work in groups of four. Prepare a documentary or a short film about global food culture and preferences. Follow the steps below.**

Before Making the Video

- [ ] Share the tasks among the group members, such as scriptwriting, filming, editing, etc.
- [ ] Search for continents, countries, and nationalities, describing their unique features.
- [ ] Explore personal preferences such as vegan, halal, or gluten-free diets, and highlight traditional and modern dishes.
- [ ] Consider the criteria in *Rating Scale 11* on *Page 147*.

While Making the Video

- [ ] Make sure that the information and online resources you use are reliable.
- [ ] Use effective, interesting images and clear audio.
- [ ] End the video by showing foods from different cultures and healthy and unhealthy eating habits.
- [ ] Keep your video 2–3 minutes long.

After Making the Video

- [ ] Revise and edit the video if necessary.
- [ ] Present it to your classmates.
- [ ] Submit it to your teacher.
- [ ] Upload it to your online portfolio.

b **Use *Rating Scale 11* on *Page 147* to assess each other's videos according to the given criteria.**

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 6



THEME 7

LIFE IN NATURE & GLOBAL PROBLEMS

Sub-Themes
- Natural resources
- Global problems related to natural resources
- Protecting natural resources

Functions
- Referring to people, objects, or things to provide essential information
- Expressing cause and effect
- Explaining consequences

Social Language
- People need to take care of Mother Nature's bounty!
- Our planet works like a well-oiled machine!
- We're at the tipping point with the loss of our ecosystem!
- Let's save our planet!
- Let's be green thumbs and plant trees!

Pronunciation
- re**u**se, destr**u**ction, en**v**ironment, **w**orld

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 7 Audio 7.1

Scan or click on the QR code to access Theme 7.

Theme 7

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 7

Interaction

Look at the photos and say what they are about.





Listening/Watching

a **Watch *Digital Story 7* and circle the environmental problems that are mentioned.**

Digital Story 7

1 water pollution
2 loss of biodiversity
3 water shortage
4 deforestation
5 plastic pollution
6 soil pollution
7 habitat destruction
8 global warming
9 floods
10 food shortage
11 climate change
12 landslides

b **Put the events in the correct order while watching *Digital Story 7*.**

a ☐ Doğa talks about the dry river and shows her poster.
b ☐ Joseph explains the problem that damaged his fields.
c [1] Susanne welcomes everyone and introduces herself.
d ☐ Villagers shout out that they want to save the environment.
e ☐ Doğa says villagers must be environmentally conscious.
f ☐ Eric talks about carbon footprint and greenhouse gases.

c **Watch *Digital Story 7* again and write solutions to the problems below.**



Deforestation

Solution



Loss of biodiversity

Solution



Excessive use of non-renewable energy resources

Solution

d **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Why did Susanne call the villagers to the meeting?
2 What does Doğa say about the river in the village?
3 What problems does Joseph face as a farmer?
4 What does Eric want to say about the number of the cars?
5 Which problem do you think is the most important in the village? Why?

1 _____
2 _____
3 _____
4 _____
5 _____

e **Work in pairs. Compare the environmental problems in your city, town, or village to the ones in *Digital Story 7*. Take notes and discuss how they are similar or different.**



f **Work in pairs. Imagine that you are attending a meeting in your city, town, or village. Talk about an environmental problem you mentioned in *Exercise e* and take turns offering solutions as in the example.**

***e.g.* A:** *I think the biggest problem in our city is that we use too many non-renewable energy sources like coal and natural gas.*

B: *I agree. They produce a lot of greenhouse gases, and that makes climate change worse.*

A: *Exactly. That's why we need to switch to renewable energy. We have enough sunlight and wind to use solar panels and wind turbines.*

Pronunciation

a **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 72

Unfortunately, people forget to **u**se natural resources **w**isely. Our **u**niverse is losing its natural balance. Pl**u**s, habitat destr**u**ction, o**v**erpop**u**lation, and **w**idespread po**v**erty, which many people s**u**ffer from, make life difficult in many regions. To be en**v**ironmentally conscious, we should re**u**se and recycle materials and red**u**ce cons**u**mption. **V**olunteers around the **w**orld often try to raise a**w**areness about protecting resources, but we need to **w**ork together and **v**al**u**e nature and build a sustainable f**u**ture for all li**v**ing things.

b **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 73

1 Rene**w**able resources like s**u**n, **w**ind, and **w**ater can pro**v**ide us **w**ith the energy that **w**e need.

2 Non-rene**w**able resources are not **u**seful eno**u**gh, as they cause serious en**v**ironmental problems.

3 **W**hen **w**e c**u**t down too many trees or **w**aste too much f**u**el, **w**e **w**ill face landslides and d**u**ll skies.

c **Put the words in the correct categories. Then listen and check your answers.**

Audio 74

communicate	groundwater	save	village
construct	human	struggle	warming
consume	rubbish	survive	wild

reuse	
destruction	
poverty	
awareness	

d **Work in pairs. Make sentences with the words in *Exercise c* and practise them.**

e **Assess each other's pronunciation, using *Rubric 2* on *Page 138*.**

Vocabulary

a **Watch *Digital Story 7* and underline the words and phrases related to the environmental problems in the village and solutions to them.**

Digital Story 7

In the meeting at the City Hall, Susanne says that she worries about her homeland more than ever. Doğa emphasises that deforestation and habitat destruction cause a serious loss of biodiversity in the village. Joseph talks about soil pollution on his farm, which weakens his crops. Eric warns that using too many cars increases greenhouse gases, which leads to a larger carbon footprint. To protect their village, Doğa suggests using renewable resources such as solar energy and wind energy to save the environment.

b **Look at the photos below and discuss what the text is about.**



c **Work in pairs. Share the text with your peer and read your section silently. Then tell each other about the topic and discuss if your predictions were true.**

A&B

Across the world, countries suffer from the results of the global problems related to natural resources. Issues such as deforestation, habitat destruction, loss of biodiversity, and soil pollution harm nature and affect human life negatively. Growing cities and expanding industries, like in India and Nigeria, are at the top of the alarming list.

Paragraph A India

In many regions of India, rivers usually dry up in summer, and soil pollution and waste make freshwater resources unsafe to drink or use. So, millions of Indians depend on groundwater, but these underground water supplies are also decreasing. Moreover, as a result of rapid overpopulation, more people move into urban areas. In crowded cities like Delhi and Chennai, the risk of water shortages rises each year, especially when monsoon rains bring low levels of rainfall, which means less water. The Indian government and local communities encourage people to reuse water and collect rainwater to use again for washing or gardening. They also ask people to limit their daily water consumption by taking quick showers and avoiding unnecessary use of water.

Paragraph B Nigeria

Nigeria is facing a huge energy crisis that affects houses, community buildings, and factories with a significant shortage of energy resources. Urbanisation has forced millions of people to move from rural areas to large cities like Lagos and Abuja, which has also increased the demand for electricity. Moreover, industrialisation, the process of developing industries, has put extra pressure on the country's energy system. The situation is even more serious in poor regions. Poverty does not allow people to use renewable alternatives because of their low income. Experts warn Nigerians to use energy efficiently and take precautions, without wasting it, like replacing old bulbs with energy-saving ones or turning off appliances that they do not use. They also warn businesses and factories to reduce consumption by upgrading old machines and decreasing the amount of energy that they use.

d **Read the text again and circle the words and phrases you do not know. Share them with your peer.**

e **Work in pairs to find clues that help you understand the meanings of the words and phrases you have circled in *Exercise d* as in the example. Discuss their meanings with your peer.**

e.g. *freshwater*	*safe to drink or use*

f **Check the meanings of the words and phrases you have written in *Exercise e* by using a dictionary. Take notes and share them with your classmates.**

g **Read the text carefully and complete the missing parts with the words and phrases you have studied.**

As India's _____[1] supplies are not safe to drink or use, many people depend on _____.[2] As a result of _____,[3] some cities experience _____,[4] so the government encourages people _____[5] water and _____[6] their daily use.

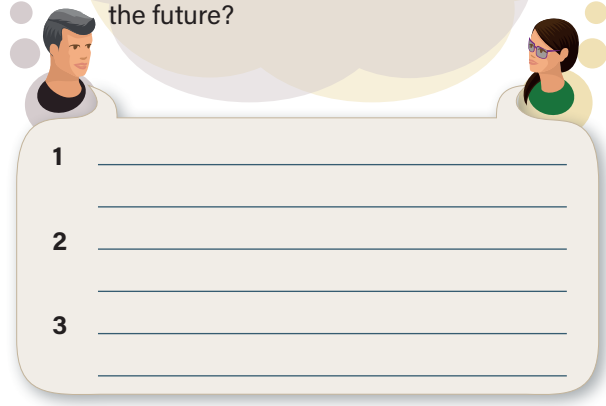
Nigeria, on the other hand, faces a(n) _____.[7] It gets worse day by day because of _____[8] and _____.[9] Many families live in _____,[10] which makes it more difficult to access energy resources. As a solution, experts want Nigerians _____[11] and _____[12] in houses, schools, and community buildings.

h **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 Why do you think the risk of water shortage in crowded cities in India rises each year?

2 How does poverty make the energy crisis worse for some Nigerian families?

3 What might happen to education and healthcare systems in both countries in the future?



1 _____

2 _____

3 _____

i **Work in pairs. Search on the Net and take notes on the environmental problems around the world.**

j **Talk about the global environmental problems you have found in *Exercise i* with your peer, using the words and phrases you have learnt. Offer solutions and share them with your classmates.**

Gamification

Play the game in groups. When it is your team's turn, one of you will go to the board.

The teacher will give you a secret target word, and you will draw it on the board. You have 30 seconds.

Remember:

- No talking
- No writing letters or numbers
- No acting or miming

Your team will try to guess the word in 30 seconds. They will say their guesses loudly while watching the drawing. You can shake your head, but you cannot speak.

When your team guesses the word within the time limit, you get 1 point. The group with the most points wins.

Language Awareness

a **Look at the photo and discuss the things it shows with your classmates.**

b **Read the text quickly and circle the best title.**

1 The Inner Voice of the Earth
2 Forests and the Cost of Protecting Them
3 The Importance of Biodiversity
4 Forests That Save All Living Beings



Forests are of great importance to the Earth's balance. They provide habitats for millions of species that need clean water, rich soil, and healthy ecosystems to live. However, many forests worldwide are facing serious threats because of industrial activities which release harmful chemicals into the environment. These chemicals cause soil pollution, so plants cannot grow naturally any more. They pollute freshwater resources which are vital for the people in rural areas as well. In some regions, people are struggling with water shortages. They spend most of their time accessing drinkable water, so this situation leads to economic problems and poverty.

Animals that live in the forests are also in danger. With deforestation, they lose their natural shelters, so their populations decrease. Some species even face extinction. Biodiversity declines as a result, and natural disasters such as landslides and floods become more devastating.

Many organisations and volunteers who try to raise awareness about protecting forests organise campaigns. They encourage people to be environmentally conscious, recycle, and reuse to reduce their carbon footprint. The balance that nature needs has changed, so we do not live in a sustainable environment any more. To fix this, people need to take care of Mother Nature's bounty!

c **Read the text carefully and think of the answers to the questions in pairs. Ask and answer them.**

1 How do industrial activities affect the environment?
2 Why do the people in rural areas struggle with water shortages?
3 How does deforestation affect the animals in the forests?
4 What can people do to reduce their carbon footprint?

1 _____
2 _____
3 _____
4 _____

d **Work in groups. Read and examine the sentences below.**

e.g. *They provide living space for millions of species* ***that*** *need clean water, rich soil, and healthy ecosystems to live.*

However, many forests worldwide are facing serious threats because of industrial activities ***which*** *release harmful chemicals into the environment.*

People ***who*** *live in rural areas are also in danger.*

e **Find and underline the sentences in the text as in the examples in *Exercise d*.**

f **Watch *Digital Story 7*. Find and write similar sentences to those in *Exercises d* and *e*.**

Digital Story 7

1 _____
2 _____
3 _____
4 _____

Let's Discover

- **Read the example sentences in *Exercise d* again and complete the rules.**

  We define people by using _____[1] and define things by using _____[2]. We define both people and things by using _____[3].

- **Complete the sentences below, using the information above.**

  1 Citizens _____ live close to industrial areas experience high levels of air pollution.
  2 Energy resources _____ rely on fossil fuels contribute to climate change.
  3 Laws _____ limit industrial emissions help save the environment.

g **Work in groups. Read and examine the sentences below.**

e.g. *These chemicals cause soil pollution,* ***so*** *plants cannot grow naturally any more.*

Biodiversity declines as a result, ***so*** *natural disasters become more devastating.*

h **Find and underline the sentences in the text as in the examples in *Exercise g*.**

i **Work in groups. Discuss and find the common points of the sentences you have underlined.**

Let's Discover

- **Read the example sentences in *Exercise g* again and complete the rule.**

  We express cause and effect, and explain consequences by using _____.

- **Rewrite the sentences to express cause and effect, and to explain consequences in your notebook.**

  1 People cut down trees. Animals lose their natural habitats.
  2 Factories release waste. Water resources become dirty.

j **Complete the text with *who*, *which*, *that*, and *so*.**

Environmental issues affect communities _____[1] rely on natural resources to survive. With industrialisation, pollution levels rise fast, _____[2] natural resources become unsafe to use. In some regions across the world, organisations _____[3] monitor pollution levels report serious damage in soil, air, and water quality. Moreover, urbanisation brings overpopulation, _____[4] people face water shortages, soil and air pollution more than ever.

k **Write a similar paragraph to the one in *Exercise j* about an environmental problem you have observed.**

l **Share your paragraph with your peer and talk about the problems you both mentioned.**

m **Assess your peer's paragraph, using *Rating Scale 5* on *Page 141*.**

Gamification

- Work in two groups.
- Write two grammatically correct and three incorrect sentences, using the language structures you have learnt.
- When it is your group's turn, read your sentences aloud one by one. The other group has thirty seconds for each sentence to say "correct" or "incorrect".
- Groups must correct the incorrect sentences grammatically in ten seconds.
- Each correct answer is one point, and the group with the most points wins.

Reading

a **Work in pairs. Look at the photo and the title of the text below. Discuss what the text can be about.**

b **Read the text quickly and circle its main topic.**

1 A call to protect natural resources for the future
2 Future solutions for a number of global problems
3 The problems with finding clean water and food

c **Read the text quickly again and tick (✓) the problems Ruby mentions.**

1 ☐ water shortage
2 ☐ energy crisis
3 ☐ soil pollution
4 ☐ food shortage
5 ☐ habitat loss
6 ☐ overpopulation



A Letter from the Future

Dear friends from the past,

I am Ruby from the year 2060, and I am writing this letter to you, teenagers in the 2020s. You are the same age as I am now, but you are also the parents and leaders of **my time**.

Did you know? My world is very different from yours; it is hot, dry, and grey. The forests which covered the hills in **your time** have disappeared. Rivers have dried up, and many species of animals that lived freely in their habitats have gone extinct.

This may not feel real to you, but the world's resources are indeed limited. People used **them** too much and too fast, so we have very little left today. Remember you left taps running while you were brushing your teeth? Well, we do not have that "luxury" any more. Water is very scarce and hard to find; now it is like gold to us. Families have to travel long distances to reach a clean water source.

Another problem is soil pollution from your poor waste management. It makes farming difficult, so we cannot grow enough food. Only rich people can buy fresh produce, and many people eat lab-grown foods that come from factories. Believe it or not, **they** taste like cardboard! I dream of the juicy fruits in old photos, but I fear I will never be able to taste them.

But you know what? My story, which you are writing with every choice you make, does not have to end like this. You have **something** that my generation can only dream of: the power to make a change. Your ordinary decisions about water, energy, and waste will shape my life. So please reconsider your habits to make the future world green and the sky blue again. I want to live, not just survive.

With hope,

Ruby

d **Read the text carefully and complete the sentences below.**

1 In line 3, "my time" refers to _____.
2 In line 5, "your time" refers to _____.
3 In line 8, "them" refers to _____.
4 In line 13, "they" refers to _____.
5 In line 16, "something" refers to _____.

e **Read the text carefully again and complete the table below.**

Problem	Cause	Result

f **Work in pairs to compare the problems in *Exercise e*. Decide which problem affects daily life more directly and explain your reasoning, using one sentence from the text.**

g **Cross out (*X*) the sentences that Ruby might <u>not</u> say according to the text.**

1 ☐ You will be the adults in charge when I am born.
2 ☐ Water is a very limited and valuable resource.
3 ☐ I mostly prefer the food from factories for its flavour.
4 ☐ We focus more on comfort than on basic needs.
5 ☐ Your actions decide the way my world looks.
6 ☐ I wish to be happy and safe, not just barely alive.

h **Work in groups. Discuss Ruby's letter, answering the questions below.**

1 Which problem in the letter feels closest to your own life today? Why?
2 Which bad habit in the letter do you see people having today?
3 Which part of the letter affected you the most?

In-Theme Activity 7

Writing

a **Work in groups. Discuss the problems that Ruby mentioned in her letter and brainstorm possible solutions.**

b **Imagine you want to reply to Ruby's letter, promising to make changes to save the future. Use the ideas from your discussion to plan your response by taking notes below.**

The Problems in Ruby's World

My Promises to Take Action

c **Write a response letter to Ruby about your plans in *Exercise b*. Follow the checklist below to form your letter.**

- ☐ Take the text on *Page 118* as a model for tone and structure (greeting, body, and closing).
- ☐ Consider *Rubric 12* on *Page 148*.
- ☐ Use the vocabulary and language structures you have learnt in this theme.
- ☐ Use the notes you have taken in *Exercise b*.
- ☐ Thank Ruby for sharing her story.
- ☐ Name the habits you promise to change and explain the way you will change them.
- ☐ End your letter with hope for her world.

d **Change your paper with your peer's. Give feedback to each other, using *Rubric 12* on *Page 148*.**

e **Revise your letter to improve it according to your peer's feedback.**

Roots and Routes

a **Read the text quickly and circle the best title.**

1 A New Energy Plan for Türkiye's Villagers
2 Türkiye's Forest Protection Initiatives
3 A Solar Future for Türkiye's Forest Villages
4 Solar Panel Use Throughout Türkiye

Many people around the world care about the environment and are looking for clean, safe ways to produce electricity. Solar energy is one of the best options because it is renewable, does not harm the environment, and creates no pollution or waste. This technology is especially valuable in remote villages, as it can both improve the lives of villagers and help protect local ecosystems.

A clear example of this approach is taking place in Türkiye. About seven million people live in the country's forest villages, and many of them work in farming or forestry. These activities can sometimes increase the use of forest land: when more people cut down trees for firewood or farming, deforestation may rise. To fix this, Türkiye has started a national project to support these families and reduce the need to use forest resources for energy by bringing electricity to remote areas.

The country places solar panels on the rooftops of homes in those villages and also installs them in large solar farms that connect to the main electricity grid. These panels turn sunlight into electricity, which families use in their daily lives. When they produce more electricity than they need, they can send the extra energy to the grid and earn some extra income through village co-operatives. The project has already reached many regions, and it continues to grow.

This programme helps reduce pressure on forests, lower carbon emissions, and improve living conditions in forest villages. Türkiye plans to continue this project and bring solar energy to even more homes in the coming years.



b **Read the text quickly again and give short answers to the questions below.**

1 How many people live in Türkiye's forest villages?

_____

2 Why do people cut down trees?

_____

3 What turns sunlight into electricity?

_____

c **Read the text carefully and tick (✓) the sentences that you can infer.**

1 ☐ Most of the forest villagers use electricity for farming purposes.
2 ☐ Families in forest villages will use less traditional fuels after this project.
3 ☐ The main users of this solar energy project are forest villagers.
4 ☐ Forest villagers do not use all the electricity that solar panels produce.
5 ☐ The project provides energy only during the summer months.
6 ☐ Villagers who sell extra electricity work with local joint organisations.
7 ☐ The project may raise the speed of urbanisation in some areas.
8 ☐ The project has been successful enough to encourage future expansion.

d **Imagine your town is starting a project to use solar energy. Think of one suitable place in your neighbourhood to install solar panels. Write a short suggestion as in the example.**

e.g. *I think we should put solar panels on the school roof, which gets a lot of sun. It uses a lot of electricity during the day, so installing panels will help reduce energy costs.*

Consolidation

a **Look at the photos and talk about them with your classmates.**



b **Listen to the audio and tick (✓) the environmental problems you hear.**

Audio 7.5

1 ☐	Deforestation	7 ☐	Overpopulation
2 ☐	Air pollution	8 ☐	Urbanisation
3 ☐	Industrialisation	9 ☐	Water shortage
4 ☐	Habitat destruction	10 ☐	Climate change
5 ☐	Greenhouse gases	11 ☐	Poverty
6 ☐	Energy crisis	12 ☐	Landslides

c **Listen to the audio again and circle the best option.**

1 **Danny says the sky is getting darker because of _____.**
- **A** energy crisis
- **B** air pollution
- **C** climate change
- **D** overpopulation

2 **The reason behind the global energy crisis is _____.**
- **A** the rising need for energy resources
- **B** factories and vehicles which release smoke
- **C** non-renewable energy resources
- **D** some regions that face landslides

3 **Renewable energy resources _____.**
- **A** are running out year after year
- **B** lead to water and food shortages
- **C** are harmful and need investments
- **D** can solve the global energy crisis

4 **Brian says we should take a step or _____.**
- **A** some countries could depend on coal
- **B** the Earth's climate could change permanently
- **C** the air pollution problem will get worse
- **D** it will be too late to use energy efficiently

d **Which of the global problems in the audio do you think is the most serious? Discuss with your classmates.**

E-Portfolio

a **Prepare a presentation about the challenges and solutions related to natural resources, the global problems they cause, and ways to protect them.**

Before Making the Presentation

- [ ] Explore the challenges and solutions to write a report.
- [ ] Research the importance of conserving and protecting natural resources.
- [ ] Analyse the effects of human activity on nature.
- [ ] Propose actionable steps for a more sustainable future.
- [ ] Consider the criteria in *Rating Scale 11* on *Page 147*.

While Making the Presentation

- [ ] Create eye-catching visual aids.
- [ ] Add background music or sound effects.
- [ ] End with a question for your audience.
- [ ] Keep your video between 2–3 minutes long.

After Making the Presentation

- [ ] Role-play as environmental activists with your peers and make your presentation.
- [ ] Address the global problems related to natural resources and try to raise awareness.
- [ ] Submit it to your teacher.
- [ ] Upload it to your online portfolio.

b **Use *Rating Scale 11* on *Page 147* to assess each other's presentation skills according to the given criteria.**

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 7



THEME 8

LIFE IN THE UNIVERSE & THE FUTURE

Sub-Themes
- Planets and space
- Life in the universe
- Space explorations

Functions
- Describing general and/or scientific facts which are generally true
- Describing a possible future situation

Social Language
- It's a small world!
- S/he's so strange, s/he's definitely not from this planet!
- A star is born!
- This is a whole new world!
- It felt like being a man on the moon!

Pronunciation
- **X**-rocket, bo**x**, e**x**ample, **Y**-cable, **y**ellow, g**y**m, bab**y**, **Z**-line, **z**oo

Warm-Up/Well-Being

Scan or click on the QR code to access the activity.

Warm-Up/ Well-Being 8

Scan or click on the QR code to access Theme 8.

Theme 8

Lead-in

Establishing Links

Watch the clip and describe the scene.

Clip 8

Interaction

Look at the photos and say what they are about.





Listening/Watching

Digital Story 8

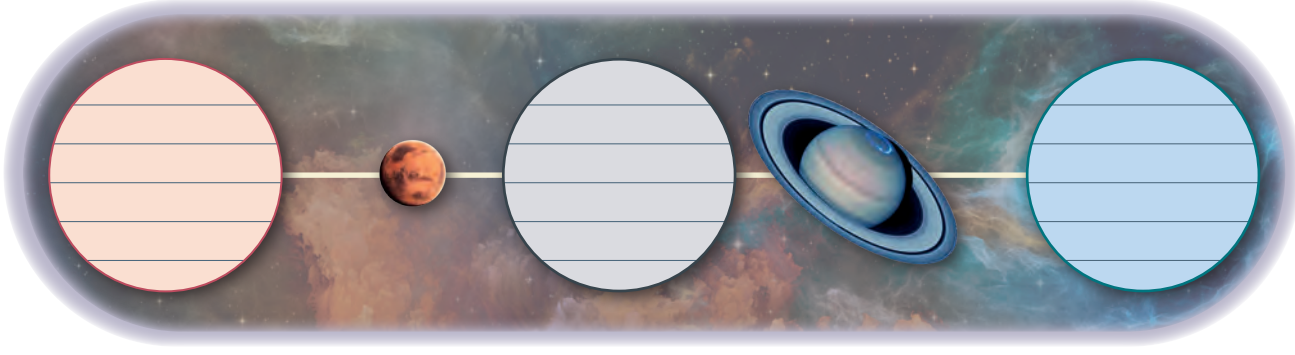
a **Watch *Digital Story 8* and tick (✓) the words you hear.**

1 ☐ Venus 2 ☐ Neptune 3 ☐ Jupiter 4 ☐ Earth
5 ☐ Mercury 6 ☐ Mars 7 ☐ Uranus 8 ☐ Saturn

b **Watch *Digital Story 8* again. Put the steps of a space mission in the correct order.**

a ☐ The spacecraft goes into orbit.
b ☐ The spacecraft lands back on Earth.
c [1] Engineers build a rocket.
d ☐ Astronauts run tests at the space station.
e ☐ They launch the rocket with the spacecraft.
f ☐ The spacecraft turns for home.

c **Write each planet's different feature in the left and right circles and one shared feature in the middle, using information from *Digital Story 8*.**



d **Watch *Digital Story 8* again carefully. Underline the mistake in each sentence below and write the correct information in the blanks.**

1 Aytaç grew up in Hatay. _____
2 The universe has a few galaxies. _____
3 The Milky Way is a planet. _____
4 Astronauts live on the space station for years. _____
5 Astronauts cannot walk outside the space station. _____
6 A moon can form a ring around a star. _____

e **Cross out (✗) the sentence that you cannot infer from *Digital Story 8*.**

1 ☐ The "small world" moment shows personal connections can happen anywhere.

2 ☐ Going on a spacewalk is a powerful and memorable event for an astronaut.

3 ☐ Martin believes his simulated spacewalk was exactly the same as a real one.

4 ☐ Martin's niece acts like a Martian because she is curious about space.

f **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 What is the main topic of the radio show?
2 Why do rockets need to take off with great power?
3 How can a spacecraft complete a mission without astronauts?
4 What happens when a spacecraft goes into orbit?
5 Why do scientists focus on studying Mars?
6 What are the contents of Saturn's rings?
7 How can a ring form around a planet?




1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

g **Work in groups. Write a plan for a new space mission in your notebooks, considering and using the information from *Digital Story 8*.**

- Which planet will you visit?
- Why have you chosen this planet?
- What are the steps of your mission?
- What do you hope to find there?

h **Present your plan to another group. Use *Rating Scale 8* on *Page 144* to assess each other according to the given criteria.**

Pronunciation

a **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 8.1

Scientists discovered a **y**oung planet far be**y**ond our solar s**y**stem. They wanted to e**x**plore it to learn more about the formation of planets. When they e**x**amined the pictures, they saw that the planet was almost complete**ly** fro**z**en and showed **z**ero signs of life. This discover**y** helped scientists to understand more about other worlds outside our own gala**x**y, the Milk**y** Way.

b **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 8.2

1 The museum e**x**hibits **X**-ray images of the si**x** black holes that we discovered.
2 Scientists have not been able to solve the m**y**ster**y** of the **Y**-shaped craters **y**et.
3 Astronomers used a **Z**-fold map to show the si**z**e of the habitable **z**one.

c **Put the words in the correct categories. Then listen and check your answers.**

Audio 8.3

canyon · crystal · exact · example · exercise · Mercury · next · rhythm · tiny · yellow

si**x**	
e**x**hibit	
young	
s**y**stem	
discover**y**	

d **Work in groups. Talk about the planet in *Exercise a* and record your speech.**

e **Listen to your friends' recordings and give feedback to each other, using *Rubric 2* on *Page 138*.**

f **Work in pairs. Talk about the Earth and the other planets in our solar system, using the words and sounds you have learnt.**

Vocabulary

a **Work in pairs. Describe the photos and write the words and phrases in the correct categories.**

astronaut · atmosphere · creature · galaxy · go on a spacewalk · land · launch · Milky Way · orbit · revolve · robot · solar system · space mission · spacecraft · take off







b **Watch *Digital Story 8* and complete the text with suitable words from *Exercise a*.**

Digital Story 8

In the radio show, Martin and Aytaç talk about space. Aytaç starts with the _____ [1] and describes the Sun and the planets around it. Then he places it inside the _____ [2] as part of a much bigger structure. After that, he describes how to _____ [3] a rocket. Then, he explains that the vehicle follows a(n) _____ [4] around the Earth after it gets into space. He adds an experience from his career and says he was able to _____ [5] and see the space from outside the station. Later, he turns to Mars and talks about its _____ [6] and weather conditions. He says that finding even a tiny _____ [7] in its rocks or water will be a great discovery. In the end, he moves to Saturn and mentions _____ [8] visits to study its rings.

c **Work in pairs. Look at the photo and the title of the text below. Discuss what the text can be about.**



Homes Among the Stars

A Imagine waking up not to a sunrise over a green hill but to the glow of a far-off star field. In the near future, the Earth may not be our only home, and we might live in space colonies near Mars or Jupiter. These floating cities will protect us from the harsh environment and offer a safe place to live and work. Getting there will be easier, too, as space travel may become as common as international flights. Instead of the loud, heavy rockets of the past, a space shuttle could carry hundreds of passengers and their belongings between the Earth and the colonies. For shorter trips down to a planet's surface, we might use a smaller space capsule.

B Life in space can be full of surprises, with breathtaking views. When you look out of the window, you might see celestial objects that move through the sky. You could watch a passing comet with its long, bright tail or track the path of an asteroid that journeys around the Sun. Sometimes, when a meteor enters the artificial atmosphere of the colony, smart warning systems might alert people to make sure everyone stays safe.

C However, these colonies will not be just homes; they will also be giant laboratories. Some scientists will conduct experiments there to understand new-found space materials. Others will observe the unknown parts of the universe with powerful telescopes and a network of satellites. They will collect data and analyse it to understand the cosmos better. Who knows what they will find? Maybe something completely weird like a mysterious, tiny life form or rare minerals that are extremely hard to find on the Earth. The future is waiting in the stars, ready for us to reach out and claim it.

d **Read the text quickly to check if your predictions are correct.**

e **Read the text quickly to find and circle the names of the planets that could host people in the future.**

f **Work in groups. Read the paragraph that your teacher has assigned and underline the words and phrases you do not know. Then share them with the class.**

g **Complete the table below with the target words and phrases in the text.**

Nouns and Noun Phrases	
Verbs and Verb Phrases	
Adjectives	

h **Match the topics below to the *Paragraphs A*, *B*, and *C*.**

Discovery and Science: _____

Living and Travelling: _____

Sights and Safety: _____

i **Find the clues that help you understand the meanings of the target words and phrases you have underlined in your assigned paragraphs in *Exercise f* as in the example.**

e.g.	*space colonies*	*live in, floating cities*

j **Work in groups. Share your clues with your peers to discuss the possible meanings of the target words and phrases.**

k **Work in groups of six to compare your definitions to determine the meaning of the target words and phrases. Then share your definitions with the class.**

l **Work in pairs. Role-play a dialogue between a scientist at a space colony and a curious visitor from the Earth, using the role cards.**

Student A

You are the visitor.

- Ask questions about life on the space colony.
- Show interest and ask for more details about space travel.

Student B

You are the scientist.

- Explain your recent discoveries about celestial objects.
- Describe the way your team collects data and ensures safety.

Gamification

- Work in teams of four or five. Decide which team will start.
- The first team has 30 seconds to say a correct, meaningful, and theme-based sentence aloud with one of the target words/phrases in *Exercises a* and *g*.
- If they succeed, they earn 1 point and another team takes its turn.
- The teacher will keep a list of "Used Words/Phrases" on the board; teams cannot use a word/phrase that is already on the list.
- If a team cannot form a sentence in 30 seconds, repeats a word/phrase, or produces a grammatically incorrect or meaningless sentence, they lose their turn and get no points.
- The game continues until the teams use at least 15 different target words/phrases as a whole.
- The team with the most points at the end of the game wins.

Language Awareness



a **Read the text quickly and circle the best title.**

1 How to Become an Astronaut
2 The Dangers of Space Exploration
3 The Human Body in Space

b **Read the text quickly again and circle the topic that is not mentioned in the text.**

1 Physical effects of weak gravity on the human body
2 Diets that are suitable for space missions
3 Possible future solutions to space-related problems
4 Daily training and exercise for astronauts

People often look at the night sky and dream of space travel. Visiting Mars or the Moon sounds like a fantastic adventure, but life in orbit is difficult for humans. Space conditions, especially weak gravity, affect the body in weird ways. As a result, space agencies prepare astronauts step by step for a safe journey.

On the Earth, gravity pulls blood down to the legs, but this is not the case in space. If gravity is weak, fluids float up to the head. This gives astronauts red and puffy faces, and they sometimes feel sick. A person's height also changes outside the Earth. This is because gravity pushes down on the spine, but in space, the spine relaxes and stretches. If someone spends time in space, they grow up to five centimetres taller. But this environment is dangerous for the body. If muscles do not work against gravity, they get very weak. For this reason, the crew have to exercise on special machines for two hours every day, both when they are preparing on the Earth and when they are working in space.

Fortunately, scientists are working on solutions for these challenges. They believe that future technology is the key. For example, if engineers develop artificial gravity, astronauts will not lose their muscle strength. This technology will create a force like the Earth's gravity inside the spacecraft, and the body will be able to function normally. Adaptation is another interesting possibility for the far future. If humans build colonies on or near other planets, our bodies might adapt to lower gravity over generations. This will take time for sure, but it will be a huge step for humanity. If we solve these biological puzzles, we will be able to travel further into the universe safely.

c **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 Why is life in orbit difficult for humans?
2 Why does someone become taller in space?
3 How can the crew keep their muscles strong?
4 What is one possible solution for muscle loss in space?




1 _____
2 _____
3 _____
4 _____

d **Work in groups. Read and examine the examples below.**

e.g. ***If*** *bones* ***do not feel*** *gravity's pull, they* ***lose*** *strength and density.*
If *you* ***pass*** *all the tests, you* ***will join*** *a special training programme.*
If *a crew* ***works*** *together as a team, their mission* ***can be*** *successful.*

e **Find and underline the sentences in the text as in the examples in *Exercise d*.**

f **Watch *Digital Story 8*. Find and write similar sentences to those in *Exercise d*.**

Digital Story 8

1 _____
2 _____
3 _____
4 _____

g **Work in groups. Discuss the common points of the sentences you have found in *Exercises e* and *f*.**

Let's Discover

- **Read the example sentences in *Exercise d* again and complete the rules.**
  1. We talk about general and/or scientific facts that are always true by using _____ (Zero Conditional).
  2. We talk about a possible future situation by using _____ (First Conditional).
- **Decide whether each situation needs a *Zero Conditional* (ZC) or a *First Conditional* (FC) sentence and give reasons.**
  1. A trainer explains a rule that applies to all long missions in space.
     _____
  2. A space agency talks about the result of choosing the right people for a future mission.
     _____
  3. An astronaut describes the way that sound travels on a celestial body with no atmosphere.
     _____

h **Complete the dialogue with the correct form of the verbs in parentheses.**

Sarah: This control panel is very complicated, Cem. I don't want to make a mistake.
Cem: Don't worry. Just focus on learning the rules. For example, if this light _____[1] **(turn)** red, it _____[2] **(mean)** the oxygen level is low.
Sarah: I see. And what about this blue lever?
Cem: Be careful! The system _____[3] **(lock)** all the doors if the blue lever _____[4] **(move)**. It's an automatic safety system.
Sarah: Okay, I won't touch it. By the way, are we ready for the mission tomorrow?
Cem: I think so. If the wind _____[5] **(not be)** too strong, we _____[6] **(test)** the new rover outside the base.
Sarah: Great! But what if a storm starts?
Cem: The captain _____[7] **(cancel)** the test if the weather _____[8] **(get)** bad. Safety comes first.

i **Work in pairs. Imagine you are two scientists who have discovered a mysterious planet. Write a short paragraph to describe it as in the example.**

e.g. *We have discovered an amazing planet and named it "Sornion". It has three moons and rotates once every 108 Earth hours. Nature here follows unique rules. If the plants do not get enough sunlight, they start to glow blue. We want to explore the planet further, but there is a big storm now. If the storm stops, our robots will collect soil samples.*

j **Change your paper with another pair and check their paper, using *Rating Scale 5* on *Page 141*.**

Gamification

- Form groups of three. Two students are the "Duellers", and one is the "Referee".
- The Referee says a space word or phrase you have learnt in this theme and shouts either "Fact!" or "Possibility!".
- The Duellers must make a sentence in ten seconds.
- If the Referee shouts "Fact!", use the *Zero Conditional*.
  e.g. *If a meteor* ***is*** *in the atmosphere, it* ***burns****.*
- If the Referee shouts "Possibility!", use the *First Conditional*.
  e.g. *If a meteor* ***hits*** *the rocket, we* ***will repair*** *it.*
- The first Dueller to say a correct sentence gets one point.
- The Referee decides if the sentence is correct and relevant and awards the point.
- If a sentence is grammatically incorrect or does not match "Fact" or "Possibility", the other Dueller can correct it and earn the point instead. If both Duellers make mistakes, no one gets a point.
- Switch roles after five rounds so everyone gets a turn as the Referee.
- The group member with the most points at the end of 15 rounds is the winner.

Reading



a **Work in groups. Look at the photos and title of the text. Discuss what the text can be about.**

b **Share the text and read your group's paragraph silently. Discuss and circle its main idea.**

1. If humans treat space carelessly, space missions and life in space will be impossible.
2. Space missions leave rubbish behind, such as rocket parts, satellites, and small particles.
3. If people launch objects into space, they do not disappear by themselves.
4. Pollution and crowding in space also affect our daily lives and research on the Earth.

SPACE JUNK

Scientists still search for mysterious and unknown life in the universe, but if humankind keeps treating space carelessly, it will turn it into another dirty environment.

A Mostly, people imagine space as dark, silent, and clean. However, we have already polluted it. If we launch an object into space, it does not disappear by itself; it continues to revolve around the planet for years or even centuries. As a result, thousands of broken satellites, old spacecraft, and other technological junk move through the Earth's orbit at extremely high speeds.

B Every space mission leaves its rubbish behind. For instance, when a rocket takes off, parts of it sometimes separate during the launch and stay in space. When a satellite stops functioning, it drifts in orbit. If space objects crash, they create small particles, and these particles spread through the solar system and become dangerous. If this continues to happen for years, space travel will become unsafe for humankind.

C Pollution in space also affects daily life on the Earth. If space junk damages a satellite, communication systems fail. People lose GPS signals, weather forecasts become unreliable, and planes face serious risks. If space gets too crowded with rubbish objects, scientists will not be able to launch future missions safely, astronauts will not travel easily, and robots will not be able to collect data or conduct experiments.

D The problem threatens future space colonies as well. If humans live on another planet one day, they will completely depend on technology, as another planet will not have a natural atmosphere or fresh water. If space junk damages supply systems, people may not survive. Living in space may still be a dream for humankind, but it will be impossible if careless human actions continue.

c **Talk about your paragraph's main idea with the other groups. Then discuss the meanings of unfamiliar words in the text if there are any.**

d **Read the text carefully and find examples in the text for the categories below.**

Category	Examples
Space Junk	
Problems	
Consequences	

e **Read the text again and circle the correct options.**

1 **What happens when a rocket takes off?**
- **A** It disappears by itself.
- **B** Parts of it sometimes stay in space.
- **C** It crashes and damages other objects.
- **D** Space missions leave it behind.

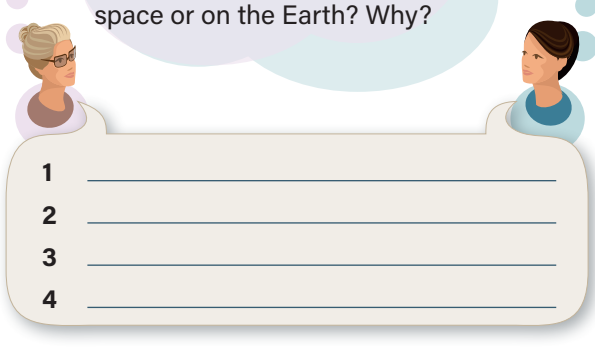
2 **If a satellite stops functioning, it _____.**
- **A** continues to collect data
- **B** turns back to the Earth
- **C** stays and drifts in orbit
- **D** becomes unreliable after years

3 **Space pollution affects people on the Earth because it _____.**
- **A** damages technological systems
- **B** spreads through the solar system
- **C** revolves at an extremely high speed
- **D** creates small particles

4 **What will happen if space pollution continues?**
- **A** It will become easier to explore.
- **B** Scientists will discover more tiny creatures.
- **C** Space will turn into another dirty place.
- **D** All the satellites will stop functioning.

f **Work as a whole class. Think of the answers to the questions. Ask and answer them.**

1 If space travel becomes cheaper and more common, how will life in space change?
2 What happens if technological devices stop working suddenly? Give examples.
3 Why should we care about space pollution if we never go to space?
4 Which is more serious: the pollution in space or on the Earth? Why?



1 _____
2 _____
3 _____
4 _____

Writing

a **Work in groups. Discuss the problems mentioned in the text on the left page and brainstorm possible precautions.**

b **Write a paragraph about the precautions you have discussed in *Exercise a*. Follow the checklist below.**

- ☐ Take the text on the left page as a model.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Give reasons, details, and examples.
- ☐ Consider *Rubric 12* on *Page 148*.

c **Change your paper with your peer's. Give feedback to each other, using *Rubric 12* on *Page 148*.**

d **Revise your paragraph to improve it according to your peer's feedback.**

e **Share your paragraph with your classmates and exchange your ideas.**

In-Theme Activity 8

Roots and Routes

a **Look at the photos and discuss what the text is about with your classmates.**

b **Read the text quickly and circle the best title.**

1 The Future Space Projects of Türkiye
2 Exploring Galaxies: A Turkish Telescope
3 The Eye of Türkiye in Space



İMECE is Türkiye's first high-resolution Earth observation satellite. Turkish engineers at TÜBİTAK UZAY (Space Technologies Research Institute) and TUA (Turkish Space Agency) designed and built the satellite. They also produced a space-compatible electro-optical camera for the first time in Türkiye to meet the country's civilian and military high-resolution imagery needs.

They launched *İMECE* into space on 15 April 2023 and received its first test image on 29 April 2023. It now orbits the Earth at a height of about 680 kilometres at the same time as the Sun, which allows it to take pictures of the same area under similar lighting conditions. It can capture very detailed images of objects even smaller than one metre. These images are useful for many important purposes such as environmental protection, agriculture, disaster management, urban planning, and national security. The images also help train new scientists and engineers for future space projects.

The project is a major step because it shows the country's ability to produce advanced space technology without depending on other nations. Türkiye can now not only use its own satellite imagery but also develop and export space technologies like electro-optical cameras. Thanks to *İMECE*, Türkiye has joined the group of countries that can design, build, and operate their own observation satellites.

c **Read the text carefully and tick (✓) the sentences that can be inferred.**

1 ☐ *İMECE* is a joint project by Turkish engineers from different institutions.
2 ☐ Engineers did not produce a space-compatible camera before the *İMECE* project.
3 ☐ Scientists will use the detailed images only for military purposes.
4 ☐ *İMECE* orbits the Earth in a way that helps to take daylight images.
5 ☐ Türkiye can use the detailed images to help people after disasters.
6 ☐ New scientists and engineers will learn a lot from *İMECE*'s data.
7 ☐ Türkiye will never need co-operation with other countries again.
8 ☐ *İMECE* was an international project, so Türkiye joined a new group.

d **Work in pairs. Role-play an interview between an engineer of the *İMECE* project and a reporter, asking questions as in the example. Then switch the roles.**

e.g. *Why is İMECE important for Türkiye? How does it contribute to Türkiye's place in the space industry?*

e **Imagine you are a member of the *İMECE* team. What additional features would you add? Discuss with your classmates, giving reasons.**

Consolidation

Audio 8.4

a **Listen to the audio and put the photos in the correct order.**



b **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Dr Miller's occupation involves designing space missions.

2 ____ Dr Ortega believes that Mars was once very similar to our planet.

3 ____ Dr Miller works for one of the best-known space agencies.

4 ____ Europa is one of the moons that revolve around Jupiter.

5 ____ Dr Miller is interested in Europa, as it has a thick atmosphere.

6 ____ There is a liquid-water ocean on the surface of Europa.

c **Work in pairs. Think of the answers to the questions. Ask and answer them.**

1 What is the main topic of the discussion?

2 Why can't the experts send robots to both Mars and Europa?

3 Where will the robot on Mars conduct experiments?

4 Why is Europa a good place to search for life?

5 Why does Dr Ortega think a mission to Europa is difficult?

d **Work in pairs. Write a dialogue about a robotic space mission and act it out. Consider the following.**

- Choose one place for your robot to explore.
- Talk about the things that your robot will learn there.
- Decide what kind of robot you need.

E-Portfolio

a Imagine what life might be like in the year 2100 and prepare a poster about it. Follow the steps below.

Before Preparing the Poster

- [ ] Brainstorm future possibilities (robots, aliens, space colonies, etc.).
- [ ] Decide which ideas you want to include on your poster.

While Preparing the Poster

- [ ] Plan the layout of your poster.
- [ ] Write clear and creative sentences about life in 2100.
- [ ] Use the vocabulary and structures you have learnt in this theme.
- [ ] Check your sentences for spelling and grammar.
- [ ] Add visuals that match your ideas.
- [ ] Keep the design neat and easy to read.

After Preparing the Poster

- [ ] Present your poster to your classmates.
- [ ] Take a photo of your poster.
- [ ] Upload the photo to your online portfolio.
- [ ] Submit it to your teacher.

b Use *Rating Scale 11* on *Page 147* to assess each other's posters according to the given criteria.

Self-Reflection

Reflect on your learning process in this theme, considering the following.

1 What are your strengths in this theme?

2 What are your feelings before, during, and after the theme?

3 Which vocabulary from this theme can you use correctly?

4 Which grammatical structures from this theme can you use correctly?

5 Which words from this theme can you pronounce correctly?

6 Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

7 How can you help your friends' language improvement?

8 How can you evaluate your performance in group work? Give reasons.

9 Which language skills do you believe you can improve? Give reasons.

10 My future plans to improve my English language skills are…

End-of-Theme Activity 8

1 CHECKLIST FOR LISTENING/WATCHING SKILL

Observed Skill	Yes (✓)	No (✗)	Notes
1 Understands the main idea of spoken/audio-visual material **(10 pts.)**			
2 Identifies and recalls supporting details **(10 pts.)**			
3 Makes logical inferences from the content **(10 pts.)**			
4 Accurately decodes meaning from tone, intonation, or visuals **(10 pts.)**			
5 Summarizes or paraphrases spoken/audio-visual material meaningfully **(10 pts.)**			
6 Responds appropriately to closed, semi-open, and open-ended questions **(10 pts.)**			
7 Participates in follow-up discussions or group tasks **(10 pts.)**			
8 Demonstrates critical thinking or reflective comments about the material **(10 pts.)**			
9 Uses note-taking or visual strategies (e.g. charts, lists) effectively if needed **(10 pts.)**			
10 Takes turns, listens actively, and engages respectfully in collaborative settings **(10 pts.)**			
Total Score			

Scoring Guide

- **90–100 points: Excellent.** Consistently performs all listening/watching skills with accuracy and depth.
- **75–89 points: Good.** Strong skills with minor gaps in detail or inference.
- **60–74 points: Satisfactory.** Basic comprehension and engagement with some inconsistencies.
- **40–59 points: Limited.** Partial understanding; requires targeted support.
- **0–39 points: Needs Improvement.** Major gaps in listening skills; requires intensive intervention.

2 RUBRIC FOR PRONUNCIATION ASSESSMENT

Criteria	Needs Improvement (1)	Limited (2)	Good (3)	Excellent (4)
Clarity	The speech is very unclear, making it significantly difficult for the listener to understand.	The speech is often unclear, and the listener struggles to understand.	Most speech is clear, with minor issues with a few words, but understanding is not affected.	The speech is clear and easy to understand, with no ambiguity.
Fluency	The speech is very hesitant, with significant pauses, making it choppy and difficult to follow.	Frequent pauses or hesitations disrupt the flow of the speech.	The speaker is generally fluent, with occasional pauses but maintains the flow.	The speaker talks smoothly and naturally with minimal hesitation.
Accuracy	Pronunciation errors are numerous, with fundamental issues affecting understanding.	Pronunciation errors are frequent, with several sounds or words mispronounced.	Most sounds and words are pronounced correctly, with a few minor errors not affecting overall understanding.	Pronunciation of sounds and words is consistently correct, with no noticeable errors.
Intonation	Intonation is inappropriate, making the speech monotonous and ineffective at conveying meaning.	Intonation is inconsistent and does not enhance meaning, occasionally leading to misunderstandings.	The speaker generally has good intonation with some variations but may lack emphasis in certain areas.	The speaker uses appropriate intonation patterns that enhance meaning.
Total Score				

Scoring Guide

- **13–16 points: Excellent.** The student has clear pronunciation, natural fluency, accurate sounds, and appropriate intonation.
- **10–12 points: Good.** The student generally pronounces words clearly with minor errors that do not affect understanding.
- **7–9 points: Limited.** The student has frequent pronunciation problems that sometimes make understanding difficult.
- **4–6 points: Needs Improvement.** The student has serious pronunciation difficulties that greatly affect clarity and understanding.

3 RUBRIC FOR VOCABULARY SKILL

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Vocabulary Recognition	Very limited vocabulary recognition, struggles to identify basic words	Limited recognition of basic vocabulary, often relies on assistance	Recognises common words but needs help with less familiar vocabulary	Recognises familiar vocabulary, occasionally needs assistance with new words	Recognises and understands most basic vocabulary with ease
Vocabulary Usage	Struggles to use basic vocabulary; relies on memorised words	Uses very limited vocabulary; avoids using unfamiliar words	Uses basic vocabulary but is hesitant to use new words	Uses familiar vocabulary correctly; sometimes attempts new word types such as antonyms, synonyms, and word forms	Uses a wide range of familiar words and word types such as antonyms, synonyms, and word forms appropriately
Accuracy in Usage	Consistently struggles with correct word usage; meaning is frequently unclear	Frequent errors in vocabulary usage; meaning often unclear without support	Uses vocabulary correctly with occasional support needed	Makes minor errors in word usage, but the meaning remains clear	Uses vocabulary accurately in context with few errors
Understanding in Context	Rarely understands words in context, even in familiar settings	Difficulty understanding words, even in simple contexts	Grasps basic words in context but struggles with unfamiliar ones	Understands familiar vocabulary in context; requires help with new words	Understands familiar words in simple sentences and short texts with ease
Total Score					

Scoring Guide

- **20-17 points: Exceeds Expectations.** The student demonstrates strong vocabulary knowledge and recognition.
- **16-13 points: Meets Expectations.** The student is comfortable with familiar vocabulary and shows a good understanding of the context.
- **12-9 points: Approaching Expectations.** The student recognises basic vocabulary but requires support with unfamiliar words.
- **8-5 points: Needs Development.** The student is beginning to recognise vocabulary but relies heavily on support.
- **4-0 points: Beginning Stage.** The student needs significant assistance in all areas of vocabulary recognition and usage.

4 CHECKLIST FOR VOCABULARY RECORDING

Criteria		Yes (✓)	No (✗)
1 Word Selection (1 pt. each)	Includes target vocabulary words with their antonyms and synonyms related to the content objective		
	Selects a minimum number of words required for the assignment (e.g. 10 words)		
2 Definition Accuracy (1 pt. each)	Provides simple, accurate definitions, antonyms, and synonyms for each word		
	Writes the definitions in her/his own words where possible		
3 Example Sentence Usage (1 pt. each)	Includes a simple example sentence for each word		
	Uses the word correctly in the context of the example sentence		
4 Organisation and Presentation (1 pt. each)	Organises the words alphabetically or by theme for easy reference		
	Uses a clear layout (e.g. separate entry for each word with definition and example)		
5 Effort and Completeness (1 pt. each)	Completes the dictionary with all required elements (e.g. words, definitions, examples)		
	Shows effort in creating neat and visually organised entries		
Feedback:			

Scoring Guide

- **10–9 Yes (✓) marks: Excellent.** The student has met all or nearly all expectations and has created a thorough, well-organised dictionary.
- **8–7 Yes (✓) marks: Good.** The student meets most expectations with only minor areas for improvement.
- **6-5 Yes (✓) marks: Satisfactory.** The student meets some expectations but needs improvement in organisation, definitions, or effort.
- **4-3 Yes (✓) marks: Limited.** The student requires significant guidance to complete the dictionary effectively.
- **2-0 Yes (✓) marks: Needs Improvement.** The student has not met the expectations.

5 RATING SCALE FOR GRAMMAR

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
The rules of the target grammar structure are implemented.					
The meaning of the sentences is clear and accurate.					
The different forms of the target grammar structure are implemented.					
The target grammar structure is linked with the previous grammar structures.					
Sentences are natural and fluent.					

Put a check mark in the appropriate box in each row.

Comments:

6 RUBRIC FOR READING SKILL

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Reading Fluency	Reads with frequent errors and hesitations.	Reads slowly; some errors affect comprehension.	Reads with pauses; generally understandable.	Reads smoothly with few errors; good pace and expression.	Reads fluently with excellent pacing, intonation, and minimal errors.
Comprehension Accuracy	Fails to understand main ideas or details; frequent misinterpretations.	Understands some basic ideas; misses key details or context.	Understands main ideas and some supporting details.	Accurately comprehends main ideas and most supporting details.	Fully understands and interprets all main ideas and details.
Inference and Interpretation	Struggles to infer meaning; unable to interpret ideas.	Occasionally infers meaning but with limited success.	Can infer basic meanings and interpret simple ideas.	Makes logical inferences and interprets messages.	Consistently infers, interprets, and explains deeper meanings.
Critical Thinking	There is no analysis or personal response to text.	Limited analysis or drawing conclusions.	Some analysis; basic personal interpretation or connection.	Good analysis with thoughtful insights and connections.	Highly insightful analysis; thoughtful, critical responses.
Paraphrasing and Summarising	Unable to rephrase or summarise the text meaningfully.	Attempts paraphrasing but often unclear or incomplete.	Basic paraphrasing and summarising with minor inaccuracies.	Clear and mostly accurate paraphrasing and summarising.	Skillfully rephrases and summarises content with clarity and precision.
Engagement in Reading Activities	Rarely participates or shows interest in reading activities.	Minimal participation; engagement is inconsistent.	Participates with moderate interest and effort.	Regular participation and contribution to reading tasks.	Actively participates and enhances group reading activities.
Total Score					

Scoring Guide

- **20-17 points: Exceeds Expectations.** The student demonstrates strong reading skills.
- **16-13 points: Meets Expectations.** The student reads with a good level of comprehension, fluency, and vocabulary recognition.
- **12-9 points: Approaching Expectations.** The student is developing foundational skills but needs occasional support.
- **8-5 points: Needs Improvement.** The student is beginning to grasp skills but requires consistent support to improve.
- **4-0 points: Beginning Stage.** The student needs significant assistance in all areas to build reading comprehension and fluency.

7 RATING SCALE FOR SPEAKING SKILL

Category	Scoring Criteria	Score				
		Needs Improvement → Excellent				
		1	2	3	4	5
Rapport with the Audience	Demonstrates understanding of the subject.	1	2	3	4	5
	Answers class questions accurately.	1	2	3	4	5
	Provides additional relevant details when needed.	1	2	3	4	5
Organisation	The presentation has a clear beginning, middle, and end.	1	2	3	4	5
	The flow of the ideas is sequenced well.	1	2	3	4	5
Delivery	Speaks with a strong and clear voice.	1	2	3	4	5
	Maintains eye contact with the audience.	1	2	3	4	5
	Effectively manages presentation time.	1	2	3	4	5
	Pronunciation is clear and accurate.	1	2	3	4	5
Language Use	Uses accurate and appropriate grammar.	1	2	3	4	5
	Uses correct spelling and punctuation in any written materials.	1	2	3	4	5
	Vocabulary is relevant to the topic.	1	2	3	4	5
Creativity	The presentation is original and interesting.	1	2	3	4	5
	Visual aids are clear, relevant, and engaging.	1	2	3	4	5
	Uses a variety of examples to support the presentation.	1	2	3	4	5
Total Score						

Scoring Guide

- **64–75 points: Excellent.** The student meets all or nearly all criteria and speaks clearly, confidently, and effectively.
- **52–63 points: Good.** The student meets most criteria with minor weakness in clarity or accuracy.
- **40–51 points: Satisfactory.** The student meets some criteria but needs improvement in fluency, accuracy, or organisation.
- **28–39 points: Limited.** The student meets few criteria and requires significant support to communicate effectively.
- **15–27 points: Needs Improvement.** The student does not meet the criteria and has serious difficulty expressing ideas.

8 RATING SCALE FOR PARTICIPATION AND ENGAGEMENT IN DIALOGUES

Category	Scoring Criteria	Score				
		Needs Improvement → Excellent				
		1	2	3	4	5
Effective Turn-taking	Waits for the peer to finish speaking before taking a turn.	1	2	3	4	5
	Paces responses naturally, neither too quickly nor too slowly.	1	2	3	4	5
	Maintains balanced speaking time with peer, allowing an even flow of conversation.	1	2	3	4	5
Attentive Listening	Listens actively and attentively to the peer without distractions.	1	2	3	4	5
	Shows engagement by nodding, summarising, or reflecting on the peer's points.	1	2	3	4	5
	Avoids interrupting the peer and waits for them to complete their thought.	1	2	3	4	5
Engaging in Effective and Meaningful Communication	Asks open-ended questions to involve the peer in conversation.	1	2	3	4	5
	Provides verbal encouragement (e.g. "That's interesting! Tell me more.") to promote open dialogue.	1	2	3	4	5
	Encourages the peer to share more by showing genuine interest in their thoughts and opinions.	1	2	3	4	5
Response Quality	Demonstrates thoughtful responses that show understanding of the peer's message.	1	2	3	4	5
	Reflects on the peer's statements before adding her/his own ideas, demonstrating consideration for their input.	1	2	3	4	5
	Uses relevant questions or comments to deepen conversation based on the peer's statements.	1	2	3	4	5
	Avoids short or minimal responses; adds ideas or reflections to maintain flow.	1	2	3	4	5
Concluding the Conversation	Wraps up conversation collaboratively, allowing the peer a final turn to add or clarify any points.	1	2	3	4	5
	Ensures both sides feel heard and understood before concluding the discussion.	1	2	3	4	5
	Ends on a positive note, expressing gratitude or summarising main ideas with mutual agreement.	1	2	3	4	5
Total Score						

Scoring Guide

- **68–80 points: Excellent.** The student actively engages in the dialogue, listens carefully, responds thoughtfully, and supports the conversation from start to finish.
- **55–67 points: Good.** The student participates actively and listens well, with only minor difficulties in turn-taking or giving responses.
- **42–54 points: Satisfactory.** The student participates at an acceptable level but shows inconsistency in engagement, listening, or response development.
- **29–41 points: Limited.** The student participates minimally and has difficulty maintaining interaction or responding meaningfully.
- **16–28 points: Needs Improvement.** The student rarely participates, shows little engagement, and struggles to interact effectively in the dialogue.

9 RUBRIC FOR PARTICIPATION AND ENGAGEMENT IN GROUP WORK

Category	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Use of Target Vocabulary	Rarely or never uses target vocabulary, or frequent misuse makes her/his message unclear.	Uses limited target vocabulary, with frequent errors or inappropriate usage.	Uses target vocabulary with occasional errors, but the meaning remains generally clear.	Uses target vocabulary appropriately in most cases, with minor errors or omissions.	Consistently uses a wide range of target vocabulary accurately and appropriately.
Use of Target Grammatical Structures	Does not use target grammatical structures or makes errors that severely hinder communication.	Makes frequent grammatical errors that often make it difficult to understand her/him.	Uses basic grammatical structures with noticeable errors that sometimes affect clarity.	Uses grammatical structures correctly most of the time, with some minor errors.	Consistently uses target grammatical structures accurately and in varied contexts, with minimal or no errors.
Turn-Taking and Role Fulfilment	Does not take turns and either dominates the task or avoids participation, with minimal or no role fulfilment.	Rarely takes turns, often dominates discussions or avoids participation, with incomplete role fulfilment.	Takes turns but occasionally dominates or hesitates to contribute, with partial role fulfilment.	Usually takes turns and fulfils her/his role effectively, with minimal instances of domination or hesitance.	Actively takes turns, ensures others have time to speak, and fulfils her/his role without dominating the group, encouraging balanced participation.
Collaboration with the Group	Does not collaborate with others, ignores group members, or is disengaged from the task.	Rarely interacts meaningfully with others or dismisses others' contributions.	Contributes to discussions but occasionally ignores others' ideas or contributes minimally.	Collaborates well with others, listens, and makes helpful contributions, with only minor issues in interaction.	Actively listens to and builds on others' ideas, supports group members, and contributes meaningfully to discussions.
Adherence to Task Instructions	Does not follow task instructions, resulting in incomplete or incorrect work.	Inconsistently follows task instructions, leading to confusion or incomplete work.	Follows task instructions, but with occasional lapses or incomplete adherence.	Follows task instructions well with only minor deviations or omissions.	Fully adheres to task instructions, ensuring all guidelines are followed precisely and producing high-quality work.
Total Score					

10 RATING SCALE FOR PARTICIPATION AND ENGAGEMENT IN DRAMA WORK

Criteria	Fair	Good	Great	Comments and Suggestions
Language Use: The target grammar/ vocabulary presented is clear and easy to understand.				
Facial Expressions: The student uses facial expressions well to communicate.				
Body Language: The student uses body language well to communicate.				
Coordination of Actions: The student coordinates actions well with the story's flow.				
Creativity: The student is highly creative.				
Engagement: The student is fully engaged and shows enthusiasm.				
Rapport with the Audience: The student has the ability to communicate with the audience.				

11 RATING SCALE FOR SELF-PRODUCTIONS

Criteria	Fair	Good	Great	Comments and Suggestions
Material Preparation Skills: It is well-organised, flows, and captures viewers' attention.				
Creativity: It includes innovative use of digital tools, sound effects, and/or images.				
Organisation: The background distractions are minimal, and the scenes are clear.				
Content Relevance: The content is relevant to the topic.				
Coherence: The content makes sense.				
Presentation Skills: The speaker seems confident and stands upright.				
Language Use: The speaker uses fluent language without spelling or grammatical mistakes.				

12 RUBRIC FOR WRITING SKILL

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Organisation	There is not any clear structure; ideas are hard to follow.	There is organisation but lacks flow or logical order.	Structure is present but may have a lack of coherence.	Well-organised with logical progression of ideas.	Exceptionally clear and logical structure; ideas flow smoothly.
Creativity and Originality	There is no originality; ideas heavily rely on clichés.	There is limited creativity and a few original ideas.	Some creativity and originality present.	Mostly original ideas with creative expression.	Highly creative and original; engages the reader effectively.
Effort	Minimal effort; work is rushed or incomplete.	Inconsistent effort; lacks development.	Reasonable effort; mostly complete.	Good effort; writing is well-developed and thoughtful.	Outstanding effort; work is thorough and detailed.
Content Relevance	Off-topic or mostly irrelevant content.	Partially addresses the topic.	Mostly relevant; minor off-topic sections.	Content is relevant and appropriate to the task.	Fully addresses the topic with deep content.
Language Use (Accuracy and Meaning)	Frequent errors; target grammar and vocabulary are mostly misused.	Errors occasionally confuse the reader; limited use of target language.	Meaning is generally clear; some correct use of target grammar and vocabulary.	Accurate and meaningful language use; good control of grammar and vocabulary.	Highly accurate and effective use of target grammar and vocabulary.
Presentation Skills	Unorganised or missing basic formatting.	Some attention to presentation; errors distract.	Adequate formatting and legibility.	Neat and well-formatted; visually clear.	Excellent presentation; professional and visually engaging.
Total Score					

VERB	PAST SIMPLE	PAST PARTICIPLE
arise	arose	arisen
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left

VERB	PAST SIMPLE	PAST PARTICIPLE
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped	sped
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spoil	spoilt/spoiled	spoilt/spoiled
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Abbreviations **(n)** noun **(adj)** adjective **(v)** verb **(adv)** adverb **(phr v)** phrasal verb **(phr)** phrase

THEME 1 SCHOOL LIFE & EDUCATION		
anxiety	(n)	a feeling of worry, nervousness, or unease about something
anxious	(adj)	feeling worried or nervous, especially about something that may happen
art club	(n phr)	a school club that offers activities in drawing, painting, and other visual arts
badminton	(n)	a game similar to tennis with rackets and a high net, hitting a small, light object
basketball court	(n phr)	an area for playing basketball
boarding school	(n phr)	a school that offers students a place to live and a place to study during the term
canteen	(n)	a place in a school or another institution for eating meals
chess club	(n phr)	a school club that offers activities in playing and practising chess
classwork	(n)	exercises, tasks, or activities that students complete in the classroom during the lesson time
coding club	(n phr)	a school club for computer programming and related skills
courtyard	(n)	an open area that has walls or buildings around it
diploma	(n)	an official paper that shows a student finished a school or course
educational system	(n phr)	the way a country organises its schools, teachers, and learning for students
extracurricular activity	(n phr)	a school-related thing or an activity that students do outside normal lessons, such as sports, music, or clubs
food technology room	(n phr)	a classroom or laboratory for learning cooking and food preparation
graduate	(v)	to complete a degree or course of study at a school, college, or university
gymnastics	(n)	exercises or a sport for developing strength, balance, and skill
laboratory work	(n phr)	practical activities in a laboratory for learning science or doing experiments
literature	(n)	a school subject that involves reading and analysing stories, poems, and plays
literature club	(n phr)	a school club for reading, discussing, and studying books, poems, and other written works
locker room	(n phr)	a room with lockers for changing clothes and keeping personal items, usually in schools or sports places
lower secondary school	(n phr)	the part of secondary education for children after primary school
nursery	(n)	a place for very young children to receive care and early education during the day
PE	(n)	physical education; lessons at school that involve sports, exercise, and learning about the body

perfectionist	(n)	wanting everything to be perfect and not satisfied with anything less
photography	(n)	the activity or art of taking photographs
prayer room	(n phr)	a quiet room in a school, workplace, or public building that people use for religious practice
presentation	(n)	the act of showing, explaining, or performing something to an audience
primary school	(n phr)	a school for children after nursery and before secondary school
private school	(n phr)	a school that the government does not provide and parents pay for
qualification	(n)	a certificate or skill that shows you can do a job or study a course
quiz	(n)	a short test, usually in school, to measure a student's knowledge of a subject
Religion and morals (RE)	(n)	subjects that teach about religious beliefs, ethics, and how to behave correctly in life
rugby	(n)	a sport that two teams use an oval ball to score points by carrying or kicking it
sculpture	(n)	the art of making solid objects, especially from materials such as stone, wood, or metal, or the objects themselves
secondary education	(n phr)	the education of children between primary school and higher education, usually for ages 11–18
spelling bee club	(n phr)	a school club for students to improve their spelling and take part in spelling competitions
staffroom	(n)	a room in a school for teachers to work, meet, or rest
succeed	(v)	to reach a goal or get the result you want
tennis court	(n phr)	an area for playing tennis, usually with a hard, grass, or clay surface
time management	(n phr)	the skill of using your time effectively or productively
upper secondary school	(n phr)	the part of secondary education for children after lower secondary and before university
volleyball	(n)	a sport with two teams that hit a ball over a high net to score points
volunteering club	(n phr)	a club for students to help others and do community work
year group	(n phr)	students of the same age and grade

THEME 2 CLASSROOM LIFE & LEARNING		
access	(v)	to find and use information on a computer or the Internet
analyse	(v)	to study something to understand it better
artificial intelligence (AI)	(n)	computer technology with human-like thinking skills
brainstorming	(n)	a group activity to think of many ideas quickly
click	(v)	to press one of the buttons on a computer mouse

computer	(n)	an electronic machine for work, study, and communication
conclude	(v)	to form an opinion or make a final decision about something after studying or thinking about it
connection	(n)	a link between two things or people
define	(v)	to explain the meaning of a word or phrase
delete	(v)	to remove information from a text, file, or device
file	(n)	a document or piece of information on a computer
homepage	(n)	the first page of a website or browser
interactive activity	(n phr)	a task for students to work and talk together in pairs or groups
keyboard	(n)	the part of the computer with buttons for typing
log in	(phr v)	to enter a computer system by typing a name and a password
log out	(phr v)	to stop using and exit a computer system
mind mapping	(phr)	a way of showing ideas around a main topic with lines and circles
note-taking	(n)	the practice of writing down important pieces of information
PC	(n)	a personal computer
repetition	(n)	the act of doing or saying something again for practice
role-play	(n)	an activity with short conversations between students as another person
self-assessment	(n)	a personal check of one's own work or performance
summarise	(v)	to say or write the main ideas or points of something
switch off	(phr v)	to stop a device by pressing or pushing a button
switch on	(phr v)	to start a device by pressing or pushing a button
upload	(v)	to send a file from a device to a larger system or the Internet
visualise	(v)	to form a picture in the mind

THEME 3 PERSONAL LIFE & WELL-BEING		
acne	(n)	a skin problem that often causes spots on young people's faces
allergy	(n)	a medical condition that your body reacts badly to something that you eat, breathe, or touch
allergic reaction	(n phr)	behaviour, a feeling or an action that is a direct result of something allergic
ambitious	(adj)	determined to be successful, rich, powerful, etc.
backache	(n)	a continuous pain in the back
belt	(n)	a long narrow piece of leather, cloth, etc. that you wear around the middle part of your body
breathe	(v)	to take air into your lungs and send it out again through your nose or mouth

bow tie	(n)	a man's tie that is in the shape of a bow and that does not hang down
bracelet	(n)	a piece of jewellery that you wear around your wrist or arm
cap	(n)	a hat with a flat part at the front
checked	(adj)	having a pattern of squares, usually of two colours
chickenpox	(n)	a disease, especially of children, that causes a high temperature and many spots on the skin
chin	(n)	the part of the face below the mouth and above the neck
classy	(adj)	high quality; expensive and/or fashionable
cold	(adj)	low temperature
compassionate	(adj)	feeling or showing sympathy for people or animals who are suffering
cotton	(n)	thread or cloth that comes from the fibres of the cotton plant
cough	(n)	an act of forcing air out of your lungs through your throat with a short, loud sound, often unwillingly
courageous	(adj)	having or showing courage
COVID	(n)	an infectious disease caused by a coronavirus
denim	(n)	a type of strong cotton cloth that is usually blue and used for making clothes, especially jeans
diabetes	(n)	a medical condition that the body cannot control the amount of sugar in the blood
digital detox	(n phr)	a period of time that you do not use mobile phones, computers, etc.
earache	(n)	pain inside the ear
earrings	(n)	pieces of jewellery that you fasten in or on your ear
emergency	(n)	a sudden serious situation that needs immediate action to deal with it
empathy	(n)	the ability to understand another person's feelings, experience, etc.
eyebrow	(n)	the line of hair above the eye
eyelash	(n)	one of the hairs growing on the edge of the eyelids
feel dizzy	(v phr)	to feel as if everything is turning around you and that you are not able to balance
fever	(n)	a medical condition that the body temperature is higher than usual
flu	(n)	a common infectious illness that causes fever and headache
floral	(adj)	made of flowers or decorated with pictures of flowers
forehead	(n)	the flat part of the face, above the eyes and below the hair
glove	(n)	a piece of clothing to keep the hands warm
global citizenship	(n phr)	the idea that you should care about and support the world as a whole, not only your own country

hairband	(n)	a narrow piece of cloth or curved plastic that you wear in your hair
happiness	(n)	the state of feeling or showing pleasure
handbag	(n)	a small bag for money, keys, make-up, etc.
hat	(n)	a covering for the head that is not part of a piece of clothing
headache	(n)	a pain you feel inside your head
headscarf	(n)	a square piece of cloth for women that covers the head
leather	(n)	animal skin for making shoes, bags, clothes, equipment, etc.
lips	(n)	either of the two soft edges at the opening to the mouth
malaria	(n)	a serious disease that causes a high temperature and shaking of the body because of the bite of some types of mosquito
measles	(n)	a disease that causes small red spots that cover the whole body
necklace	(n)	a piece of jewellery around the neck
neat	(adj)	tidy and in order; carefully done or arranged
painful	(adj)	causing emotional or physical pain
painkiller	(n)	a drug to reduce or remove physical pain
patterned	(adj)	with a design with the repeated lines, shapes, or colours on the surface
plain	(adj)	not decorated or complicated; simple
ring	(n)	a circular piece of jewellery for your finger
rucksack	(n)	a bag that you carry on your back
scarf	(n)	a piece of cloth worn around the neck or head
self-care	(n phr)	the practice of doing activities that improve your well-being or help you reduce stress
smart casual	(adj phr)	a style of dressing that is not formal
social connection	(n phr)	the relationships and interactions people have with others
sore throat	(n phr)	a pain in the throat because of a cold or another virus
stomach ache	(n)	pain in or near your stomach
striped	(adj)	marked with a pattern of stripes
stylish	(adj)	fashionable and attractive
sustainability	(n)	the ability to continue for a long time without causing damage (especially to the environment)
tie	(n)	a long, thin piece of material that is under a shirt collar with a knot at the front
tongue	(n)	the soft part in the mouth that moves around for tasting, swallowing, speaking, etc.

toothache	(n)	a pain in your teeth or in one tooth
trendy	(adj)	very fashionable
vintage	(adj)	produced in the past, and typical of the period it is in
vomit	(v)	to bring food from the stomach back out through the mouth
watch	(n)	a small clock that is on a strap around the wrist
well-dressed	(adj)	wearing fashionable or expensive clothes

THEME 4 FAMILY LIFE & HOME		
archery	(n)	the art or sport of shooting arrows with a bow
attached house	(n)	a house that shares a wall or ceiling/floor with another house
commute	(v)	to travel regularly by bus, train, car, etc. between your place of work and your home
cycling	(n)	the sport or activity of riding a bicycle
distant relative	(phr)	a family member, but not first degree
extreme sports	(phr)	action sports that have a high degree of risk of injury
farmhouse	(n)	the main house on a farm the farmer lives
hiking	(n)	the activity of going for long walks in the country for pleasure
horror films	(phr)	films that include very frightening or unnatural things
houseboat	(n)	a boat that people use as their home
hut	(n)	a small, simple building or shelter
igloo	(n)	a small round house or shelter with blocks of hard snow
immediate family	(phr)	the smallest family unit, including parents, siblings, spouse, and children
jogging	(n)	the activity of running slowly and steadily as a form of exercise
nuclear family	(phr)	a family group of two parents and their children (one or more)
playing badminton	(phr)	the activity of playing badminton
rafting	(n)	the sport or activity of travelling down a river on a raft
ride a horse	(v phr)	the sport or activity of horse riding
romantic comedies	(phr)	films about a love story that ends happily
running	(n)	the action or sport of running
set the table	(v phr)	to put a cloth, knives, and forks, etc. on the table in preparation for a meal
sibling	(n)	a brother or sister

sitcoms	(n)	regular comedy programmes on TV that show the same characters in different funny situations
skiing	(n)	the sport or activity of moving over snow on skis
snowboarding	(n)	the sport of moving over snow on a snowboard
surfing	(n)	the sport of standing on a narrow board and riding on waves
swimming	(n)	the sport or activity of swimming
thrillers	(n)	films with exciting stories
treehouse	(n)	a tiny house among the branches of a tree for children to play on
trekking	(n)	walking, especially in mountains and for pleasure and interest
do the dusting	(v phr)	the activity of removing dust from furniture, books, etc.
do household chores	(v phr)	the activity of doing tasks such as cleaning, washing, and ironing
do the ironing	(v phr)	the activity or task of ironing clothes, sheets, etc.
do the laundry	(v phr)	the activity of washing dirty clothes, towels, etc.

THEME 5 LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE		
advice	(n)	an opinion or suggestion about what someone should do
aeroplane	(n)	a flying vehicle with wings and one or more engines
affordable	(adj)	cheap enough that people can afford to pay it or buy it
attend	(v)	to go to an event, place, etc.
bandage	(n)	a piece of cloth that protects or supports an injured part of the body
bike	(n)	a light vehicle with two wheels that someone rides by pushing the pedals
blood pressure	(n phr)	the force of blood as it moves around the body
browse	(v)	to look at things in a shop in the hope of finding something interesting or useful
café	(n)	a small restaurant that serves drinks, simple meals, and snacks
check-up	(n)	a medical examination to test a person's general state of health
chill out	(phr v)	to spend time relaxing
city	(n)	a large town
convenient	(adj)	useful, easy or quick to do; not causing problems
delay	(n)	extra waiting time before something starts or finishes
e-scooter	(n)	a small, electric vehicle that a person rides while s/he is standing on it
eco-friendly	(adj)	not harmful to the environment
efficient	(adj)	working or operating quickly and effectively in an organised way
facility	(n)	a place or building that people use for a special activity, such as sport, study, or healthcare

ferry	(n)	a boat or ship that carries people, vehicles, or goods across a body of water
first-aid kit	(n phr)	a set of medical supplies for treating small injuries or emergencies
fitness	(n)	the state of being physically healthy and strong
gym	(n)	a room or hall with equipment for doing physical exercise
hospital	(n)	a place for medical care by doctors and nurses
join	(v)	to become a member of an organisation, a company, a club, etc.
lorry	(n)	a large vehicle for carrying heavy loads by road
medicine	(n)	a substance people take to treat illnesses or injuries
motorbike	(n)	a vehicle with two wheels and an engine
neighbourhood	(n)	a district or an area of a town and the people who live there
on foot	(adv phr)	by walking from one place to another
pharmacy	(n)	a shop or part of a shop that sells medicines
pharmacist	(n)	a person who prepares and sells medicine in a pharmacy
Pilates	(n)	a system of exercises to strengthen muscles and improve flexibility
polluting	(adj)	causing dirty air, water, or land
popcorn	(n)	a snack of corn grains that burst and become white when heated
prone	(adj)	likely to suffer from something or to do something bad
public transport	(n phr)	a system of buses, trains, etc. that operate at regular times on fixed routes
reliable	(adj)	something that works well every time and you can trust
ship	(n)	a large boat that carries people or goods by sea
snack	(n)	a small amount of food that one eats between meals
sports club	(n phr)	a place for doing sports or exercise, often with special equipment
surf the Net	(v phr)	to use the Internet
the Underground	(n)	a railway system that runs in a city
time-consuming	(adj)	taking or needing a lot of time
time-saving	(adj)	shortening the length of time that one needs for an operation, activity, etc
tournament	(n)	a sports competition with several matches to find a winner
tram	(n)	an electric vehicle that carries passengers in a city and moves along rails in the road
transport	(n)	a system for carrying people or goods from one place to another by using vehicles
uncomfortable	(adj)	unpleasant to wear, sit on, etc.
unsafe	(adj)	not safe; dangerous
vitamin	(n)	a natural substance in food that helps the body stay healthy

THEME 6 LIFE IN THE WORLD & CULTURE		
Africa	(n)	the second largest continent
Antarctica	(n)	the continent around the South Pole
Argentinian	(n/adj)	a person from Argentina/of or from Argentina
Asia	(n)	the largest continent
Australia	(n)	a continent in the south-west Pacific Ocean
baked	(adj)	a method of cooking food in an oven with dry heat
be surrounded	(v phr)	to be all around something or somebody
Belgian	(n/adj)	a person from Belgium/of or from Belgium
Brazilian	(n/adj)	a person from Brazil/of or from Brazil
cashier	(n)	a person responsible for receiving payments for services
cereal	(n)	a breakfast food with grain for breakfast
chopsticks	(n)	a pair of narrow sticks for eating East Asian food
croissant	(n)	a small sweet roll with a curved shape for breakfast
Czech	(n/adj)	a person from Czechia/of or from Czechia
dairy-free	(adj)	containing no milk, cheese, or other milk products
Danish	(n/adj)	a person from Denmark/of or from Denmark
delicious	(adj)	having a very pleasant taste or smell
dessert	(n)	sweet food at the end of a meal
discount	(n)	paying less than the regular price
Dutch	(n/adj)	a person from the Netherlands/of or from the Netherlands
Egyptian	(n/adj)	a person from Egypt/of or from Egypt
Europe	(n)	the second smallest continent
Finnish	(n/adj)	a person from Finland/of or from Finland
French fries	(n)	long thin pieces of potato that people cook in hot oil or fat
fried	(adj)	cooked in hot oil or fat
gluten-free	(adj)	not containing gluten
grilled	(adj)	of food cooked over fire or hot coals, usually on a metal frame
halal	(adj)	acceptable for Muslims to eat or use under Islamic rules
home-made	(adj)	made at home, rather than bought in a shop
Hungarian	(n/adj)	a person from Hungary/of or from Hungary
main course	(n)	the largest or most important part of a meal
North America	(n)	the continent consisting of Canada, the United States, and Mexico

pasta	(n)	a food made from dough, like spaghetti or macaroni
Polish	(n/adj)	a person from Poland/of or from Poland
Portuguese	(n/adj)	a person from Portugal/of or from Portugal
receipt	(n)	a paper or digital note that shows the things you bought
savoury	(adj)	tasting of salt; not sweet
shelf	(n)	a flat board to put things on
shop	(v)	to buy things in shops
South America	(n)	a continent entirely in the western hemisphere
starter	(n)	a small dish of food before the main course of a meal
steak	(n)	a thick slice of good quality beef
sugar-free	(adj)	not containing any sugar
Swedish	(n/adj)	a person from Sweden/of or from Sweden
Swiss	(n/adj)	a person from Switzerland/of or from Switzerland
trolley	(n)	a small vehicle with wheels to carry things
vegan	(n)	a person who does not eat or use any animal products
vegetarian	(n)	a person who does not eat meat or fish

THEME 7 LIFE IN NATURE & GLOBAL PROBLEMS		
be environmentally conscious	(v phr)	to live or act in a way that protects nature
carbon footprint	(n)	the amount of carbon dioxide that a person, business, or country produces
climate change	(n)	the long-term shift in the Earth's temperatures and weather conditions
deforestation	(n)	the act of cutting down many trees in an area so people can use the land or wood
energy crisis	(n)	a time when people do not have enough power, fuel, or electricity for their needs
environmental problem	(n phr)	the harmful effects of human activities on nature and living things
flood	(n)	a large amount of water that covers an area that is usually dry
freshwater	(n)	water that does not have salt in it
geothermal energy	(n phr)	heat from inside the Earth that people use to make electricity
global warming	(n)	the long-term heating of the Earth's surface
greenhouse gas	(n)	a gas that traps heat in the air and makes the Earth warmer

groundwater	(n)	water that collects below the surface of the Earth
habitat destruction	(n phr)	the loss of animals' and plants' living places
industrialisation	(n)	the process of building many factories in a country or region
landslide	(n)	a sudden movement of rocks and soil down a mountain or hill
limit	(v)	to control something so it is less than a particular amount or number
loss of biodiversity	(n phr)	the disappearance of many different plants and animals from an area
non-renewable resource	(n phr)	a natural material, like oil or coal, that people use faster than it can form again
overpopulation	(n)	the state of having more people in an area than its food, water, and space can support
poverty	(n)	the state of being extremely poor
raise awareness	(v phr)	to help people know and understand more about an important topic or situation
reduce consumption	(v phr)	to use less of something, such as water, electricity, or fuel
renewable resource	(n phr)	a natural supply, such as sunlight, wind, or water, that comes back again and again so people can keep using it
reuse	(v)	to use something again instead of throwing it away
soil pollution	(n phr)	the presence of harmful things like chemicals or waste in the ground
solar energy	(n phr)	power people get from the Sun's light and heat to produce electricity
take precautions	(v phr)	to do things early to stay safe or stop something bad from happening
urbanisation	(n)	the growth of towns and cities as more people move there to live and work
use energy efficiently	(v phr)	to get enough light and heat but use as little energy as possible
water shortage	(n phr)	the state of not having enough clean water for drinking, washing, or growing food
wind energy	(n phr)	power people make by using moving air to turn the blades of turbines to produce electricity

THEME 8 LIFE IN THE UNIVERSE & THE FUTURE		
asteroid	(n)	a small rocky object that moves around the Sun
astronaut	(n)	a person who has training in travelling and working in space
atmosphere	(n)	the mixture of gases around the Earth
celestial	(adj)	of or from the sky
collect data	(v phr)	to get and bring together facts or information for study or research
comet	(n)	a bright star with a tail

conduct experiments	(v phr)	to plan and do tests to find new facts or check ideas
creature	(n)	anything that lives but is not a plant
Earth	(n)	this world; the planet that we live on
galaxy	(n)	a system of millions or billions of stars
go on a spacewalk	(v phr)	to leave a spacecraft and move outside in space as one wears a special suit
Jupiter	(n)	the fifth planet from the Sun
land	(v)	to come down from the air or to bring something down to the ground
launch	(v)	to put a vehicle that travels in space into the sky
Mars	(n)	the fourth planet from the Sun
Mercury	(n)	the first and closest planet to the Sun
meteor	(n)	a small rock from space that burns bright as it moves through the atmosphere
Milky Way	(n)	the galaxy that holds the Sun and its planets and looks like a wide band of light in the night sky
mysterious	(adj)	difficult or impossible to understand or explain
Neptune	(n)	the eighth and farthest planet from the Sun
orbit	(n)	the path a planet, moon, or object follows as it moves around another thing in space
rare	(adj)	not common
revolve	(v)	to move around in a circle
robot	(n)	a machine that can work like a person
rocket	(n)	a tube-shaped vehicle for travelling in space
satellite	(n)	an object that circles a planet or star; it can be natural like the Moon or one that people build to send signals or take pictures
Saturn	(n)	the sixth planet from the Sun
solar system	(n)	the Sun and the group of planets that move around it
space capsule	(n)	the part of a spacecraft that people travel into space
space colony	(n phr)	a place that people build in space to live and work there for a long time
space mission	(n phr)	a trip that people or machines make into space for research or exploration
space shuttle	(n)	a reusable spacecraft for transporting people and cargo between the Earth and a space station
space travel	(n phr)	the act of people going into space to explore, study, or work
spacecraft	(n)	a vehicle that can travel outside the Earth and into space
take off	(phr v)	to leave the ground and start to fly

GLOSSARY

telescope	(n)	a tool that makes objects in the sky seem larger and nearer
tiny	(adj)	very small
universe	(n)	the whole of space and everything in it
unknown	(adj)	not within one's knowledge or experience yet
Uranus	(n)	the seventh planet from the Sun
Venus	(n)	the second planet from the Sun
weird	(adj)	very strange

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* The references in this section have been prepared following the principles and formatting rules of the APA Style, 7th Edition.

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