UPPER SECONDARY EDUCATION

STEPWISE

YEAR 10/B1.2

WORKBOOK

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

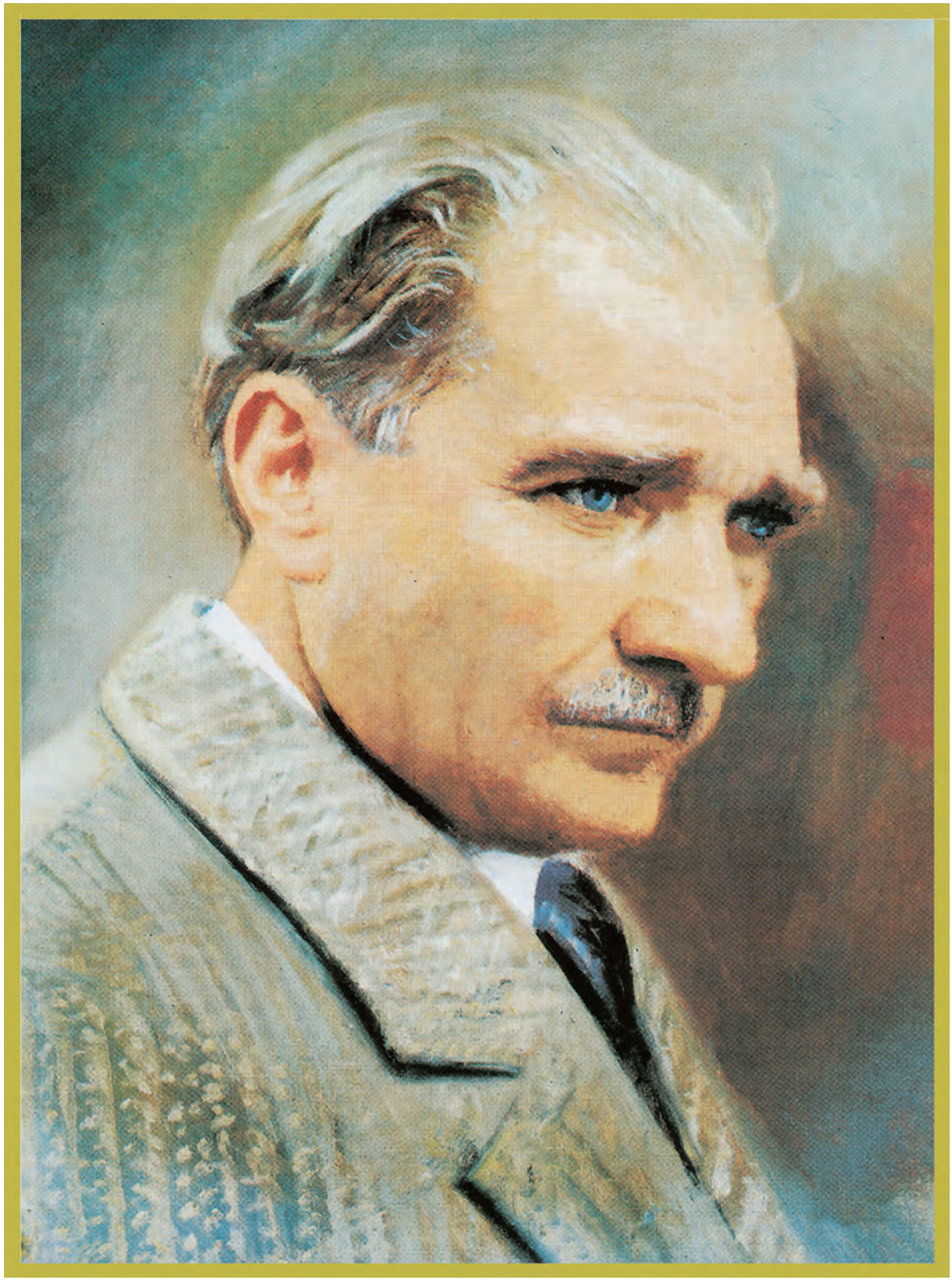
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 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

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

Theme 1

a **Think about and write places at school and activities for each sound below. Then listen and check.**



Sounds	Places	Activities
the school bell		
cheering		
page turns		
a whistle blowing		

b **Listen to the audio and match the places to their locations at school below. One is extra.**

1 ____ dormitory
2 ____ canteen
3 ____ library
4 ____ sports hall
5 ____ courtyard
6 ____ basketball court

a next to the sports hall
b on the first floor
c on the top floor
d on the ground floor
e behind the main building

c **Listen to the audio again and tick (✓) the actions happening now.**

1 ☐ Students are having breakfast in the canteen.
2 ☐ Friends are walking through the gate.
3 ☐ Students are chatting in the corridors.
4 ☐ Mustafa is sitting in the library.
5 ☐ Two school teams are getting ready for the match.
6 ☐ The teacher is blowing the whistle.
7 ☐ Students are playing football.

d **Answer the questions below according to the audio.**

1 Where does Mustafa stay during the week?

2 What do students do in the courtyard before the lessons?

3 What time does the first school bell ring?

4 What are Mustafa's favourite places at school?

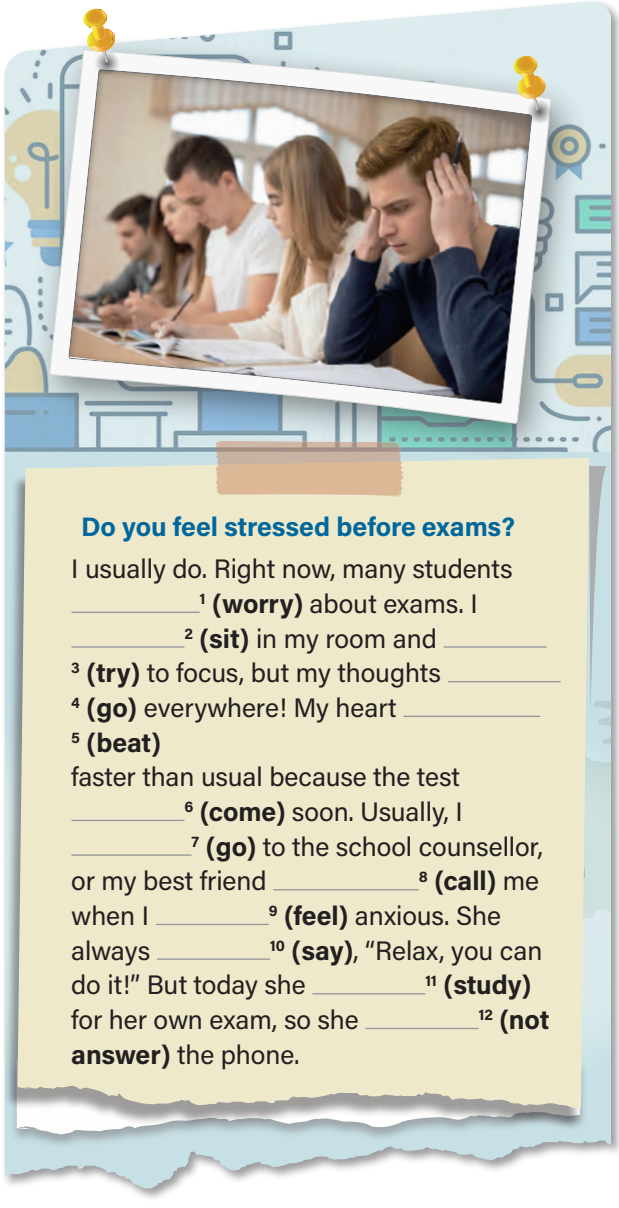
5 Why is it an important day for the school?

e **Listen to the dialogue and put an upward arrow (↗) for rising intonation and a downward arrow (↘) for falling intonation.**



Aden: Hi! You are Demir, aren't you? ( )
Demir: Yes, I am. Are we both in the volunteering club? ( )
Aden: Yes, but I am not sure about the meeting point. It is at the library, isn't it? ( )
Demir: Oh, no, Aden. Ms Özcan is holding the meeting in the staffroom. ( )
Aden: Thanks. When is the meeting? ( )
Demir: It's during lunchtime tomorrow. Are you coming? ( )
Aden: Of course, I am. ( )

f **Complete the passage, using the correct form of the verbs in parentheses.**



Do you feel stressed before exams?

I usually do. Right now, many students _____[1] **(worry)** about exams. I _____[2] **(sit)** in my room and _____[3] **(try)** to focus, but my thoughts _____[4] **(go)** everywhere! My heart _____[5] **(beat)** faster than usual because the test _____[6] **(come)** soon. Usually, I _____[7] **(go)** to the school counsellor, or my best friend _____[8] **(call)** me when I _____[9] **(feel)** anxious. She always _____[10] **(say)**, "Relax, you can do it!" But today she _____[11] **(study)** for her own exam, so she _____[12] **(not answer)** the phone.

g **Match the questions below to their answers. One is extra.**

1 ____ Who is leading the volunteering club this year?
2 ____ Where can I find the counsellor's office?
3 ____ When is the next presentation in the art club?
4 ____ What is our new headmaster like?
5 ____ Which club meets on Fridays after school?

a It's next to the library, on the ground floor.
b The Photography club.
c He is supportive and caring.
d Ayşe from 10-A. She organises everything!
e On Wednesday at 3 p.m.
f There are five school clubs this year.

h **Read the sentences below and complete them with the correct question tags.**

1 The bell rings at half past three, ____?
2 You sleep early on weekdays, ____?
3 They are preparing for the English exam, ____?
4 He isn't using his phone in class, ____?
5 We can enter the lab with our badges, ____?

i **Choose the correct option for each question.**

Our science teacher always asks us to think of _____[1] creative for projects. Right now, I _____[2] on electric circuits, but my friend Elif _____[3] nothing at all. She just says, "I'll start later." Elif's bag _____[4] in the corridor, but she isn't here. She _____[5] be in the science lab because we need some materials for tomorrow's experiment. "Is there _____[6] useful?" I ask the club leader. He answers, "Yes, the teacher shows us _____[7] we need." Later, the counsellor calls Elif and me to her office. She talks to _____[8] about exam stress. "The exam is next month, so it _____[9] be the reason for your stress today," she says.

1	**a** something	**b** anything	**c** nothing
2	**a** work	**b** am working	**c** works
3	**a** do	**b** does	**c** is doing
4	**a** is	**b** are	**c** be
5	**a** must	**b** can't	**c** mustn't
6	**a** something	**b** anything	**c** nothing
7	**a** nothing	**b** something	**c** everything
8	**a** us	**b** them	**c** it
9	**a** must	**b** can't	**c** mustn't

j **Read the text quickly and match the headings (1–6) to the paragraphs (A–E). One is extra.**

1 ____ Living and Learning Together
2 ____ The First Steps: Play and Discover
3 ____ Getting Ready for Big Exams
4 ____ Learning Beyond Our World
5 ____ Schools with Fees
6 ____ Reading, Writing, and Friends

THE SAME FUN IN DIFFERENT PLACES!



All over the world, children go to school, but school life is very different everywhere. Each country has its own educational system, and students follow various stages to graduate. Let's look at some fun types of schools.

A In many countries, very young children begin their pre-school education at nursery. Here, little ones play games, sing songs, and learn basic colours and numbers. They don't have strict lessons, but they just explore and make friends. At the moment, children in a nursery are painting large pictures and laughing.

B Most children go to primary school after nursery. They learn science, maths, reading, and writing here. In primary schools, students usually stay in one year group with the same teacher all day. Teachers give homework, but there are also lots of extracurricular activities like sports clubs or music lessons. The children in the photo look excited, so the school seems like a happy place.



C When children are older, usually around 11 or 12, they start secondary education. This has two parts: lower secondary school and upper secondary school. Here, students study more subjects and prepare for exams. They work hard to succeed and graduate at the end. In some places, teenagers choose their favourite subjects, like art or science.

D Some families choose private schools. These schools are not free; parents cover the cost of education. Students usually wear school uniforms, just like in many state schools around the world. Class sizes and teaching methods can be different from one school to another. Some private schools offer extra lessons or activities. These schools can be in cities, towns, or other locations in different countries.

E In boarding schools, students live at school during the week or even the whole term. They sleep in dormitories, eat meals together, and make friends from everywhere. Boarding schools are popular in the UK and some other countries.

These are just a few types. Some schools are online, some focus on nature, and some mix cultures from around the world. But children learn, play, have fun, and dream about the future everywhere!

k **Read the text again and find specific information in the text. Write the correct paragraph (A–E).**

1 ____ Which paragraph mentions preparing for exams and graduating?
2 ____ Which paragraph describes students living at school?
3 ____ Which paragraph talks about the school that children go to after nursery?
4 ____ Which paragraph explains that parents pay for education?
5 ____ Which paragraph describes young children learning through play?

l **Read the text carefully and write True (T), or False (F), for the statements below.**

1 _____ Children in nursery schools explore and play instead of following strict lessons.

2 _____ Primary school students study different subjects with different teachers all day.

3 _____ Students in secondary education prepare for important exams.

4 _____ Students in boarding schools live and study at school during the week or term.

5 _____ Schools around the world follow exactly the same educational system.

m **Match the highlighted words and phrases in the text to the definitions below. One is extra.**

1 _____: the education for very young children before primary school

2 _____: activities that students do after school hours, such as sports or music

3 _____: the stage of education after primary school, typically for ages 11–18

4 _____: schools with student accommodation during the school term

5 _____: a national system for organising schools and learning

n **Answer the questions and find the words in the word search puzzle.**

1 Where do teachers meet and rest at school?

2 Where do students sleep at boarding schools?

3 Where do students spend time outside during breaks?

4 Which word describes feeling nervous about school?

5 Which game helps students think carefully?

6 Which sport uses a racket and a shuttlecock?

7 Which sport uses a ball and a net?

8 Which club focuses on art and creativity?

9 Which club focuses on computer skills?

10 Which room do students use to keep their things and change for PE?

11 Where do students cook food at school?

12 What do students receive after finishing school successfully?

13 Where do students go to pray at school?

14 What is the opposite of homework?

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

o **Complete the dialogue with the statements below. One is extra.**

a Rise and shine for school, dear!
b Don't skive off too often!
c Don't be in a rush!
d Pass with flying colours.
e Don't miss the school bus!
f Let's catch up during lunch time!



Mum: Good morning! Wake up, sweetheart. It's seven o'clock. Time for school! _____[1]

Daughter: Mum... I'm still so sleepy.

Mum: I understand, but you need to get up. The school bus leaves in 20 minutes. _____[2]

Daughter: But sometimes I feel like I want to stay in bed a bit longer. What if I stay at home today?

Mum: You were absent last week, remember? _____[3] You need to keep attending school.

Daughter: Okay... I'm getting dressed now. I always feel stressed in the mornings because everything is so rushed.

Mum: That's because you aren't using your time efficiently, so now you are running around like crazy! Take a deep breath. _____[4] Go slowly.

Daughter: OK, Mum. I'm leaving. See you in the evening.

Friend (on the phone): Hey! I'm heading to class now, and the bell is ringing. Where are you?

Daughter: I'm just getting to school! I have to get to class immediately. _____[5] We can talk when we have our lunch.

p **Write a short paragraph (60–80 words) to describe a school in another country, answering the questions below. Use the vocabulary you have learnt in this theme.**

- What type of school is it, and where is it?
- What facilities does it have (canteen, courtyard, laboratory, etc.)?
- What extracurricular activities or clubs can students join?
- Would you like to study there? Why or why not?





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

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

Theme 2



a **Listen to the audio and tick (✓) the words or phrases you hear.**

WB Audio 2.1

1 ☐ videos
2 ☐ games
3 ☐ note-taking
4 ☐ mind maps
5 ☐ analysing
6 ☐ brainstorming
7 ☐ summarising
8 ☐ role-play

b **Listen to the audio again and complete the sentences below.**

1 **Students log in to their _____.**
- **A** personal accounts
- **B** notebooks
- **C** electronic devices
- **D** online learning applications

2 **Without a good connection, students cannot _____.**
- **A** hand in homework
- **B** upload their homework
- **C** send homework by email
- **D** finish all online activities

3 **As students enter the platform, they see _____.**
- **A** a long list of files and homework
- **B** a new set of vocabulary exercises
- **C** many new exercises and games
- **D** questions from the previous lesson

4 **The students will practise their grammar with _____.**
- **A** videos
- **B** short quizzes
- **C** long grammar tests
- **D** writing tasks

c **Listen to the audio again and answer the questions below.**

1 Who is the teacher on *Education Today*?
2 Which activities can students access on the platform?
3 How do students type their answers in class?
4 When is Luke going to introduce a new vocabulary game?
5 What does AI do when a student tries to define a word?

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

WB Audio 2.2

1 In the **cl**assroom, stu**d**ents c**a**n **ac**tively **d**isc**u**ss their **b**ooks **a**n**d** sh**a**re their i**d**e**a**s.
2 Chil**d**ren enjoy going to the **c**inema in **c**ity s**ch**ools.
3 Every **cl**assm**a**te writes their n**a**me on the p**a**per **b**efore the exer**c**ise.
4 Learners t**a**ke **a** short p**au**se while the **au**thor shows how to clim**b** the l**add**er of te**ch**nology.

e **Say the tongue twisters aloud and underline the sounds you have practised in *Exercise d*.**

1 Brad grabs a black bag; a plump cat dances around the desk.
2 Clare cares for a large chair; Bob dares to climb the stairs.
3 Ben balances on a big bank; Anna's thumb taps on the map.

f **Complete the dialogues, using the modal verbs below.**

can	have to
might	must
should/ought to	

1



Teacher: You _____[1] wear the school uniform. This is a school rule, and you _____[2] respect the deadline for homework, or you will lose marks.

Student: I know. I _____[3] upload my file by Friday because the timetable says so.

Teacher: You _____[4] also take notes during the lesson. They help you remember the main points.

Student: Yes, I _____[5] ask questions during the slideshow. That helps me understand better.

Teacher: Good. The projector _____[6] stop during the presentation because there are technical problems. The internet connection _____[7] be weak sometimes.

Student: Then we _____[8] check the equipment before class.

2



Doctor: You _____[1] take this medicine twice a day. You _____[2] drink more water during the treatment.

Patient: I understand. I _____[3] follow the instructions on the label. I _____[4] also eat lighter meals to help my stomach.

Doctor: You _____[5] come to the clinic tomorrow. This appointment is compulsory.

Patient: Okay. _____[6] I call the clinic for questions?

Doctor: Sure, you _____[7] call us anytime. Don't stop the treatment, or the pain _____[8] return.

g **Rewrite the sentences by correcting the mistakes and using the right *pronoun* or *possessive* form.**

1 You should ask you about your homework.

_____

_____

2 The tablet on the desk is me, but the phone is your.

_____

_____

3 The teacher instructions are clear about the task.

_____

_____

4 The group teaches themself how to use the tool.

_____

_____

5 The notebook is herself, but the pen is my.

_____

_____

h **Complete the sentences below, using the correct form of the *Simple Future Tense* or *Be going to Future Tense* with the correct form of the verbs in parentheses.**

1 Jane _____ **(have)** a baby in June.

2 I think I _____ **(order)** another cup of coffee.

3 She _____ **(get)** married on Friday.

4 Look at the clouds! It _____ **(rain)**.

5 It's Betty's birthday soon, and I _____ **(buy)** her something to wear.

6 **A:** The phone is ringing.
B: OK. I _____ **(answer)** it.

7 **A:** Would you like to come with us?
B: Yes. I _____ **(take)** my coat; it's very cold outside.

8 **A:** What are your plans for this weekend?
B: I _____ **(see)** a new play at the theatre.

i **Read the text quickly and circle the best topic.**

1 The way teachers give feedback to students
2 The importance of exams in the classroom
3 Different ways of learning and studying
4 The role of technology in modern education

j **Read the text quickly and write the name of the learning style under each photo below.**







1 _____ 2 _____ 3 _____

Every learner develops a personal way of studying. Some methods focus on writing and organising ideas, others use visual connections to show topic links, and some encourage reflection on progress and goals. Each approach gives learners a clear path to manage information and improve understanding.

Note-taking is a simple but powerful method. Learners write important points during a lesson and keep them in an organised way. Notes help learners remember information and review it later. A notebook becomes a tool for focus because writing keeps attention on the main ideas. Short sentences, keywords, and clear headings make notes easy to read and use.

Mind mapping is a creative style that helps learners visualise connections. A mind map starts with one central idea in the middle of the page. Learners then draw branches for related points. Colours, symbols, and pictures make the map more engaging. This style is useful for brainstorming, planning, or preparing for exams. It shows how ideas connect and supports students to summarise the topic clearly.

Self-assessment is a reflective style that builds independence. Learners stop and check their progress during or after activities. They ask themselves questions such as "Do I understand this topic?" or "Which part needs more practice?" They begin to analyse their strengths and weaknesses. Self-assessment encourages responsibility and confidence. It also helps learners set goals and choose strategies that match their needs.

To conclude, note-taking, mind mapping, and self-assessment are three styles that guide learners towards success. Each style supports focus, creativity, and reflection. Learners who practise these styles can manage their study habits more effectively and enjoy a stronger connection to their learning journey.

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

1 _____ Short sentences and keywords make notes easier to use.
2 _____ A mind map always begins with two central ideas.
3 _____ Colours and pictures can make a mind map more engaging.
4 _____ Self-assessment helps learners set goals and build confidence.
5 _____ Note-taking is useful for science lessons.

l **Read the text again and answer the following questions.**

1 What makes notes easier to read and use during study?

_____

2 Which tools can make a mind map more engaging?

_____

3 Why do learners use self-assessment during or after activities?

_____

4 How do these three styles guide learners towards success?

_____

m **Match the highlighted words in the text to the definitions below. One is extra.**

1 _____ : to give the main points of a text or topic in a short way

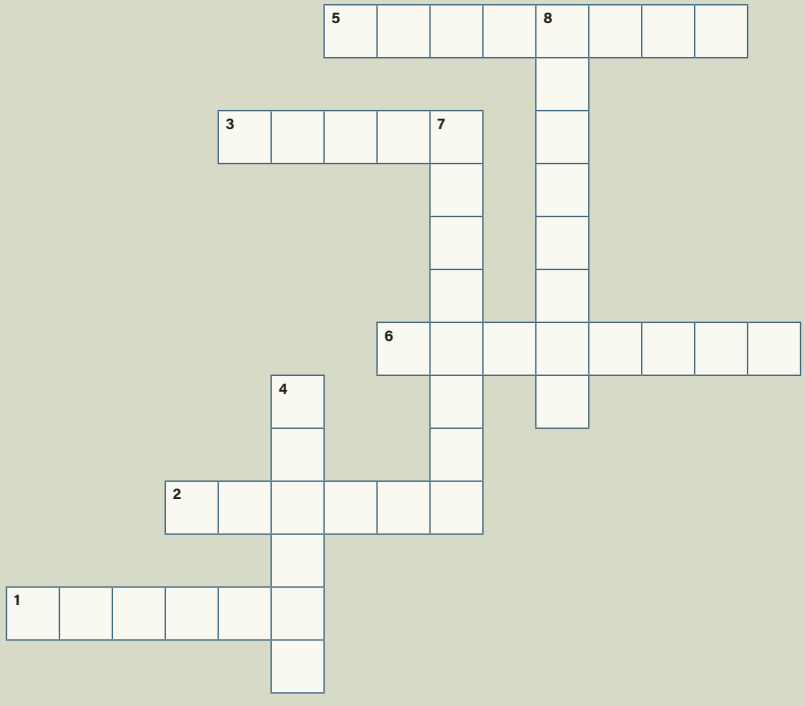
2 _____ : a group activity for sharing many ideas quickly

3 _____ : to look at something carefully and understand its parts or meaning

4 _____ : to form a picture in your mind of something

5 _____ : link or relationship between ideas, people, or things

n **Use the clues below to complete the crossword puzzle.**



ACROSS

1 to exit from a computer system, website, or app

2 to send a file or picture from your device to the Internet or another system

3 to press a button on a mouse or touchpad to select something

5 to turn on a device so it starts working

6 the first page you see when you open a website

DOWN

4 to remove or erase something from a computer or device

7 a set of keys used to type letters and numbers on a computer

8 an electronic machine that stores information and helps you work, play, or study

o **Complete the dialogue with the sentences given below. One is extra.**

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



Aylin: Lorelai! Are you ready for today?

Lorelai: Yes, I feel so excited. I want to learn a lot.

Aylin: Great! We are starting with some role-play activities this morning. _____[1]

Lorelai: That sounds fun. Moving around keeps us awake.

Aylin: After that, we slow down and focus. _____[2]

Lorelai: Reading helps me understand better.

Aylin: Later, we share ideas in small groups. Everyone speaks and listens.

Lorelai: I enjoy group work. It gives me new ideas.

Aylin: Then we review the main points together.

Lorelai: That makes the lesson clear.

Aylin: By the way, tomorrow is important. Don't forget and _____[3]

Lorelai: Yes, I know. _____[4] tomorrow.

Aylin: Excellent. Let's stay focused today and be ready for tomorrow.

Lorelai: Yes, I agree. See you in class!

p **Imagine your class has a social media account. Write a short post about how you learn in your classroom.**

In your post:

- Mention at least one learning activity.
- Describe one personal learning style.
- Add one or two technology tools.
- End with a plan for next week using be going to.
- Don't forget to add hashtags like #LearningActivities #MindMapping



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

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

Theme 3

a **Listen to the audio and circle what it is about.**

WB Audio 3.1

1 Work stress and office life
2 Digital detox and outdoor activities
3 Shopping and modern technology
4 School life and exam pressure







b **Listen to the audio again and choose the best summary of the conversation.**

1 Friends talk about clothes and weekend plans.
2 Two people discuss health, activities, and feeling better.
3 People complain about school and homework.
4 Friends argue about technology and its effects.

c **Listen to the audio again and complete the sentences with details below.**

1 _____ has a headache because _____.
2 _____ feels calm after _____.
3 _____ is cycling on _____.
4 _____ leaves her phone at home for _____.
5 _____ is going to the coast on _____.

d **Listen to the audio again and answer the questions below.**

1 Why does Pam want to leave her phone at home on Saturday?

_____

2 How does jogging affect Peter's feeling?

_____

3 Where does Pam meet her cycling group?

_____

4 Why is spending time in nature helpful for well-being?

_____

e **Read the text aloud. Focus on the pronunciation of the letters in bold. Then listen to the audio and compare your pronunciation with what you hear.**

WB Audio 3.2

People oft**e**n try to liv**e** a **h**ealthier life. They **b**elieve that gr**ee**n places help them feel calm and **h**appy. Taking care of health is important for everyone. For **e**xampl**e**, people **f**eel good in the fresh air on a fresh morning. Some of them like walking or j**o**gging. H**o**w**e**v**e**r, it is a matter of **h**abit. P**eo**ple **f**eel good every day when they are activ**e** and happy. What do you do to **f**eel healt**hy**?

f **Look at the words in bold in *Exercise e*. Put them into the correct sound categories below. One sound may belong to more than one category.**

bed	
me	
fed	
leg	
hen	
gem	
around	

g **Complete the text below, using the correct form of *The Simple Present* or *The Present Progressive* with the correct form of the verbs in parentheses.**

Next week is going to be very busy for me at school. On Monday, my school _____[1] **(open)** at 8.30 as usual, and my first lesson _____[2] **(start)** at 9 o'clock. On Tuesday, we _____[3] **(have)** the science fair in the main hall, and the judges _____[4] **(arrive)** at my school at 10 a.m. While these are part of the school schedule, I also have my own plans. I _____[5] **(meet)** my project group after school on Monday to prepare our presentation. On Wednesday, I _____[6] **(help)** my teacher with the science fair preparations. On Thursday afternoon, we _____[7] **(have)** a rehearsal for the school play. On Friday, the final exams _____[8] **(finish)** at noon, and the school bus _____[9] **(leave)** at 12.30. After school, I _____[10] **(finish)** my homework with my friends, and in the evening, my family _____[11] **(travel)** to İzmir for the weekend.

h **Match the problems to the advice. Then complete the advice with *should* or *shouldn't*.**

Problems

1 _____ Bob wants to improve his Spanish speaking skills.

2 _____ Helen spends too much money on her mobile phone every month.

3 _____ Thomas usually feels ill before he goes to sleep at night.

4 _____ Kate is unhappy at work because her job is boring and her manager is difficult.

5 _____ Jason says his flat is always messy because he is rarely at home.

Advice

a You _____ practise speaking Spanish as much as possible.

b You _____ make so many phone calls. You can text your friends instead.

c You _____ talk to your manager about your problems.

d You _____ eat heavy food late in the evening.

e You _____ go out all the time. You need to spend more time at home.

i **Choose the correct adjective for each sentence below.**

1 The lesson is very **boring/bored**, so the students feel tired and lose concentration.

2 I am **amazing/amazed** by her performance because she always sings so well.

3 A long journey is completely **exhausting/exhausted** so we need some rest.

4 Long working hours make many employees feel **stressing/stressed**.

5 Sue feels **relaxing/relaxed** because she's leaving the city tomorrow.

6 My brother's job is **exciting/excited** because he is learning new things.

j **Complete the sentences using *as...as, the same...as, like, alike.***

1 My brother is _____ fit _____ me, so we both exercise regularly.

2 This medicine tastes _____ the one the doctor gives me.

3 The patients have different symptoms, but their health problems are very _____.

4 My blood pressure is _____ level _____ yours, according to the doctor.

5 The two athletes look _____, but their diets and training routines are very different.

k **Read the text quickly and circle the best title for it.**

1 How to Cure Common Illnesses
2 Healthy Living for a Better Life
3 Modern Fashion and Well-Being
4 The History of Medicine

l **Read the text quickly again and tick (✓) the topics that are not mentioned.**

1 ☐ Fashion and clothing styles
2 ☐ Medical history and treatments
3 ☐ Healthy daily habits
4 ☐ Common illnesses
5 ☐ Future lifestyle benefits
6 ☐ Exercise and physical activity







Personal life and well-being are very important for everyone. Our bodies are complex, so we need daily care and attention. Without proper care, many people get common illnesses such as colds, the flu, or fevers. They can also experience headaches, stomach aches, or sore throats. These problems can be painful and make daily life difficult. If someone ignores these health problems, they can feel weak and tired for a long time. Therefore, practising good self-care is essential. This means paying attention to our needs and responding to warning signs. For example, when someone feels dizzy or has trouble breathing, they should call for help immediately. Nowadays, a lot of individuals want more happiness and balance, so physical activity plays an important role in both the body and the mind. Because of this, many people are planning healthier lives. Some are starting new exercise routines soon, and others are exercising regularly during the week. Many individuals are walking more in the mornings because they want to become fitter and more ambitious about their health goals. However, a truly healthy way of living goes beyond exercise. It also includes basic daily care, such as getting enough sleep, drinking plenty of water, and eating regular meals. These simple habits help our bodies function better. As a result, we become stronger and more energetic. These habits are also important for long-term health and sustainability. For this reason, in the future, maintaining these positive lifestyle habits will help individuals live better and happier lives. This can lead to a healthier society, with individuals supporting each other and caring more about well-being.

m **Match the highlighted words in the text to the definitions below. One is extra.**

1 _____ : actions people take to look after their own health
2 _____ : being healthy and feeling good in life
3 _____ : feeling that your head is spinning and you cannot stand or walk well
4 _____ : causing pain or hurt in the body or feelings
5 _____ : aiming to achieve something important and trying hard to succeed

n **Answer the questions below according to the text.**

1 Why is good self-care important?

_____

2 Which warning signs does the writer mention in the text?

_____

3 Why is physical activity important today?

_____

4 What does a healthy lifestyle include besides exercise?

_____

5 How will healthy habits help people in the future?

_____

o **Read the clues carefully and complete each word by filling in the missing letters.**

1 A sudden reaction of the body to food, medicine, or pollen.

a	_	l	_	r	g	_	c

r	e	_	c	_	i	_	n

2 A long-term illness that affects how the body controls blood sugar.

d	_	a	b	_	_	e	s

3 A common skin condition that causes spots, especially on the face.

a	_	n	_

4 Mosquitoes spread a serious disease that causes fever and chills in many hot countries.

m	_	l	_	r	_	a

5 A contagious childhood illness that causes itchy red spots on the skin.

c	h	_	c	_	e	n	p	_	x

6 A highly contagious disease that causes fever and a red skin rash.

m	_	a	s	_	_	s

7 A health condition in which the body reacts strongly to certain substances.

a	_	l	_	r	g	_

8 Pain or irritation in the throat, especially when swallowing.

s	_	r	_

t	h	r	_	_	t

p **Complete the dialogue with the expressions given below. One is extra.**

a At last, you're here in the flesh
b Let's break a leg
c bad books
d fit as a fiddle
e feeling in the pink



Hillary: Hi, Max! _____[1]. I am waiting for you at the bus stop. This is our meeting place, and I am worried.

Max: I'm really sorry, Hillary. My parents often tell me to get up on time, but I stay up late and oversleep. So, I'm probably in my parents' _____[2] again because I'm late.

Hillary: Oh no! That doesn't sound good, does it? Anyway, how are you feeling today?

Max: I feel much better now. After a good night's sleep, I'm _____[3] and I am getting ready for the trip.

Hillary: Excellent! You feel better today. Have you got everything with you? We don't have much time.

Max: Yes, I've. The train leaves at nine, so we are meeting the others at the station very soon.

Hillary: Exactly. We're leaving soon, or we will miss them. I'm excited about the trip. I'm also a bit worried about the time.

Max: Me too! We don't often travel together, so this trip is very special.

Hillary: Same here. Everything seems ready now. _____[4]!

Max: Absolutely! Let's go before something else goes wrong.

q **Match the expressions with their meanings. One is extra.**

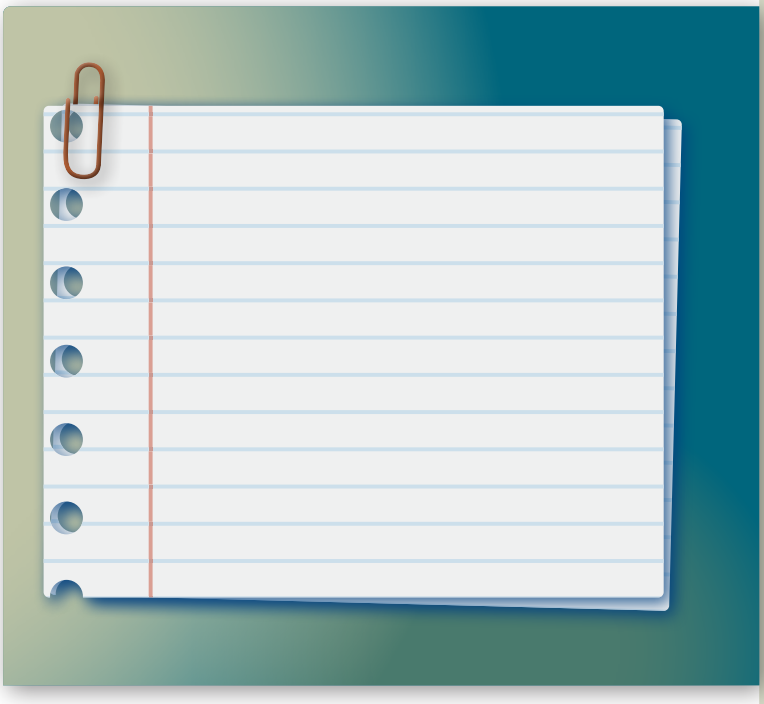
1 be in someone's bad books
2 feeling in the pink
3 Let's break a leg
4 At last, you're here in the flesh
5 fit as a fiddle

a _____ feel healthy and happy
b _____ see someone in person
c _____ be angry with someone
d _____ wish someone good luck

r **Write a dialogue similar to the one in *Exercise p*. Write at least 5 or 6 short lines in the space below.**

In your dialogue, you should:

- talk about meeting a friend
- include at least two expressions from *Exercise p*
- mention a plan (trip, event, meeting, etc.)
- include how one person is feeling





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

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

Theme 4

THEME 4



a **Listen to the audio and circle the topics that are <u>not</u> mentioned.**

WB Audio 41

1 Doing the laundry by hand
2 Going rafting in the mountains
3 Winning a medal in badminton
4 Watching thrillers and horror films
5 Cooking traditional family recipes

b **Listen to the audio again and write at least two words or phrases for each category below.**

Types of Family	
Types of House	
Hobbies and Interests	
Film Genres	

c **Listen to the audio again and circle the correct options to complete the sentences below.**

1 **Lucy's great-grandmother used to _____.**
   - **A** wake up late and watch television
   - **B** wake up early and do the laundry
   - **C** cook dinner every evening
   - **D** play badminton with her children

2 **Grandfather's family later moved into _____.**
   - **A** a small flat in the city centre
   - **B** a cottage without modern appliances
   - **C** a farmhouse in the middle of wide fields
   - **D** a detached house near the town

3 **Grandfather won a medal in _____.**
   - **A** archery at the summer sports festival
   - **B** jogging in the park near his home
   - **C** badminton during a competition
   - **D** cycling with his brother at weekends

4 **Lucy used to watch _____.**
   - **A** thrillers and horror films
   - **B** sitcoms and science fiction
   - **C** romantic comedies
   - **D** sports programmes

5 **Families in the past often _____.**
   - **A** preferred listening to music on the radio
   - **B** watched programmes alone on their laptops
   - **C** gathered indoors to play board games
   - **D** spent evenings together watching films

d **Listen to the tongue twisters. Pay attention to the words with the letters in bold.**

WB Audio 42

1 **J**o**ll**y **j**oggers and **k**ind **k**ids love fam**il**y fi**l**m n**i**ghts.
2 Granddad's badm**i**nton rac**k**et **j**umps and **j**ing**l**es wh**i**l**e** **L**ucy **l**aughs.
3 **K**een cous**i**ns **j**o**i**n c**l**ubs, p**l**ay cyc**l**es, and enj**o**y thr**ill**ers together.
4 **I**n nuc**l**ear fam**il**ies, **j**oyf**ul** ch**il**dren **k**eep trad**i**t**i**ons a**l**ive.

e **Say the tongue twisters in *Exercise d* as fast as possible. Then write your own, using the sounds you have practised.**

f **Complete the sentences below using *was/were* or *there was/there were*.**



Yesterday, _____[1] a small family gathering at our detached house. My parents _____[2] very happy to see everyone together. My siblings _____[3] busy with household chores in the morning. _____[4] a big table in the living room for the guests. _____[5] a lot of food on the table, and _____[6] many relatives around it. Everyone _____[7] very cheerful, and the atmosphere _____[8] great.

g **Choose the correct option for each item.**

Daniel: Grandma, your house in the village was a bungalow, _____[1] it?

Sophia: Yes, it _____[2] a small, wooden bungalow with a big garden. We _____[3] at sunrise every morning. Sometimes we _____[4] the birds singing before the sun even came up.

Daniel: That sounds very early! What did you _____[5] then?

Sophia: Well, I _____[6] the cows every morning. That was my favourite chore. My brothers went to the fields. We _____[7] very hard, but we were happy.

Daniel: You _____[8] television in the evenings, did you?

Sophia: No, we didn't. We used to _____[9] by the fireplace and tell stories. My father played the flute softly. Those _____[10] beautiful days.

1	**a** was	**b** wasn't	**c** didn't
2	**a** was	**b** were	**c** didn't
3	**a** wake up	**b** could wake up	**c** used to wake up
4	**a** can hear	**b** could hear	**c** hear
5	**a** did	**b** used to do	**c** use to do
6	**a** milk	**b** used to milk	**c** milks
7	**a** work	**b** works	**c** worked
8	**a** didn't watch	**b** watched	**c** couldn't watch
9	**a** sit	**b** sits	**c** sat
10	**a** did	**b** was	**c** were

h **Read and correct the sentences below. Put a tick (✓) if the sentence is correct.**

1 My grandfather could played the guitar very well when he was young. _____
2 We used to live in a small cottage before we moved to this flat. _____
3 I didn't used to like broccoli, but now I love it. _____
4 They see a very strange bird in the garden yesterday morning. _____
5 My mother could speak three languages when she was at university. _____
6 Last night, I went to the cinema with my cousins, and we have fun. _____
7 Did you use to have a pet dog when you lived in that detached house? _____
8 She couldn't swam when she was five years old. _____
9 We are eating a delicious cake at the family gathering yesterday. _____
10 Jessica used to ran errands when she was eight. _____

i **Look at the photo and circle the best title.**

1 School Life
2 Favourite Sports
3 Family Life
4 Life in Different Cities

j **Read the text and tick (✓) the topics that are mentioned.**

1 ☐ Family members
2 ☐ Daily routines and household chores
3 ☐ Different types of houses
4 ☐ School subjects
5 ☐ Hobbies and free-time activities
6 ☐ Sports competitions
7 ☐ Travelling and holidays



Hello! I'm Sue. I want to tell you about my family and myself. My immediate family is quite small, but my extended family is much bigger. I live with my parents and my brother, Tom. He is my only sibling. I also have some distant relatives, but they live abroad. When I was seven years old, we used to live in a detached house in the countryside. It was like a small farmhouse with a large garden. Now, we live in a terraced house in Oxford. My father works in London, so he has a long commute every day. My mother usually runs errands, such as shopping and other daily tasks. Everyone at home helps with the household chores. I set the table for dinner and empty the dishwasher. My brother does the dusting and feeds our pet, while my mother does the ironing and the laundry. My father takes out the rubbish and does small repairs around the house. After finishing our daily chores, we enjoy spending our free time doing different activities. My father used to go jogging around our old village, but now he enjoys more adventurous sports, especially surfing. My mother used to enjoy gardening, but now she practises archery at a local club. When we lived in the countryside, my brother and I could play badminton together in our garden. These days, my brother's favourite hobby is watching horror films and thrillers, especially in the evenings. However, I prefer romantic comedies and funny sitcoms. My favourite hobby is horse riding, and I ride a horse every Saturday. Our life is different now, but we still like spending time together as a family.

k **Match the highlighted words and phrases in the text to the definitions below. One is extra.**

1 _____: A brother or a sister.
2 _____: A house that stands alone and does not share walls with other houses.
3 _____: Something you do at home, like washing the dishes or cleaning.
4 _____: A house on a farm in the countryside.
5 _____: To travel regularly between home and work.

l **Read the text again carefully and answer the questions below.**

1 Who does Sue live with?

2 Where did Sue's family live in the past?

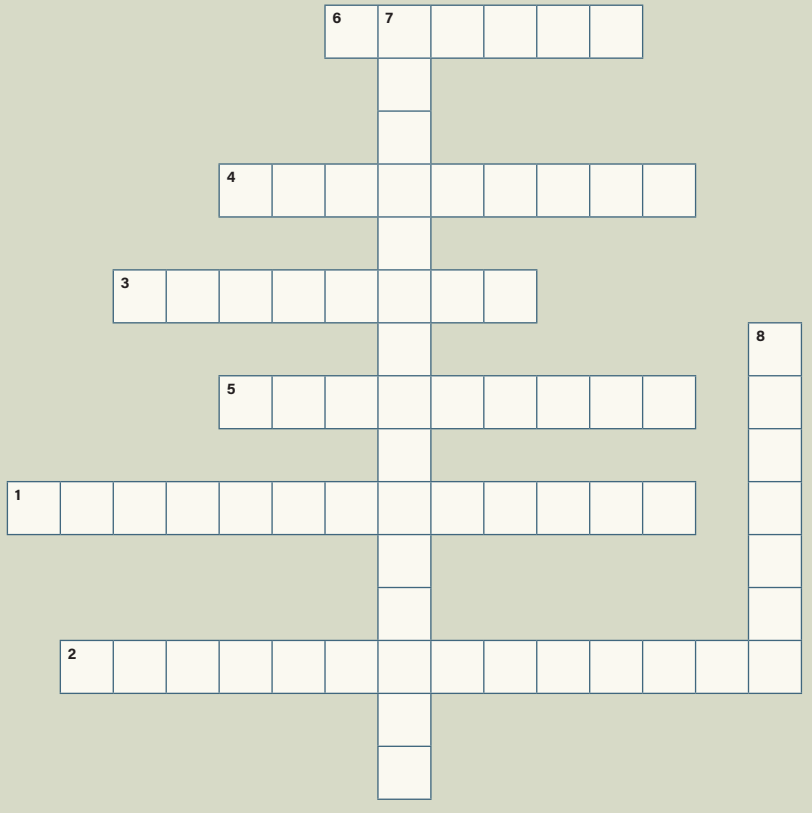
3 What hobbies do Sue's parents have now?

4 What is Sue's favourite hobby?

m **Complete the table with the hobbies of the family members.**

Family Members	Past	Now
Sue		
Father		
Mother		
Brother		

n **Use the clues below to complete the crossword puzzle.**



ACROSS

1 a family that has two parents and their children.
2 a type of film that tells love stories and is funny.
3 long-distance walking, especially in the countryside or mountains
4 a small house or shelter that people build among the branches of a tree.
5 a small house near water for a small water vehicle
6 TV comedies that show everyday life and have the same characters.

DOWN

7 closest relatives, especially parents, siblings, and children
8 the sport of shooting arrows with a bow

o **Complete the dialogue with the expressions below. One is extra.**

a Cheers for helping me!
b Keep your chin up!
c She's under the weather because of her problems!
d A friend in need is a friend indeed!
e The exam was just a doodle!
f You always pull my leg!



Mum: Hi, sweetheart! Welcome home. How was your exam today?
Daughter: Hi, Mum! _____[1] I'm pretty sure I'll get 100.
Mum: Really? That's great news! I knew you could do it.
Dad: Are you sure? You only studied for one evening, you know.
Daughter: Oh, Dad, please! _____[2] I worked on this for weeks, didn't I?
Dad: All right, all right! I'm just joking.
Daughter: I'll go and change my clothes first, and then I'll come and help you with dinner, Mum.
Mum: Thank you, dear. That would be lovely.
Daughter: Mum, I already emptied the dishwasher.
Mum: Oh, _____[3] Thank you, honey.
Daughter: Why is Sarah sitting in her room so quietly?
Mum: _____[4] at school. She's not feeling very well.
Daughter: Hey, Sarah! What happened? Did you argue with your best friend?
Sister: Yeah, everything is a mess right now.
Daughter: Oh, honey! _____[5] I'm sure you guys will make up tomorrow. Just give her some time.
Sister: I hope so.

p **Imagine you are 40 years old. Write a paragraph about your childhood and teenage years, considering the prompts below.**

- Family members and routines
- Household chores
- Types of families and houses
- Hobbies and interests
- Sports and films





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

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

Theme 5

a **Look at the photos and guess what the audio is about.**



b **Listen to the audio and circle the topics that are <u>not</u> mentioned.**

WB Audio 5.1

1 Cost of living in the neighbourhood
2 Places for free time and social life
3 Health care services for residents
4 Rules for residents in shared spaces
5 Transport options in the neighbourhood

c **Listen to the audio again to find at least three words or phrases related to each category below.**

Social Spaces: _____

Services: _____

Activities: _____

d **Listen to the audio again and circle the correct option for each.**

1 **Why does Mr Davis describe the complex as a neighbourhood?**
- **A** It brings homes, services, and social spaces together in one area.
- **B** There are other residential areas nearby, so they form a community.
- **C** The number of houses and the population are large but not connected.
- **D** People have to travel outside the area when they need to use a service.

2 **Who can use the gym in the neighbourhood?**
- **A** Only young people
- **B** Only seniors
- **C** All residents
- **D** All club members

3 **How do sports and fitness facilities affect relationships between neighbours?**
- **A** They help neighbours stay active and connected.
- **B** They encourage people to compete professionally.
- **C** They reduce social interaction among residents.
- **D** They keep neighbours busy with their own routines.

4 **Where can residents find the local services?**
- **A** Inside the cinema
- **B** At the main square
- **C** At the open market area
- **D** Next to the gym

5 **Why do people like living in the neighbourhood?**
- **A** It provides luxury daily services.
- **B** It encourages an isolated lifestyle.
- **C** It offers a quiet and individual lifestyle.
- **D** It supports social life and healthy living.

e **Listen to the tongue twisters. Pay attention to the words with the letters in bold.**

WB Audio 5.2

1 **P**enny and **P**aul **p**icked u**p** a ball to **p**lay **p**ing-**p**ong in the **p**ark.
2 B**o**b **o**ften st**o**ps at the l**o**cal c**o**ffee sh**o**p cl**o**se to the **o**ld road.
3 **N**ew **m**embers **m**entio**n** **m**eeti**n**g **m**onthly o**n** **M**o**n**day **m**or**n**i**n**gs.

f **Say the tongue twisters in *Exercise e* as fast as possible. Then write your own, using the sounds you have practised.**

_____

_____

g **Complete the sentences, using the correct form of *The Past Progressive Tense* or *The Simple Past Tense* with the verbs in parentheses.**

Last week, residents of the neighbourhood _____[1] **(decide)** to organise a small street event. On Saturday evening, the day before the celebration, neighbours _____[2] **(decorate)** the street with lights and colourful lanterns. On the day of the event, while some residents _____[3] **(cook)** at home, younger ones_____[4] **(carry)** tables, chairs, and music speakers outside. Meanwhile, children _____[5] **(play)** games along the street, and seniors _____[6] **(chat)** happily around the tables. All of them _____[7] **(wait)** with excitement while the local band _____[8] **(set up)** on the small stage. When it _____[9] **(get)** dark, they _____[10] **(turn on)** the lights, and the street _____[11] **(look)** warm and welcoming. Music _____[12] **(fill)** the street, and people _____[13] **(begin)** to dance. Later in the evening, neighbours _____[14] **(share)** food, desserts, and drinks, and they _____[15] **(talk)** about future plans. At the end of the night, they _____[16] **(thank)** each other and _____[17] **(clean)** the street together. The event _____[18] **(bring)** people together and _____[19] **(strengthen)** the sense of community in the neighbourhood.

h **Find the 10 mistakes in the dialogue below and write the correct forms.**



Jill: Hi, Sarah.

Sarah: Hi, Jill. You look tired. What's wrong with you?

Jill: Well, I was having a chaotic morning. It was quite bad!

Sarah: Oh, what happened?

Jill: While I walked my dog, Lucky, it was starting to rain heavily. Then I was stopping at a café to have a hot drink and get warm. I waited for my tea when he saw a cat and started to chase it. I tried to catch him when he was running into a rubbish bin. People were shouting at him, and I was apologising to everyone continuously. I was embarrassed and left quickly.

Sarah: That sounds terrible! You didn't hurt yourself, were you?

Jill: No, but he didn't stop. He jumped over the fence and ran into the playground.

Sarah: Oh no! The children were playing in the park, didn't they?

Jill: Luckily, no! There were no children because of the rain. While I was trying to grab him, I was slipping and fell into a puddle. I got completely wet.

Sarah: Wow! Lucky gave you a morning to remember. What happened next?

Jill: He was digging in the flowerbeds when I finally caught him.

Sarah: Haha! It was a hard day, isn't it?

Jill: Yes, it really was!

i **Use *when* or *while* to form correct sentences.**

1 I / read a book / a bird / land on the window.

_____

2 Harry / watch a film / someone / knock on the door.

_____

3 Tim / arrive home / his wife / sleep on the sofa.

_____

4 I / water the plants / my neighbour / paint the fence.

_____

5 They / forget to take the keys / they / leave the house.

_____

j **Read the text quickly and circle the best title for it.**

1 Eco-friendly Ways to Travel in Cities
2 Why Travellers Prefer Public Transport
3 Problems with Traffic and Transport
4 How to Travel Wisely in Big Cities



Metropolitan cities provide visitors and locals with various transport options, and each one has its own advantages and disadvantages. This guide helps travellers choose the most convenient ways to travel easily and comfortably in each of the following cities.

In İstanbul, travellers can find many options to get around the city. Among these options, ferries are a popular choice for both locals and tourists to travel between the two sides of the city and nearby islands. They offer a comfortable journey with impressive views of the Bosphorus and reduce the need to use crowded city roads. However, ferry services are prone to delays and cancellations due to weather conditions. For this reason, visitors should check the weather before they plan a ferry trip.

Amsterdam has a strong cycling culture. Most locals ride bicycles as part of their daily routine because this transport option is eco-friendly and causes no air pollution. Cycling is also time-saving because the city has up to 400 kilometres of bike lanes. These lanes lead to almost every part of the city and help people move faster within neighbourhoods and avoid traffic. Since cycling is affordable and fun, renting bikes is also popular among tourists, but busy roads can make inexperienced cyclists feel unsafe, and long rides can be uncomfortable.

In the United States, people mostly rely on private cars, but in New York City, driving is usually time-consuming and stressful because of heavy traffic. The underground is the most efficient way to travel around the city. It connects all five major parts of the city, so visitors can easily plan their trips and explore different areas by using this option. Travellers can also feel like locals during their visit; however, some people find it unsafe to use the underground very late at night or early in the morning. In addition, some lines of the system usually experience delays. Visitors may consider buying an unlimited ride card to save time and money and make their travel more convenient.

As a result, travellers can plan their journeys better and focus on exploring the city by choosing the best transport options.

k **Read the text again and complete the table below.**

City	Mode of Transport	Pros	Cons

l **Read the text again and answer the questions below.**

1 Why does the guide suggest different transport choices for each city?

2 Why should visitors check the weather before planning a ferry trip in İstanbul?

3 How does Amsterdam support cycling?

4 When do some people feel unsafe using the underground in New York City?

m **Match the highlighted words and phrases in the text to the definitions below. One is extra.**

1 _____: taking too much time to do

2 _____: likely to do, have, or suffer from something negative

3 _____: cheap enough for most people

4 _____: not harmful to the environment

5 _____: reduces the amount of time it takes to do something

6 _____: working well and not wasting time, money, or energy

7 _____: causing physical pain or making someone feel uneasy

n **Look at the photos and write the words in the crossword puzzle.**









ACROSS

DOWN













o **Read the dialogue carefully and complete the missing parts with the expressions below. One is extra.**

a What a traffic jam!
b It's a must-see in Paris,
c I need to pop to the bakery!
d We should buy gifts for friends,
e This city is full of cool sights!
f Let's catch the funicular!



Theo: Good morning, Hugo. Are you ready to explore Paris?

Hugo: Of course. _____[1] Every street feels special, and we have so much to see.

Theo: That's true. Let's begin with a walk along the Seine. I'd like to take a few shots near the river. Oh, the Eiffel Tower looks impressive in the morning light.

Hugo: I agree. This spot is perfect for photos, especially at this time of day.

Theo: Then we can head towards Montmartre, walk up the stairs, and explore the narrow streets and old buildings on our way up. It's one of the best places to enjoy the view of the whole city.

Hugo: Perfect, but before we go further, _____[2] I skipped breakfast, and I'd like to have a fresh croissant.

Theo: That sounds good, and I need a coffee anyway.

Hugo: Oh, that was really delicious. Now, here we are at the stairs. Wow, 222 steps! And it says we need to climb another 280 steps to reach the dome. That's a lot for me right now. _____[3]

Theo: Good idea. My legs are quite tired.

Hugo: Oh, wow! Look at the view from the top—cafés, small houses, streets, and people everywhere.

Theo: We could spend a couple of hours here, but then, I want to visit the Louvre Museum.

Hugo: Absolutely. _____[4] with famous works like the *Mona Lisa.*

Theo: Should we take a taxi to get to the city centre?

Hugo: The road looks completely blocked.

Theo: _____[5] Let's get to the underground station. You know, it is always the best option.

Hugo: After the museum, we still have time to visit somewhere else.

Theo: I think that's enough for today. We can find a local restaurant, have dinner, and relax.

p **Tick (✓) the activities you usually do or would like to do when you travel to a new city.**

1 ☐ Visiting museums
2 ☐ Chilling out at cafés
3 ☐ Trying local food
4 ☐ Taking photographs
5 ☐ Visiting famous tourist attractions
6 ☐ Exploring different neighbourhoods
7 ☐ Using public transport
8 ☐ Taking a taxi while travelling
9 ☐ Going shopping in local markets
10 ☐ Going to the cinema or theatre

q **Take the dialogue in *Exercise o* as a model and write a similar one in your notebook.**

In your dialogue, you should...

- introduce a city you would like to visit.
- include places in the city and transport options.
- use the expressions in *Exercise o*.
- include at least three or four activities that you ticked in *Exercise p*.



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**q**ual, sou**r**, **s**nack, de**ss**ert, s**t**eak

Scan or click on the QR code to access Theme 6.

Theme 6

a **Look at the photos. Describe and write about them, considering the prompts below.**

a The ingredients of the dishes
b The country/countries of origin of the dishes



1 _____



2 _____



3 _____



4 _____

b **Listen to the audio and circle the topics the people talk about.** WB Audio 6.1

1 Food cultures
2 Cooking styles
3 Food types
4 Serving ways

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

Cultures	Effects on Food	Food Types
Mediterranean culture		
East Asian culture		
Indian culture		
Mexican culture		

d **Answer the questions below according to the audio.**

1 Why do countries have different food and cooking styles?

2 How does climate influence rice in East Asian countries?

3 What do many Hindus avoid eating?

4 Why does Mexican cuisine reflect creativity?

5 What else do you think may influence a country's food?

e **Put the words in the correct category. Then listen and check your answers.** WB Audio 6.2

busy design hard lesson park quantity require simple table time

quiet	
garden	
school	
reason	
city	

f **Listen and say the tongue twisters aloud. Pay attention to the words with the letters in bold.** WB Audio 6.3

1 **Q**uick **q**ueen**s** **q**uietly **q**uit a**s**king **q**uick **q**uestion**s**.
2 **S**even **s**lippe**r**y **s**nail**s** **s**lowly **s**lide down **s**idewalk**s**.
3 **T**wo **t**iny **t**iger**s** **t**ake **t**wo **t**axis **t**o **t**own.

g **Complete the text, using the correct form of *The Present Perfect Tense* and the verbs in parentheses.**

My family _____[1] **(live)** in a village by the Aegean Sea for about three years. Moving to a new environment _____[2] **(change)** our lifestyle. In particular, my parents _____[3] **(spend)** a peaceful time here without feeling stressed by city life. They _____[4] **(have)** long walks by the sea and spent time with their new friends. They _____[5] **(grow)** organic fruit and vegetables since they moved as well. My mother _____[6] **(prepare)** very delicious food with them. Of course, I _____[7] **(enjoy)** the food and beauty of nature. My father _____[8] **(not miss)** city life; my mother _____[9] **(not feel)** bone aches. _____ we _____[10] **(adapt)** to village life easily? Sure. This experience _____[11] **(bring)** us happiness and health.

h **Write sentences for the situations below, using *need* or *needn't* as in the example.**

e.g. *Our guests are coming for dinner, but we do not have any vegetables in the fridge. We **need to buy** some vegetables for dinner.*

1 I am choosing a snack for my friend, and I know she is allergic to gluten.

_____

_____

2 The supermarket provides free bags for its customers.

_____

_____

3 The soup is already salty enough for everyone; leave the salt cellar. You have not tasted it yet.

_____

_____

4 My mother is trying a new recipe for biscuits; it is long and detailed.

_____

_____

5 Don't give any snacks to Melisa now; the dinner will be ready in ten minutes.

_____

_____

i **Write sentences about the activities people do, using the given time expressions and *be able to*.**



1 _____

_____



2 _____

_____



3 _____

_____



4 _____

_____

j **Read the text quickly and circle its main topic.**

1 Local breakfast products
2 Van breakfast traditions
3 Turkish culinary heritage
4 Cultural breakfast habits





STARTING the DAY with FLAVOURS

People have celebrated many food festivals or events to share their culture, traditions, and customs around the world. One of these days is World Breakfast Day on the first Sunday of June. It aims to raise awareness about the importance of eating a healthy breakfast to start the day with enough energy. The day also draws attention to cultural breakfast habits. Therefore, many countries organise events on that day to talk about balanced nutrition and appreciate traditional breakfasts from different countries.

Türkiye has also organised breakfast events to introduce its culture and the richness of its agricultural diversity. Turkish breakfast is famous for its variety, freshness, and rich culinary heritage. A traditional Turkish breakfast consists of cheese, olives, eggs, honey, jam, and bread, always with tea. However, the ingredients can change from region to region because of the cultural traditions and local products.

For example, Van breakfast is one of the most famous and richest breakfast traditions in Türkiye. It is known for many unique local foods, such as *otlu peynir*, a cheese with local herbs, and freshly baked *tandır* bread. These foods show the region's natural resources and farming traditions. People usually share many colourful flavours at a long table with family or friends, especially at weekends. It is not a quick meal, as people spend a lot of time talking and enjoying the food together. Long and warm conversations while drinking several cups of samovar tea strengthen bonds. That is why breakfast time symbolises togetherness, hospitality, and family unity, not only in Van but in breakfast culture across the country.

k **Read the text again and complete the table below.**

Traditional Foods	Local Foods	Values

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

1 Why do people celebrate food festivals?

2 What is traditional Turkish breakfast famous for?

3 Why can the breakfast ingredients change across the country?

4 What do Van breakfast foods reflect?

5 What values does the breakfast tradition emphasise?

m **Match the words below to their definitions. One is extra.**

cashier | shelf | starter | trolley | receipt | discount | shop | snack

1 _____ a document that shows you have paid for something

2 _____ a flat board on a wall to hold objects

3 _____ a small meal or amount of food that you eat between meals, often quickly

4 _____ a small vehicle with wheels to carry things in markets

5 _____ a person whose job is to receive and pay out money in a bank, shop, hotel, etc.

6 _____ a building or part of a building to buy goods or services

7 _____ a reduction in the usual price

n **Unscramble the words and write the letter in each number to find the message below.**

LRFNEUTEEG - _ _ _ _ _ _ - _ _ _ _
14 16 18 7 15

EARFYIERD - _ _ _ _ _ - _ _ _ _
5

ESFUERAGR - _ _ _ _ _ - _ _ _ _
9 8

ALLHA _ _ _ _ _
17 11

LDIIESOCU _ _ _ _ _ _ _ _ _
2

DMOEHAEM _ _ _ _ - _ _ _ _
3

EGRVANTIEA _ _ _ _ _ _ _ _ _ _
13 6

NGVEA _ _ _ _ _
10

RILDLEG _ _ _ _ _ _ _
4

IDRFE _ _ _ _ _
1 19 12

MESSAGE: _ _ _ _ B _ _ _ _ _ P _ _ P _ _
1 2 3 4 5 6 7 8 9 10 2 11 13

_ _ _ _ _ _ _ _ .
13 2 14 15 16 17 18 19

o **Read the dialogue and complete it with the expressions below. One is extra.**

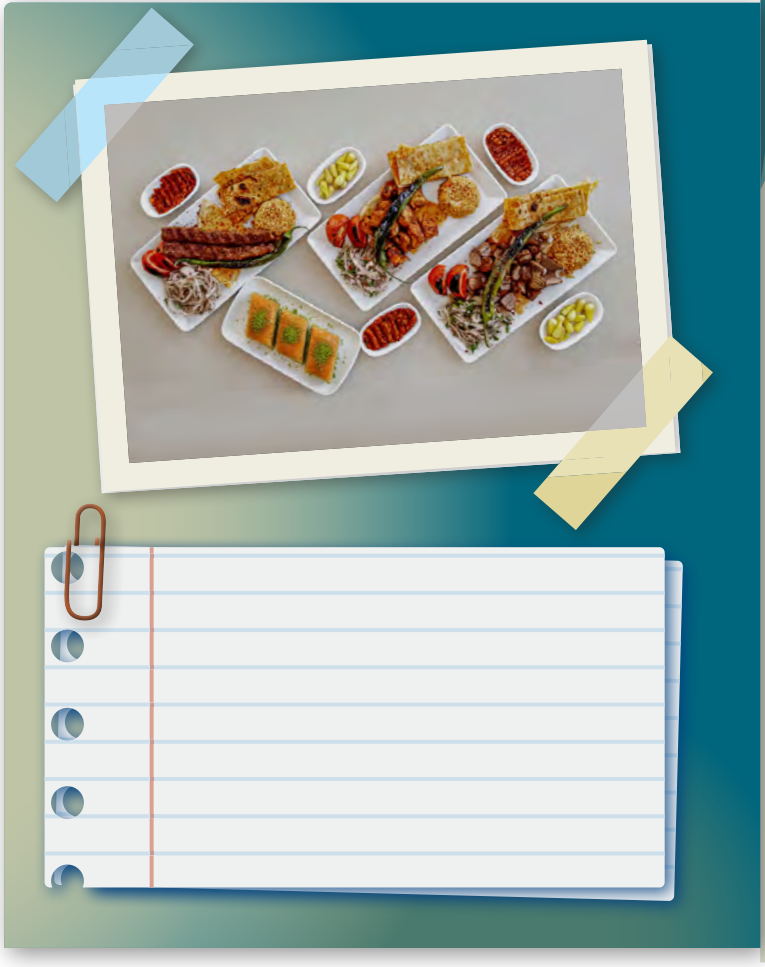
a I'll pick up a salad!
b Could you lend a hand for this?
c I'm not into spicy food!
d Do you want to grab a bite?
e It's a piece of cake!
f Let's eat out tonight!



Vanessa: Hello! How do you feel today?
Gabrielle: Hi! It's been an exhausting day at school. I'm starving now.
Vanessa: Really? _____[1] Maybe in the school canteen.
Gabrielle: I would love to, but I'm gluten-free, so I can't have many choices there.
Vanessa: Don't worry. OK! There is a great restaurant near here. _____[2]
Gabrielle: That sounds great! We can go there. They probably have plenty of delicious dishes.
Vanessa: Yes. I like that place. There are many mild home-made dishes without too much spice. You know, _____[3]
Gabrielle: Do they have any fresh seasonal greens, too? _____[4]
Vanessa: Sure. That's a good choice. I'll try their special grilled menu, a steak sandwich with mushrooms and garlic.
Gabrielle: Wow, it sounds perfect! Why don't we go right now?
Vanessa: OK! Let's move. Oh dear, _____[5] I have to carry my project materials.
Gabrielle: Sure, no problem. You've got a lot there.
Vanessa: Thanks! After such a long day, this meal will be a nice break. Let's head out before it gets too crowded.

p **Imagine you prepare the menu below for your foreign friend. Write a paragraph about the menu to introduce it, considering the prompts below.**

- The ingredients of the menu
- The cultural importance of it
- Your personal food preferences





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

Scan or click on the QR code to access Theme 7.

Theme 7

a **Listen to the audio and complete the text below.**

WB Audio 71



Hüseyin, the beekeeper, says that _____[1] changes the weather conditions that bees need to survive. _____[2] and industrialisation also cause damage to their natural habitats. When pollination decreases, the quantity of crops reduces, and this will probably lead to _____[3] in the future. He asks people to be _____,[4] and he is thankful to the podcast host for giving him the chance to _____.[5]

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

1 _____ When bees lose their food and shelter, they cannot pollinate in an effective way.

2 _____ People will always have the chance to fulfil their basic needs in the future.

3 _____ According to the host, people should use renewable resources.

4 _____ The host believes that humans have no connection with the bees.

5 _____ The beekeeper says humans should behave responsibly towards nature.

c **Circle the correct option for each according to the audio.**

1 **What happens when the number of bees decreases?**

A Temperatures rise worldwide.
B Pollination in nature decreases.
C Bees lose their food and shelter.
D It leads to the loss of biodiversity.

2 **What does the slogan "no bees, no crops, no food" mean?**

A Bees produce honey for the basic needs of people.
B Farmers should keep bees to grow stronger crops.
C We need food to survive, and the same is true for bees.
D Bees have an important role in basic human needs.

3 **What is the main idea of the podcast?**

A Among all species, bees are the most important insects.
B Environmental problems affect only bees in natural areas.
C Human actions against nature turn to humans themselves.
D Global warming is the major reason for the loss of biodiversity.

d **Listen to the tongue twisters, paying attention to the words with the letters in bold. Then try to say them as fast as you can.**

WB Audio 72

1 The **w**orld s**u**ffers **w**hen h**u**mans o**v**eruse **w**ater.

2 Yo**u**ng bees **v**isit **w**arm **w**ild **w**oods in s**u**mmer.

3 Farmers **v**ery often **w**aste **v**al**u**able flo**w**ers.

4 Bees sur**v**i**v**e **w**here **w**ise **h**umans li**v**e.

e **Write your own tongue twister, using the sounds you have practised in *Exercise d*.**

_____

_____

_____

f **Match each reason (1–3) to its result (a–d). One is extra.**

1 It rained very heavily for three days, _____

2 The factory uses energy efficiently, _____

3 Freshwater is a limited resource, _____

a so we should not waste it.

b so there was a heavy flood.

c so we planted more trees.

d so it saves a lot of money.

g **Read the sentence pairs and label them as *Reason* or *Result*. Then connect the two sentences with *so*.**

1 We face a serious energy crisis. _____
We use renewable resources. _____

2 They have a big carbon footprint. _____
Their car uses a lot of fuel. _____

3 The vegetables grow very well. _____
The soil on the farm is healthy. _____

4 We need to save groundwater. _____
We must have shorter showers. _____

5 There are more landslides. _____
The region has lost its forests. _____

6 We reuse glass jars and paper. _____
We want to limit waste. _____

7 Global warming is getting worse. _____
Ice at the poles is disappearing. _____

8 People cut down too many trees. _____
Animals lose their habitats. _____

h **Complete the clippings below with *who*, *which*, or *that*.**

Community Garden Grows Hope

In the town of Greenhill, a group of volunteers _____[1] love gardening has turned an empty lot into a food garden. They grow vegetables _____[2] need little water and no synthetic chemicals. This makes the garden perfect for dry summers. Mr Dasher, a volunteer _____[3] is an agricultural engineer, now teaches children how to plant seeds and care for the soil. The garden even shares extra food with families _____[4] struggle to afford fresh produce.

Island Faces Water Worries

The island of Sophira depends on rain to fill its wells and is having its driest year in decades. People _____[5] remember wetter times say rivers _____[6] once flowed year-round are now dusty paths. Fishers _____[7] go out daily report fewer fish near the shore, and this worries the local community. Local leaders are now looking for solutions _____[8] can help save every drop of water.

Clean Energy Project Lights Up Village

A new solar project in the village of Lupur is bringing light to homes _____[9] used to go dark after sunset. A small local team installed panels _____[10] power lights and phone chargers without smoke or noise. The team leader, Samira, _____[11] trained in the city returned to help her community. She says children _____[12] can now study in the evening are doing better in school.

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

1 Countries use different power sources according to their geographical features.
2 Non-renewable resources release greenhouse gases that harm the environment.
3 Switching to renewable energy sources is essential for a cleaner, healthier planet.

j **Read the text quickly again and write the names of the renewable energy sources in the photos below.**



1 _____



2 _____



3 _____

POWER FROM NATURE

Humans have relied on energy for centuries, first from wood and then from coal and oil. These non-renewable resources, which will one day run out, work well and generate energy quickly, but they create serious problems. Burning them releases greenhouse gases into the atmosphere. This traps heat and causes climate change, which affects weather patterns globally. For this reason, we must turn to renewable resources as cleaner options to reduce our carbon footprint and power our lives.

One of the most popular choices is solar energy, a resource that comes from the sun's rays. It uses special panels that capture sunlight and turn it into electricity. These panels work efficiently in regions with long, sunny days, like deserts. Solar power produces no smoke, so it creates no pollution during use. This clean energy protects our air and fights global warming, a serious rise in the Earth's temperature.

Another great option is wind energy. It uses the power of moving air to create electricity by using giant turbines that look like fans with long blades. These machines work best in open areas that have strong breezes, so engineers usually build them on high hills or near coasts.

Finally, there is geothermal energy that comes from deep-earth heat. Workers drill wells to bring up hot water or steam, and power plants use this natural heat to generate electricity. Countries near volcanoes or hot springs, like Iceland, rely heavily on geothermal energy. Unlike solar or wind power, it does not depend on the weather and runs all day and night.

Choosing renewable resources is a key step in protecting our world, as they work with natural processes. We must raise awareness about these options to take care of our shared home. And we need to take precautions now before it is too late for future generations to live in a healthier world.

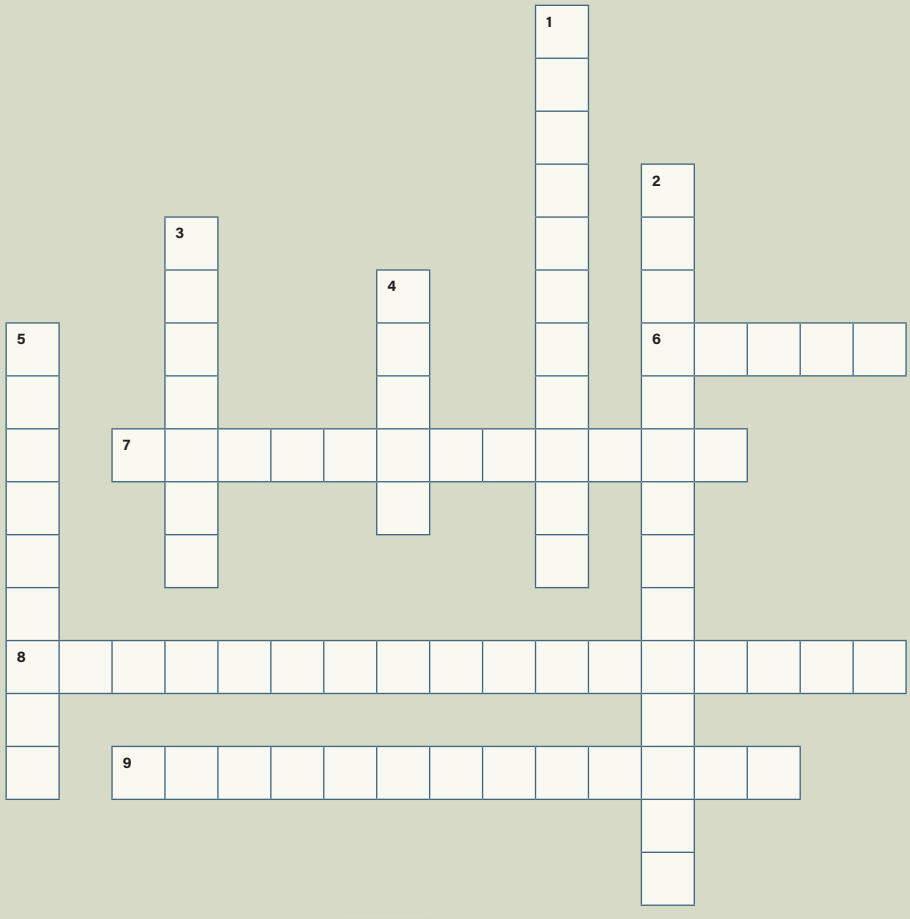
k **Read the text carefully and write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 _____ Non-renewable sources like coal and oil will not last forever.
2 _____ Deserts are ideal locations for capturing energy from the sun.
3 _____ Wind turbines can make a lot of noise when the blades turn.
4 _____ Geothermal energy works well only during volcanic activity.
5 _____ Renewable energy will naturally replace non-renewables.

l **Complete the dialogue with the highlighted phrases in the text. One is extra.**

Bulat: I'm working on an article for the school newspaper.
Lena: Cool! What's it about?
Bulat: It's mostly about the _____[1] that come from cars and factories.
Lena: Oh, they trap heat and speed up _____,[2] so they are really harmful.
Bulat: Yes, and this leads to _____[3] with severe storms in many regions.
Lena: It's a serious situation. We must _____[4] among the students.
Bulat: I agree. I'll add tips to make their _____[5] smaller with some simple habits.
Lena: Awesome! I can't wait to read it.

m **Use the clues below to complete the crossword puzzle.**



ACROSS

6 You wash a jar and use it again for something new.
7 More people leave villages and move to towns and cities.
8 A country builds many factories and changes from farming to production.
9 People cut down a great number of trees for wood or farming land.

DOWN

1 Rain goes under the Earth's surface and sits in layers of soil and rock.
2 An area has too many people for its available resources.
3 Someone lives without enough money for food and shelter.
4 You control an amount and keep it below a certain level.
5 Rocks and soil suddenly move down a mountain or hill.

n **Complete the dialogue with the sentences given below. One is extra.**

a Let's be green thumbs and plant trees!

b Let's save our planet!

c Our planet works like a well-oiled machine.

d People need to take care of Mother Nature's bounty.

e We're at the tipping point with the loss of our ecosystem.



Ozan: Dora, look at this magazine article about global warming. It describes terrible floods and landslides.

Dora: It's very sad. Nature usually adapts to changes well, and everything connects perfectly to keep the balance. _____[1]

Ozan: True. But we destroy those connections. We burn coal and oil, and greenhouse gases trap heat in the atmosphere.

Dora: The pollution is too much now. The article is right. _____[2] Plant and animal species disappear every day.

Ozan: We must stop this destruction and reduce our carbon footprint by using renewable resources like solar energy.

Dora: I agree. We must reduce consumption, too. But talking is not enough. We need real action in our neighbourhood.

Ozan: You're right. We can't just sit here worrying; we ought to do something concrete.

Dora: But what can we do as students?

Ozan: Actually, our school has a garden project this Saturday. I think we should join them. _____[3]

Dora: That's a great idea. New trees clean the air and provide homes for birds.

Ozan: Exactly. We can raise awareness in our neighbourhood this way.

Dora: I'm ready to help, and I want to protect our future. This is important for all of us. _____[4]

Ozan: I feel the same way, so let's go and sign up for the project.

o **Choose two renewable energy sources you have learnt about in this theme and write a short paragraph to compare them. Use the questions below to guide your writing.**

- Where do these energy sources come from?
- What conditions do they need to work well?
- How do they help the environment and reduce the carbon footprint?





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

Scan or click on the QR code to access Theme 8.

Theme 8



a **Listen to the audio and match the days to the events below. One is extra.**

WB Audio 8.1

a Day 1 **b** Day 11 **c** Day 27 **d** Day 41

1 _____ Reviewing the first satellite images

2 _____ Discovering energy-generating crystals

3 _____ Setting up equipment for the mission

b **Listen to the audio again and complete the report below.**

Mission Report – Unknown Celestial Object (UCO-1)

First Sighting: Day _____

First Thought: It was a(n)_____.

Key Visual Features: It glowed _____ and later turned_____.

Sample Taking: We captured a piece by using a(n) _____ arm.

Analysis Result: It contains _____.

Importance: It could change the way we _____ energy on the Earth.

c **Listen to the audio again and answer the questions below.**

1 Why did the team launch a satellite?

_____

_____

2 When did the team begin conducting experiments on the object?

_____

_____

3 How long did the team study the object?

_____

_____

d **Read the text aloud and write the number of the matching sound (1–5) in each box. Then listen to the audio to check your answers.**

WB Audio 8.2

1 ne**x**t **2** e**x**ample **3** **y**ellow **4** rh**y**thm **5** tin**y**

☐ **Y**ears ago, the idea of a space colony was just a ☐ m**y**th. Now, scientists ☐ e**x**amine planets like Mars to see the potential ☐ e**x**istence of life. They conduct ☐ e**x**periments on soil and air samples from the planet. Their work shows the air is ☐ to**x**ic and the planet has ☐ e**x**treme weather. These ☐ highl**y** dangerous conditions make building a ☐ colon**y** very difficult. To find a safe home, we may need to look ☐ be**y**ond Mars, perhaps even beyond our solar ☐ s**y**stem.

e **Listen to the tongue twisters, paying attention to the words with the letters in bold. Then try to say them as fast as you can.**

WB Audio 8.3

1 Si**x** e**x**tra e**x**perts e**x**ist to e**x**amine the ne**x**t e**x**cellent to**x**ic e**x**ample.

2 **Y**esterday, the cit**y**'s m**y**ster**y** s**y**stem had man**y** tin**y** **y**ellow s**y**mbols.

3 Doz**e**ns of ha**z**y ga**z**es **z**ig**z**agged across the hori**z**on's bla**z**ing **z**ones.

f **Circle the correct words or phrases in bold.**

1 If a star **explodes** / **will explode**, it **forms** / **will form** a supernova.
2 During the mission, if they **detect** / **will detect** a signal, they **investigate** / **will investigate** it.
3 Plants **do not survive** / **will not survive** if they **do not get** / **will not get** enough sunlight.
4 Humans **need** / **will need** special habitats if they **live** / **will live** on the Moon one day.
5 If a satellite **stops** / **will stop** working, it **creates** / **will create** space debris.

g **Complete the sentences using the correct form of the verb in brackets. Use the *Zero* and *First Conditional*.**

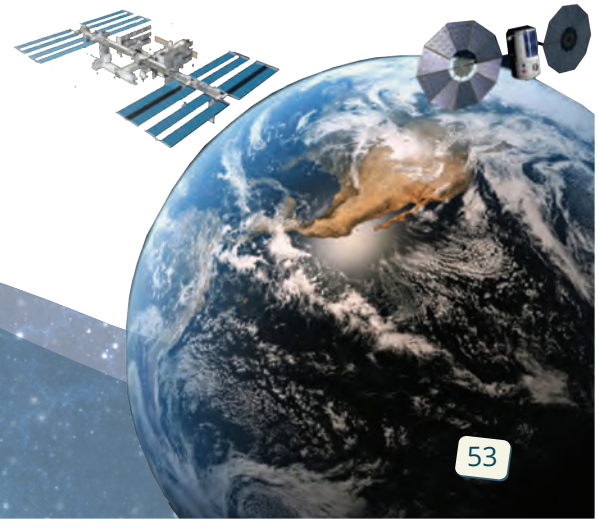
1 If a planet _____[1] **(have)** no atmosphere, it _____[2] **(not support)** life.
2 If a spacecraft _____[3] **(enter)** the Earth's atmosphere too fast, it _____[4] **(burn)**.
3 Space travel _____[5] **(become)** safer if scientists _____[6] **(develop)** advanced rockets.
4 Objects _____[7] **(float)** easily if gravity on a planet _____[8] **(be)** weak.
5 If astronauts _____[9] **(not wear)** special clothes, they _____[10] **(face)** health problems in the future.

h **Correct the mistakes and rewrite the sentences below.**

1 If a satellite will detect unusual movement, it sends the data to the Earth.
_____
_____
2 Space missions fail if researchers will not test the spacecraft properly.
_____
_____
3 Astronauts lose contact with the mission centre if communication systems will break.
_____
_____
4 If engineers will use innovative materials, spacecraft become lighter in the future.
_____
_____

i **Complete the sentence halves to form meaningful sentences. Use the *Zero* and *First Conditional*.**

1 If humans build a colony on Mars, _____
_____
_____
2 If space tourism becomes cheaper, _____
_____
_____
3 If astronauts do not exercise in space, _____
_____
_____
4 If scientists discover a planet like the Earth, _____
_____
_____



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

1 Earth-Like Planets with Human Habitat
2 Mercury and Venus: Alternatives to the Earth
3 Strange Planets in Our Solar System
4 Dangerous Planets of the Milky Way Galaxy



Among all the planets in our solar system, which belong to the Milky Way galaxy, Mercury, Venus, and Jupiter are probably three of the most mysterious ones. Although planets revolve around the Sun in stable orbits, each of these three has unique celestial features that attract the interest of scientists.

The closest planet to the Sun, Mercury, has almost no atmosphere, and temperatures change dramatically. During the day, its surface becomes extremely hot, and it freezes at night. Because of these conditions, scientists consider life on Mercury quite impossible. Space missions use advanced spacecraft and telescopes to collect data about Mercury's surface and conditions.

With a nearly equal size and surface gravity, Venus is also known as the Earth's twin. It has a thick and strange atmosphere which mostly consists of toxic gases. Its surface is hotter than Mercury's, even though it is farther from the Sun. As it is unlikely to send human beings because of the toxicity and acid rain, scientists have conducted several space missions with uncrewed spacecraft to this weird planet since 1961.

The largest planet in the Solar System, Jupiter, has an atmosphere that consists of helium and hydrogen gases. It has nearly a hundred moons. Some scientists believe that its moons could have oceans. If they find an ocean, they will search for unknown forms of life. Future space missions may plan to send astronauts or robots to explore these moons and search for new discoveries.

k **Read the text carefully. Write Mercury (M), Venus (V), or Jupiter (J) for each.**

1 _____ It is an interesting planet, as its moons may support life.
2 _____ It has extreme temperatures because it has no atmosphere.
3 _____ Some scientists believe that it may have unknown forms of life.
4 _____ It is difficult for humans to explore, as it consists of toxic gases.
5 _____ Among the planets in the Milky Way, it is the closest one to the Sun.

l **Read the text again and circle the correct answer for each.**

1 **Which of the following is true for Mercury?**
A It has a lot of moons.
B It is full of helium gas.
C It can be extremely hot.
D It has unknown forms of life.

2 **Why is Venus known as the Earth's twin?**
A It is the largest planet in space.
B It has similar features to the Earth.
C It is farther from the Sun than the Earth.
D Its atmosphere consists of toxic gases.

3 **If scientists find water on Jupiter's moon, they will _____.**

- **A** search for life forms
- **B** send uncrewed spacecraft
- **C** collect data about its toxicity
- **D** ask astronauts to explore it

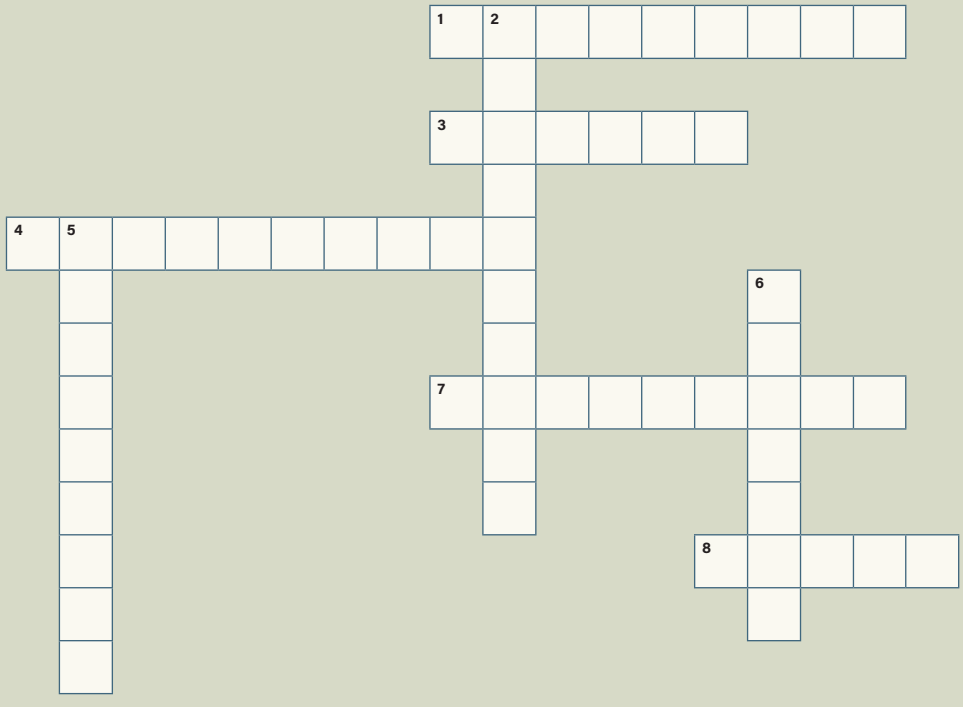
4 **Scientists can explore these planets with the help of _____.**

- **A** astronauts and space mission volunteers
- **B** crewed or uncrewed spacecraft and telescopes
- **C** space colonies that are close to these planets
- **D** their moons which contain unknown forms of life

m **Match the highlighted words and phrases in the text to the definitions below. One is extra.**

1 _____: to get information in order to study it
2 _____: a machine that can move and do work for people
3 _____: to move in a circle around something
4 _____: new to everyone
5 _____: about the sky or space
6 _____: very strange or not normal

n **Use the clues below to complete the crossword puzzle.**



ACROSS

1 a person who travels and works in space
3 a large group of stars and planets that stay together by gravity
4 the layer of gases that surrounds a planet or other object in space
7 a natural or human-made object that moves around a planet
8 the curved path followed by a planet, moon, or spacecraft around another object

DOWN

2 a vehicle for travelling in space
5 an instrument for seeing objects that are far away, especially in space
6 all space, including all the stars, planets, and everything that exists

o **Complete the conversation with the sentences given below. One is extra.**

a it's a small world!

b she's so strange; she is definitely not from this planet!

c a star is born!

d this is a whole new world!

e it felt like being a man on the moon!



Elif: Welcome back, Commander. The whole world was watching your landing.

George: Thank you. Everything still feels unreal.

Farhad: Your mission has attracted widespread attention. Social media is exploding. You're famous!

George: Well, _____[1] Ha-ha! Honestly, I wasn't expecting this kind of popularity. I was just doing my job.

Elif: Well, how did you feel out there on the surface?

George: Actually, _____[2] Everything was silent, endless, and completely unfamiliar.

Elif: Incredible. What was the first thing that went through your mind when you landed on the planet?

George: I thought, _____[3] Everything we thought we knew has changed as a result of the mission.

Elif: We will examine the reports and discuss your observations later.

Farhad: How was seeing the Earth from space?

George: That's when I said: _____[4] And I really meant it! I realised that we live on a smaller planet than we think.

Elif: Wow! Thank you very much. Your experience will inspire millions of people.

George: If it encourages people, then it's worth it. Thank you.

p **Read the situations below and match them to the appropriate expressions (a–e) in *Exercise o*.**

1 You meet a woman whose behaviour, ideas, and reactions are completely unusual.
You say: _____

2 You see or enter a place that is totally different from the ones you have seen before.
You say: _____

3 You go on holiday to a faraway country and suddenly meet your next-door neighbour in a café.
You say: _____

4 Your best friend has joined the drama club at school, and she performed wonderfully on the stage.
You say: _____

q **Imagine you have just come back from a space mission. Write 4–5 sentences about your experiences there, answering the questions below. Use the appropriate expressions in *Exercise o*.**

★ Where did you stay there?

★ How did you feel when you landed on the planet?

★ Did you see or discover anything new?

★ If you get a chance, will you travel there again?



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

GLOSSARY

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

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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ROMANYA
Bükreş
UKRAYNA
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HAZAR DENİZİ
Sofya
BULGARİSTAN
K A R A D E N İ Z
GÜRCİSTAN
Tiflis
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Zonguldak
Kastamonu
AÇARA Ö.C.
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Eskişehir
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TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE
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TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
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4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
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8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
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d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
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k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
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