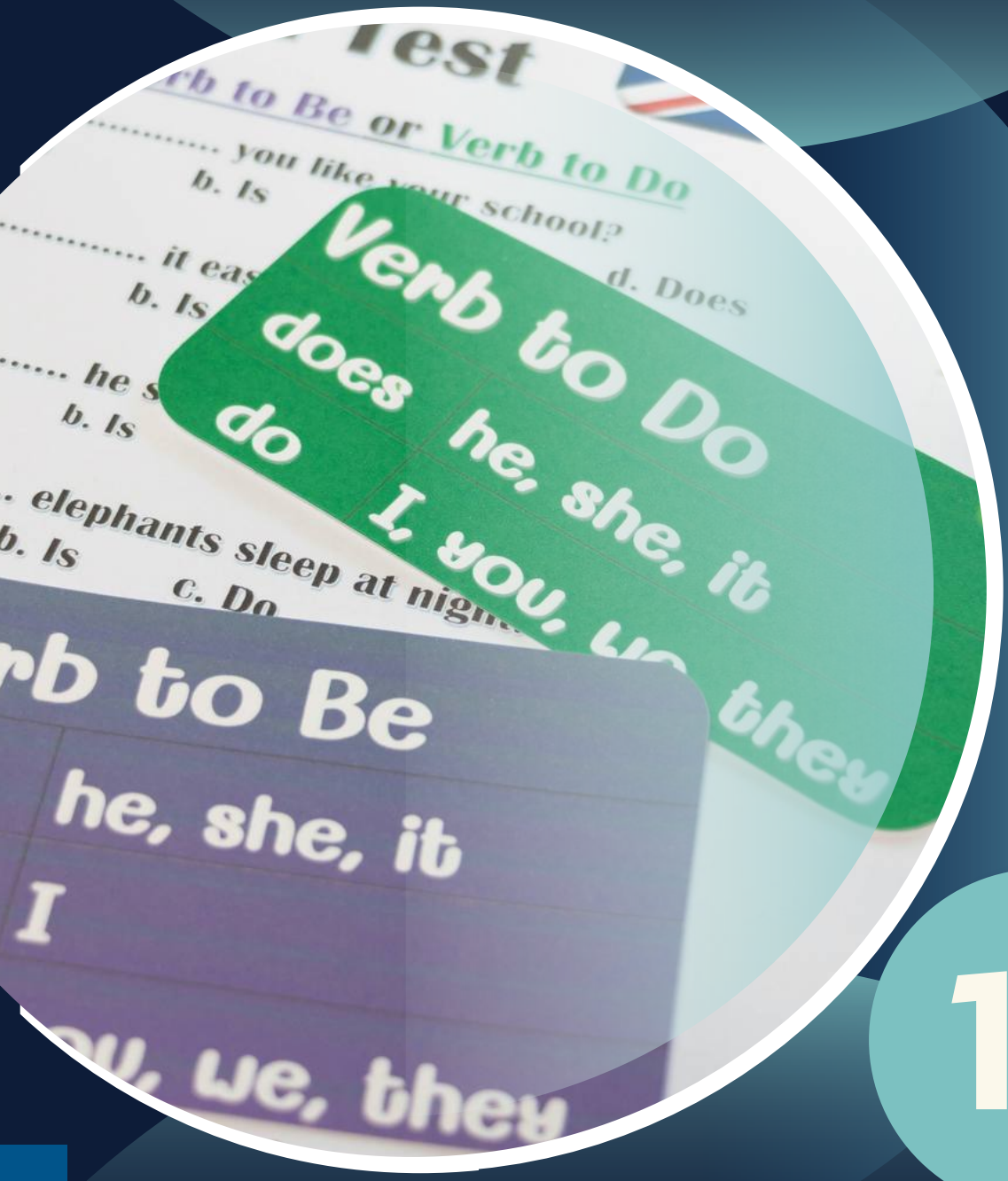
BİREYSEL ÖĞRENME ETKİNLİKLERİ

İNGİLİZCE



10

ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

MEBİ

OGM
MATERYAL

MEBİ

BİREYSEL ÖĞRENME ETKİNLİKLERİ

10. SINIF

İNGİLİZCE

GENEL YAYIN YÖNETMENİ Cengiz METE

YAYIN KOORDİNATÖRÜ Ömer SARICA

EDİTÖR Dr. Ahmet YILDIRIM, Dr. Recep GÜR

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PROGRAM GELİŞTİRME UZMANI Doç. Dr. Serkan DEMİR

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- yarıyıl tatili /yaz tatili sonrası konuları hatırlamak istediğinizde,
- okul değişikliği yaptığınızda,
- temel kabullerinizde eksikliğiniz olduğunda,
- bir konuyu yeniden çalışmak istediğinizde,
- bir konuyu pekiştirmek istediğinizde

kullanabilirsiniz.

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Bireysel öğrenme etkinliklerinde yer alan başlıkların genel açıklamaları şu şekildedir:



Her bölümün sonunda yer alan geri bildirimler, yaptığınız çalışmayı kontrol etmenize ve öğrenmenizi kalıcı hâle getirmenize yardımcı olur.

Bireysel öğrenme etkinlikleri kitabınızdaki her sayfa, öğrenme eksiklerinizi tamamlamanız için bir fırsattır. Öğrendikçe, düşündükçe ve tekrar ettikçe eksiklerinizi giderecek ve kendinizi daha hazır hissedeceksiniz. Bu kitap, öğrenme yolculuğunuzda her zaman ilerleyebileceğinizi gösteren bir çalışma arkadaşıdır.

Eğlence ve keşif dolu bir öğrenme yolculuğu dileklerimizle...

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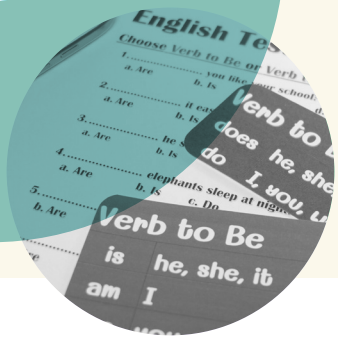
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YEAR 10

SCHOOL LIFE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations. You will also answer the following questions:

- What words are used for different types of school?
- What activities can students do in different types of school?
- What are some school clubs that students can join?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can use basic vocabulary about school life and education.	
2	I can ask and answer questions about school subjects.	
3	I can use the Simple Present Tense to talk about school life.	
4	I can use the Present Progressive Tense to talk about school life.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To use basic vocabulary about school life and education, you can make sentences like...** We have a timetable with different lessons every day. There is a smartboard in our classroom. The headmaster goes to school early.
2	**To ask and answer questions about school subjects, you can make sentences like...** What is your favourite school subject? My favourite subject is chemistry. When do you have science? We have science on Tuesdays. Who teaches your English class? Mr Brown teaches it.
3	**To talk about school life by using the Simple Present Tense, you can make sentences like...** I study Maths and English every day. My school starts at 8.30 a.m. and finishes at 3 p.m. Students use lockers to keep their books.
4	**To talk about school life using the Present Progressive Tense, you can make sentences like...** We are working on a science group project this week. The teacher is explaining a new topic right now. Some students are practising for the school concert in the music room.

SCHOOL LIFE

I AM MAKING CONNECTIONS

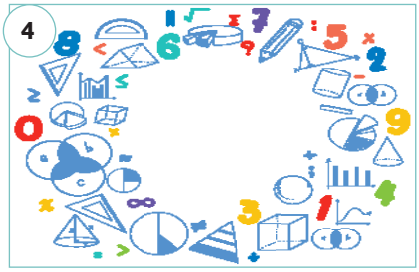
Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Look at the pictures and write the names of the school subjects.

1


2


3


4


5


6


2.2. Find the school subjects in 'Exercise 2.1' in every direction.

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

Go to page 25 to receive feedback on the 'I am making connections' **section.**

SCHOOL LIFE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Match the facilities with the pictures. One is extra.

a. a tennis court	**b.** a staffroom	**c.** a canteen	**d.** a courtyard	**e.** a food technology room
f. a locker room	**g.** a library	**h.** a prayer room	**i.** a basketball court	

















b. Listen to the audio and write which student has the following facilities at their schools. Use 'L' for Liam, 'S' for Selin, 'M' for Maria, and 'E' for Emma.

L 1. 3. 1. b

(____) a courtyard	(____) a basketball court	(____) a staffroom	(____) a food technology room	
(____) a prayer room	(____) a library	(____) a canteen	(____) a tennis court	(____) a locker room

c. Listen again and complete the sentences.

L 1. 3. 1. c

1. Liam goes to a(n) _____ school.
2. Selin's school has activities like volleyball and _____.
3. Maria participates in the _____ club.
4. Emma's art club meets _____ to work on paintings.

d. Answer the following questions.

1. What is your school type?
   _____.
2. Which facilities do you have at your school?
   _____.
3. Which facilities do you use at your school?
   _____.
4. What do you do at school?
   _____.

3.2. PRONUNCIATION

a. Listen to the questions below and pay attention to rising (↗) and falling (↘)intonation.

L 1. 3. 2. a

1. We are having an exam today, aren't we? ↘
2. Where do you keep the cooking equipment? ↘
3. Do you like studying in the library? ↗
4. You wear a school uniform, don't you? ↗

b. Circle the correct option.

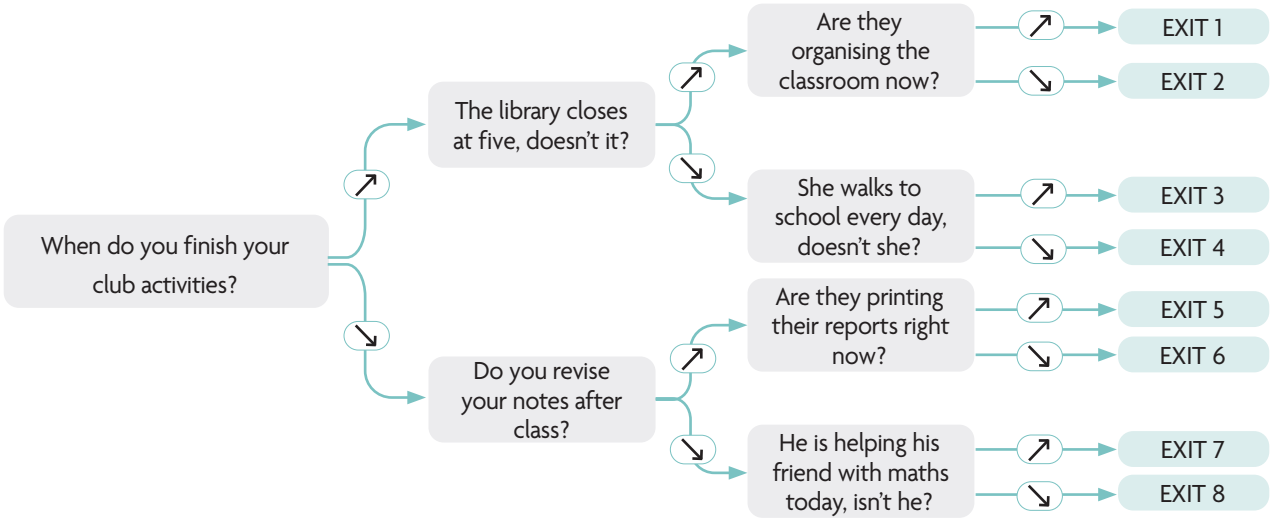
1. We use **rising** / **falling** intonation in question tags when they are real questions, and we want an answer.
2. We use **rising** / **falling** intonation in question tags when we are checking information.
3. We use **rising** / **falling** intonation in questions that you can answer yes or no.
4. We use **rising** / **falling** intonation in questions with who, where, when, how, why, what kind of, what...like.

c. Listen to the audio and read the questions using the correct intonation.

1. Are they practising for the presentation now?
2. When do students start their lunch break?
3. The school starts at half past eight, doesn't it?
4. You use this room for group work, don't you?

L 1. 3. 2. c

d. Read the questions and choose the correct intonation to find the right exit.



3.3. VOCABULARY

a. Look at the pictures and tick (✓) regular school activities.



b. Read the text and match the highlighted words and phrases with their definitions. One is extra.

Many students at my school join extracurricular activities. I am in the art club this year. We are painting posters for the school festival this week. My friends join the music club and the basketball team. They practise every afternoon. Everyone is busy but happy. Some students feel anxiety during exam weeks. They worry about lessons and projects. Time management helps a lot. I make a plan every Sunday and follow it. Now I am studying for my quiz, but I am also preparing for the club show. My best friend Lisa is a perfectionist. She checks every detail carefully. She must feel tired after all her extra work. She always wants our team to succeed. I can't imagine a week without her energy. We talk about our future almost every day. We will graduate next year. Everyone hopes to get a good qualification. Our teacher always says, "Don't skive off too often!" to encourage us to attend classes regularly and take our schoolwork seriously. I think she is right.

1.	extracurricular activities	
2.	anxiety	
3.	time management	
4.	perfectionist	
5.	succeed	
6.	graduate	
7.	qualification	

a.	to achieve your goal or do something well
b.	a certificate or skill that shows you can do a job
c.	to finish school successfully and receive a diploma
d.	a feeling of worry, especially when something is stressful
e.	the skill of organising your day well to finish tasks
f.	clubs, sports, or interests outside regular lessons
g.	a person who wants everything to be perfect
h.	to teach somebody at a school, university, etc.

c. Complete the sentences with the words and phrases in 'Exercise b'.

1. Students can take part in _____ to explore new interests after lessons.
2. A(n) _____ checks every step carefully to avoid errors.
3. Groups often _____ when they work with clear goals in mind.
4. Some people feel _____ when they speak in front of a large group.
5. Most pupils _____ after completing all the required courses.
6. A(n) _____ shows that a person has the knowledge needed for a job.
7. Good _____ enable learners to finish tasks without pressure.

d. Describe your school by answering the questions.

1. What is the name of your school? _____.
2. What subjects do you enjoy at school? _____.
3. What events or celebrations does your school organise? _____.
4. What do you like most about your school? _____.

e. Match the expressions with the sentences that have the same meanings. One is extra.

1.	Don't be in a rush at school!	
2.	Don't skive off too often!	
3.	Rise and shine for school, dear!	
4.	Let's catch up during lunch time!	
5.	Don't miss the school bus!	

a.	Wake up, get dressed, and start your school day energetically.
b.	Make sure you arrive on time to catch the bus.
c.	Let's use our break to talk and share updates.
d.	Try to move at a comfortable pace at school.
e.	Study hard for all your exams regularly.
f.	Avoid missing lessons without a good reason.

f. Complete the dialogue with the suitable expressions from 'Exercise e'.

Fatma: Why are you walking so fast?
Susan: I'm late for my class.
Fatma: **(1)** _____! You might bump into someone.
Susan: You're right. I should slow down. We haven't talked in a while.
Fatma: I know, I'm busy with homework and exams these days. **(2)** _____!
Susan: Sure thing. Save me a seat.
Fatma: By the way, you missed English again yesterday.
Susan: Yeah... I wasn't feeling well.
Fatma: Still, **(3)** _____! We have important exams this term.
Susan: I know. I'll try to attend every lesson.

3.4. STRUCTURE

a. Read the dialogue and underline the question tags and 'must/can't' as in the example.

Sam : We're almost done with the furniture, aren't we? After this, we only need to organise the stands.
Aylin: Right. The literature club's posters go on this wall. The students use poems and short texts for display.
Sam : Yes, and the art club wants the corner, doesn't it? There must be more natural light near the windows, so we can see their paintings clearly. They're also bringing a small sculpture now.
Aylin: What about the small table? It can't be for the photography club. They never use the short table, do they? The long one is perfect for their printed photos.
Sam : Exactly. There is only one box for the coding club, but this can't be the only one. Where are the other boxes?
Aylin: They're testing a new robot in the computer laboratory. The boxes must be there. I hear it's part of their presentation.
Sam : I think so. By the way, the chess club doesn't need much space, do they? Just a few tables are enough.
Aylin: Exactly. They play quietly, so the corner near the bookshelves is ideal.
Sam : Perfect. Everything is coming together nicely, isn't it?
Aylin: It really is. Good job!

b. Match each structure with its use. One is extra.

1. We use question tags ____.
2. We use 'must/can't' ____.

a. to make logical assumptions about different situations
b. to confirm or clarify facts about different situations
c. to express possibility/probability

c. Complete the sentences using question tags.

1. Matt's preparing a poster for his club, _____?
2. Ada and Lisa don't bring their own materials, _____?
3. You never forget your homework, _____?
4. Our teachers give clear instructions, _____?
5. Her group isn't waiting in the laboratory, _____?

d. Read each dialogue and complete the sentences using 'must' or 'can't'.



The boy _____ be late for school.



The student _____ be a perfectionist.



It _____ be lesson time.



It _____ be lunchtime.



The boy _____ be anxious.



The library _____ be empty.

e. Read the sentences and pay attention to the underlined words. Then, circle the correct option.

- The students want to do something fun. They are looking for an activity like a game or a short play.
- He doesn't write anything in his notebook. There are no notes, examples, and exercises.
- Do you need anything to prepare for the exam tomorrow? I can help you with notes, exercises, or practise questions.
- I hear nothing because the classroom is completely silent. No sound comes from anywhere.

1. We use **something** / **nothing** to talk about an unknown thing in positive sentences.
2. We use **nothing** / **anything** to talk about zero things in negative meaning.
3. We use **anything** / **something** to talk about any possible thing in questions and negative sentences.

f. Complete the text using 'something, anything, nothing'.

Kerem wants to improve his presentation skills for his English class. He watches online videos and reads guides, but he doesn't find **(1)**_____ practical for students. Some materials are too long, and there is **(2)** _____ that explains speaking clearly in simple steps. Kerem asks his teacher, "Is there **(3)** _____ that can help me practise at home?" The teacher replies, "Yes, there is **(4)**_____ useful on our digital learning platform." Kerem follows the advice and feels more confident. He realises that even when there seems to be **(5)**_____ suitable, asking for guidance leads to **(6)**_____ valuable.

g. Read the sentences carefully. There is one incorrect sentence in each column (1-4). Choose the incorrect sentence and rewrite below using the correct question tag.

1	2	3	4
a) You like English lessons, don't you?	**a)** He is reading the new chapter, isn't he?	**a)** They practise every Tuesday, don't they?	**a)** The library opens early, does it?
b) The lights are off, isn't it?	**b)** You don't need any help, don't you?	**b)** You aren't working on the project, are you?	**b)** The students don't run, do they?
c) She isn't joining the meeting, is she?	**c)** The door is locked, isn't it?	**c)** His bag is still in the classroom, does it?	**c)** She's smiling, isn't she?
---------- ----------	---------- ----------	---------- ----------	---------- ----------

3.5. READING

a. Look at the picture and describe it in a few sentences.



---.

b. Read the text quickly and circle the best topic.

1. preparing a celebration **2.** working together for a project **3.** designing club materials

My name is Bilge, and I take part in the literature club. This year, we are preparing the celebration programme for the Republic Day. Our club plans a presentation about the value of the Republic, and everyone has a clear task. I organise the slideshow, and I choose photos and short quotes that match the theme. During our meetings, my friends practise a small drama scene. They speak confidently and focus on their lines. Others memorise poems for the celebration.

While we work, our teacher often reminds us not to move too quickly. She says, "Don't be in a rush at school," when I run to decorate the hall and the stage with flags. Everything comes together nicely, and our teacher always checks the plan with us. We want the celebration to feel respectful and meaningful. We are going over the plan so many times because there can't be any room for a mistake. Our club works hard, and we try to make the event clear, organised, and enjoyable for everyone. It isn't easy, but we feel excited and motivated because the 29th of October is an important day for all of us.

c. Read the text again and complete the fact file below.

Club	
Date	
Event	
Activity	
Bilge's Responsibilities	
Other Students' Responsibilities	

d. Answer the following questions.

1. Do you take part in any clubs or activities at school? Which ones and why?

---

2. What kind of tasks do you enjoy during school events?

---

3. How do you feel when you prepare something for an important day?

---

4. Imagine that you are a member of this club. What task is the best for you? Why?

3.6. WRITING

a. Look at the picture and describe what they are doing.



---

b. Read the dialogue between a student and a school counsellor and answer the following questions.

Student: I try too hard to make every school task perfect. Even small assignments take a long time, because I keep checking and changing everything. Right now, I am preparing a simple worksheet for my class project, and I am rewriting the same sentence again and again. I want it to look good, but I feel stressed because nothing seems good enough to me. This habit makes me tired, and I fall behind my classmates. What should I do?

Counsellor: An easy task feels difficult for you. You must be expecting too much from yourself. Other students finish similar work more quickly, so they can't be checking each detail like you. A helpful strategy is to set a clear limit: decide when to stop and accept that your work is complete. You should also remind yourself that learning doesn't require perfection; it requires progress. With small steps, you can find a healthier balance in your school routine.

1. Why does the student talk to the school counsellor? ---

2. Why does the student feel stressed? ---

3. What does the school counsellor suggest? ---

c. Imagine that you are the school counsellor. Read the student's problem below and write a similar solution in 5 sentences as in 'Exercise b'. Use 'can't' and 'must' to make logical assumptions.

Student: I get stressed very easily when exams are coming up. I study every day, but I can't manage my time well, and I always feel behind. Right now, I am trying to review two units at the same time, and I keep switching between topics because I don't know where to start. I want to be prepared, but I get nervous when I see how much I still need to study. This makes it difficult to focus, and I lose more time.

Go to pages 25, 26, and 27 to receive feedback on the 'I am learning through practice' **section.**

SCHOOL LIFE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

L 1. 4. 1. a

a. Listen to the podcast and fill in the sentences below.

1. Leroy is originally from _____, but he studies at a _____ school in England.
2. Leroy is a member of the _____ team and the _____ club.
3. Leroy is _____ with his classwork and presentations.

L 1. 4. 1. b

b. Listen again and choose the correct answer.

1. What is the 'Global Students Podcast' mainly about?
   - **a)** school types in England
   - **b)** student stress and anxiety
   - **c)** extracurricular activities
   - **d)** schools in different countries
   - **e)** interviews with famous students

2. Which of the following is NOT true?
   - **a)** Leroy has his first lessons after breakfast at 7.30.
   - **b)** Leroy has many activities to do after school.
   - **c)** Leroy's school is quite large and has many facilities.
   - **d)** According to the host, Leroy studies at an excellent school.
   - **e)** Extracurricular activities are good for managing stress.

3. What does Leroy do when he feels anxious?
   - **a)** He goes to the courtyard to relax.
   - **b)** He talks to a friend or a school counsellor.
   - **c)** He focuses and studies more on his classwork.
   - **d)** He spends more time with his friends.
   - **e)** He joins extracurricular activities.

4.2. VOCABULARY

a. Fill in the blanks with the words in boxes. One is extra.

laboratory work	presentation	extracurricular activities	coding club	a nursery
a boarding school	rugby	anxious	courtyard	

1. I am joining the _____ because I want to learn how to design simple computer programs.
2. Students in the science club do _____ twice a week to complete their experiments.
3. Tom studies at _____ because his family lives far from the city.
4. I always feel a little _____ before big exams, even when I study a lot.
5. We are practising our group _____ for tomorrow's project lesson.
6. During sunny days, many students eat lunch in the school _____.
7. Our school offers many _____ like drama, chess, and cooking classes.
8. My brother plays _____ because he likes fast-paced sports and teamwork.

b. Choose the correct expression for each situation.

1. You and your friend haven't talked properly for a long time. You want to suggest spending time together. What do you say?
a) Let's catch up during lunch time! **b)** Don't be in a rush at school!

2. Your younger brother is still in bed, and it is time to go to school. You want to encourage him to get up and start his day. What do you say?
a) Don't miss the school bus! **b)** Rise and shine for school, dear!

3. Your classmate often stays in the canteen instead of going to lessons. You want to warn him/her kindly. What do you say?
a) Don't skive off too often! **b)** Rise and shine for school, dear!

4. Your friend is carrying books and walking very fast between classes. You want to help him/her slow down. What do you say?
a) Don't miss the school bus! **b)** Don't be in a rush at school!

4.3. READING

Read the text below and answer the questions.

Hi! I'm Doruk from Türkiye. I normally study at an upper secondary school in Ankara, but this week, I am staying at a boarding school in Finland for an exchange programme. Some parts of school life feel different here, but some routines are almost the same.

Back in Türkiye, we usually begin the day with light classwork and a quick review of the lesson. After lessons, many students join school clubs such as the coding club or the chess club. The canteen always becomes full during break time because students like spending time together there.

Here in Finland, I am following a new routine. I am doing a lot of laboratory work in practical science classes, and I am spending more time outdoors because the school has a large courtyard. Students here often join extracurricular activities such as photography, rugby, or gymnastics. The school feels calm and friendly, but I sometimes feel anxious because everything is new to me. Luckily, the school counsellor is talking to me about simple ways to stay relaxed during the week, and her ideas are helping a lot. This week, I am preparing a small cultural presentation about Türkiye as part of the exchange programme. I am really excited about it!

1. How do the students in Doruk's school usually start their day? _____.
2. Why does the canteen become full during break time? _____.
3. What is different about Doruk's routine in Finland? _____.
4. How does the school counsellor support Doruk? _____.
5. What is Doruk preparing this week? _____.

4.4. STRUCTURE

a. Read the text and circle the correct option.

A Day at Brookfield Upper Secondary School

Hello! I'm Maria, a student at Brookfield. Our school has some facilities, like a large food technology room, three basketball courts, and a big courtyard. Students don't get bored here, **(1) do they** / **don't they**? Let's have a school tour together:

Look at David and Leo over there. They are carrying a big camera and a tripod. They **(2) must** / **can't** be in the photography club. They are taking pictures for the school magazine. And that's Ms Carter, their teacher. She looks very proud of them, **(3) isn't she** / **doesn't she**?

Some students in the courtyard are practising a play for the literature club. They are speaking very loudly, **(4) are they** / **aren't they**? This is Sarah. She was so anxious about her presentation yesterday, but she was great at it. Now, she looks very happy. She **(5) must** / **can't** be feeling stressed anymore.

Some students are studying in the library. They **(6) must** / **can't** have some important projects or exams. Sue is one of these students. She is a perfectionist. For example, she is always punctual; she **(7) must** / **can't** be late anytime.

I can hear cheers from the gym. The volleyball team is playing a match against another school. They are practising very hard for the competition, **(8) aren't they** / **don't they**?

Later, we have a meeting for the volunteering club. We are preparing food for a local charity in the food technology room. It **(9) must** / **can't** be a great extracurricular activity to help people in need. It's a wonderful school, **(10) is it** / **isn't it**?

b. Look at the pictures. Write one sentence for each using 'must' or 'can't' and the clues in the parentheses.

1



The science lab is empty.

_____ (in the classroom)

2



The courtyard is full of students.

_____ (break time)

3



The lights are off, and there is no one in the canteen.

_____ (lunchtime)

4



The clothes and equipment are still in the locker room.

_____ (over)

4.5. WRITING

Write a short paragraph about your school including the following points.

- Type of your school
- Regular activities
- Extracurricular activities and clubs
- National day celebrations

Go to pages 27 and 28 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use question tags and 'must/can't'?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about school life and education, different types of schools in the world, regular and extracurricular activities at different types of schools, school anxiety and stress, national days and celebrations. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

SCHOOL LIFE

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. School Types

TYPES OF SCHOOLS

Nursery
Very young children play at a **nursery** while their parents are at work.

Preschool (kindergarten - AmE)
Children often learn social skills at a **preschool** before the age of five.

Primary School (elementary school - AmE)
In the UK, students start **primary school** at the age of four or five to learn reading and writing.

Private School
Parents pay money for their child's education at a **private school**.

Lower Secondary School (junior high-middle school - AmE)
Students study a wide range of general subjects in a **lower secondary school**.

Upper Secondary School (senior high-high school - AmE)
Teenagers prepare for university or their final exams in an **upper secondary school.**

Boarding School
Students eat, sleep, and live at a **boarding school** during the school term.

b. School Facilities

SCHOOL FACILITIES



Tennis/basketball court
Students play matches outside on the **tennis or basketball court** during the break.



Locker room
You change your clothes for sports in the **locker room**.



Courtyard
Students meet their friends in the **courtyard** before lessons start.



Prayer room
Some students go to the **prayer room** for quiet time or prayer.



Staffroom
Teachers drink tea and mark homework in the **staffroom**.



Food technology room
Students learn to cook healthy meals in the **food technology room**.



Canteen
We buy hot food and eat our lunch in the school **canteen** every day.

c. Regular Activities

REGULAR ACTIVITIES

Classwork
The teacher gives us interesting **classwork** to do in pairs.

Laboratory work
Science lessons often include **laboratory work** with chemicals and test tubes.

Quiz
We often have a short vocabulary **quiz** at the start of the lesson.

Literature
We read famous books and poems in our English **literature** classes.

Physical Education (PE)
Students run and play team games during **PE** lessons twice a week.

Religion and Morals (RE)
We learn about different beliefs and values in **RE** classes.

Presentation
Students speak in front of the class for their history **presentation**.

d. Extracurricular Activities

EXTRACURRICULAR ACTIVITIES

Photography
Students take photos of nature for their **photography** project.

Gymnastics
Sarah is very flexible and enjoys **gymnastics** on Tuesdays.

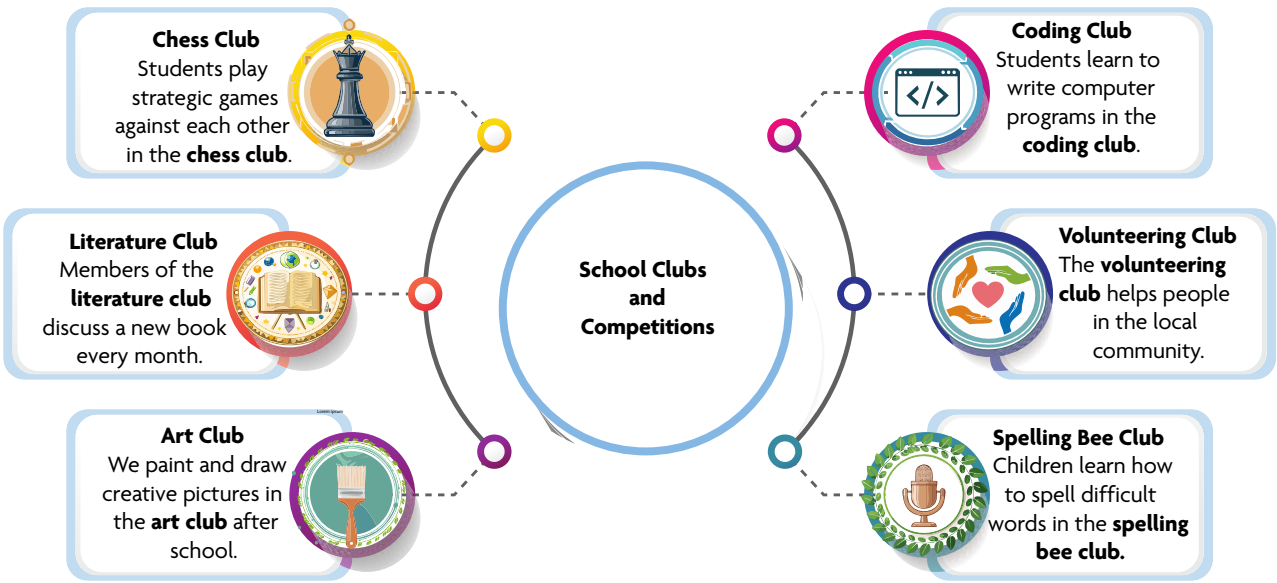
Rugby
Rugby is a very popular winter sport for boys and girls in the UK.

Badminton
You need a racket and a shuttlecock to play **badminton**.

Voleyball
The school **volleyball** team practises in the sports hall after school.

Sculpture
We make clay figures of people in the **sculpture** class.

e. School Clubs and Competitions

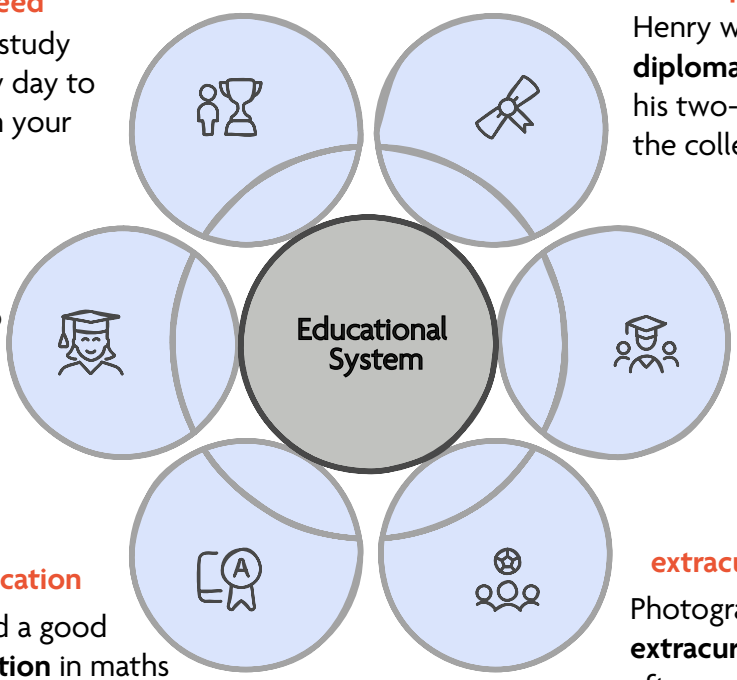


f. Educational System

to succeed
You must study hard every day to **succeed** in your exams.

diploma
Henry will receive a **diploma** after finishing his two-year course at the college.

to graduate
My sister plans to **graduate** from university next summer.

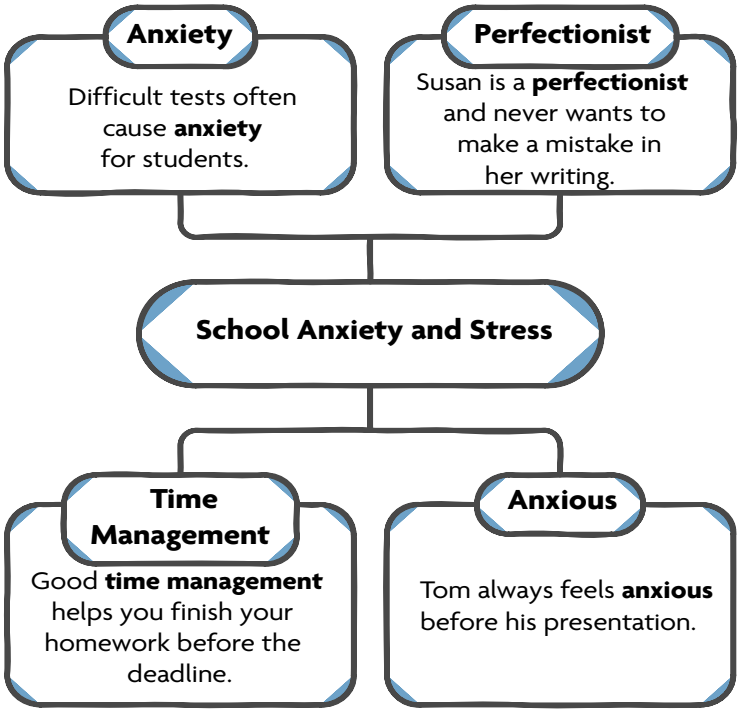


year group
All students in the same **year group** are usually the same age.

qualification
You need a good **qualification** in maths to become an engineer.

extracurricular activity
Photography is a popular **extracurricular activity** after regular lessons finish.

g. School Anxiety and Stress

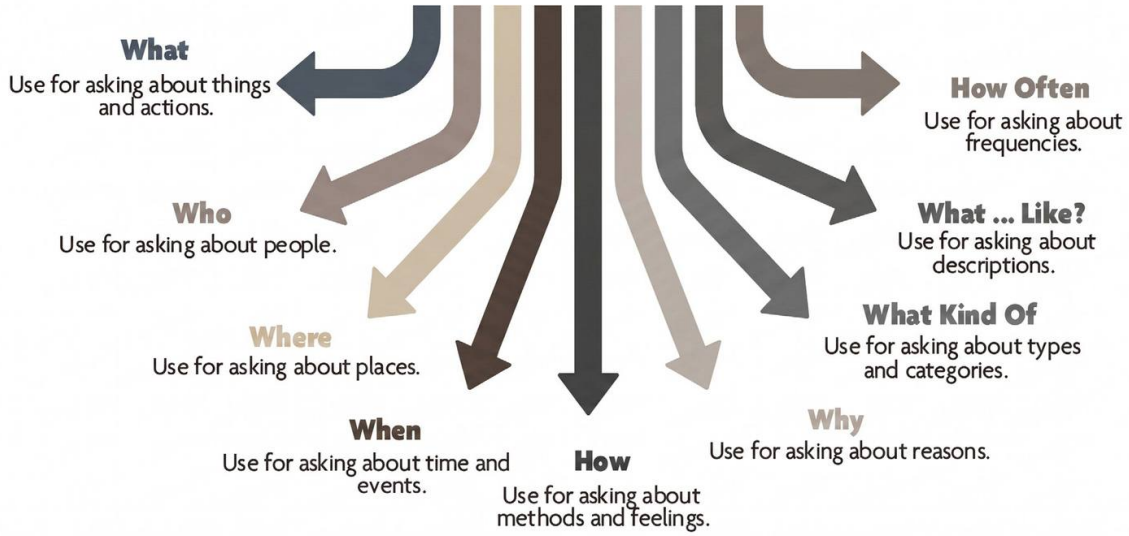


5.2. STRUCTURE

a. The Simple Present Tense vs. The Present Progressive Tense

Feature	The Simple Present Tense	The Present Progressive Tense
Use	• Facts (General truths) • Habits and Routines • Schedules	• Actions happening right now • Actions happening around now • Temporary situations
Time Adverbs	Every day, usually, often, sometimes, always, never, on Mondays, in the morning, etc.	Now, right now, at the moment, currently, etc.
Examples	I attend a boarding school. You usually succeed in exams. Ali goes to the coding club on Fridays. Jane does not read literature every day. The school has a canteen. We do not do laboratory work. Do they play rugby on the courtyard?	I am preparing a presentation now. You are feeling anxious right now. Ali is not doing gymnastics at the moment. Is Jane working in the staffroom at the moment? The bell is not ringing now. They are cooking in the food technology room.

b. Wh- Question Words



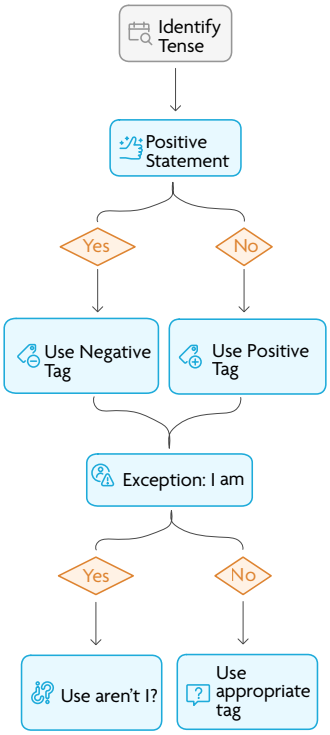
c. Adverbs of Frequency

Frequency

Always % 100	■ happens all the time	The pupils **always** arrive on time for their physics lectures. She is **always** anxious before a big quiz.
Usually % 90	■ happens most of the time	We **usually** meet in the courtyard after school. The canteen is **usually** crowded at lunch.
Often % 75	■ happens frequently	Our school **often** organises international spelling bees. The volunteering club members are **often** busy.
Sometimes % 50	■ happens occasionally	Boarding school students **sometimes** go home on weekends. The staffroom is **sometimes** empty during class.
Rarely % 10	■ seldom happens	We **rarely** use the food technology room for regular classes. We are **rarely** late for laboratory work.
Never % 0	■ not happens at any time	A perfectionist **never** makes careless mistakes. The prayer room is **never** noisy.

d. Question Tags

The Statement	Question Tag
You go to a boarding school,	**don't you?**
She succeeds in literature,	**doesn't she?**
We don't like anxiety,	**do we?**
He doesn't join the coding club,	**does he?**
The canteen is crowded,	**isn't it?**
They are perfectionists,	**aren't they?**
The staffroom isn't noisy,	**is it?**
You aren't late for PE,	**are you?**
He is doing gymnastics now,	**isn't he?**
They are playing rugby,	**aren't they?**
She isn't feeling anxious,	**is she?**
We aren't presenting today,	**are we?**
I am in the volunteering club,	**aren't I?**
I am not helpful,	**am I?**



e. Pronouns

OBJECT PRONOUNS

We use it when the person or thing receives the action. It usually comes **after** the verb.

Subject Pronoun	Object Pronoun	Example
I	**me**	The teacher helps **me** when I don't understand something.
You	**you**	The instructions guide **you**, and you follow them carefully.
He	**him**	**The student** is anxious. Please help **him**.
She	**her**	**The teacher** is waiting. Meet **her** in the room.
It	**it**	**The diploma** is important. Don't lose **it**.
We	**us**	**We** are learning the game. The club leader explains the rules to **us**.
They	**them**	The counsellor speaks with **them** about anxiety.

INDEFINITE PRONOUNS

We use indefinite pronouns when we talk about a person, thing, or place that is not specific or not known.

Indefinite Pronoun	Meaning	Example
Something	Use **something** in positive (+) statements.	The pupil thinks of something creative.
Anything	Use **anything** in questions (?) or negative (-) statements.	Is there anything in the room? I don't need anything.
Nothing	Use **nothing** to mean zero (0) quantity with a positive verb.	There is nothing in the canteen.

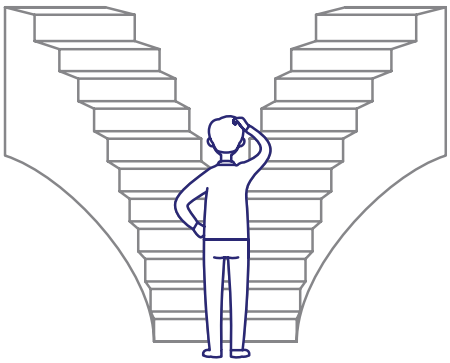
f. Must & Can't for Deduction

Must

Indicates certainty based on strong evidence

Can't

Indicates impossibility based on strong evidence



A: Students sleep at school.
B: It must be a boarding school.

A: There are no tuition fees.
B: It can't be a private school.

5.3. SOCIAL LANGUAGE



"Rise and shine for school!" is used when someone wakes a student up in the morning confidently and happily.



"Don't miss the school bus!" is used when warning someone to hurry because the transportation is leaving soon.



"Don't be in a rush!" is used when advising someone to stay calm, walk safely, or manage their anxiety better.



"Don't skive off too often!" is used when warning a student not to skip classes.



"Let's catch up!" is used when you want to meet a friend later to talk and share news.

ANSWER KEY

2.1.

1. biology **2.** history **3.** English **4.** maths **5.** chemistry **6.** geography

2.2.

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

3.1. LISTENING

a.

1. b **2.** e **3.** g **4.** d **5.** a **6.** c **7.** f **8.** h **Extra:** i

b.

(S) a courtyard	**(L, E)** a basketball court	**(L, S)** a staffroom
(L) a food technology room	**(M)** a prayer room	**(S)** a library
(M) a canteen	(**M, E)** a tennis court	**(E)** a locker room

c.

1. lower secondary **2.** gymnastics **3.** spelling bee **4.** twice a week

d. Possible answers:

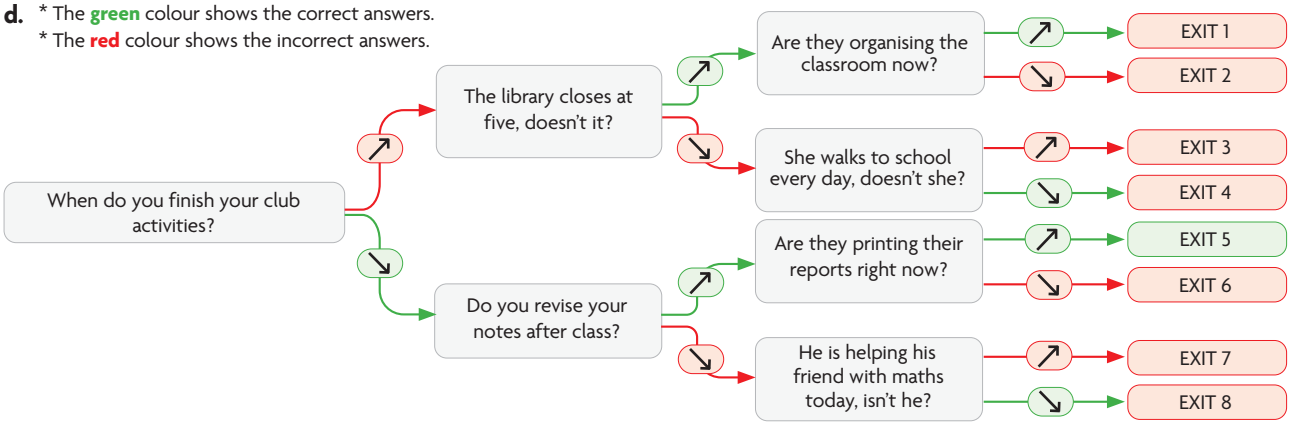
1. I go to an upper secondary school/senior high-school.
2. We have a canteen, a library, etc.
3. I use the tennis/basketball court, the locker room, the prayer room, etc.
4. I take part in clubs./I join extracurricular activities.

3.2. PRONUNCIATION

b.

1. rising **2.** falling **3.** rising **4.** falling

d. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.3. VOCABULARY

a. **2.** ✓ **3.** ✓ **5.** ✓ **6.** ✓

b. **1.** f **2.** d **3.** e **4.** g **5.** a **6.** c **7.** b **Extra:** h

c. **1.** extracurricular activities **2.** perfectionist **3.** succeed **4.** anxiety **5.** graduate **6.** qualification **7.** time management

d. Possible answers:

1. The name of my school is Atatürk Anatolian High School.

2. I like English, history, and music.

3. My school organises celebrations for national days.

4. I like studying in the library and spending time with my friends at the canteen.

e. **1.** d **2.** f **3.** a **4.** c **5.** b **Extra:** e

f. **1.** Don't be in a rush at school **2.** Let's catch up during lunch time **3.** don't skive off too often

3.4. STRUCTURE

a.

Sam: We're almost done with the furniture, aren't we? After this, we only need to organise the stands.

Aylin: Right. The literature club's posters go on this wall. The students use poems and short texts for display.

Sam: Yes, and the art club wants the corner, doesn't it? There must be more natural light near the windows, so we can see their paintings clearly. They're also bringing a small sculpture now.

Aylin: What about the small table? It can't be for the photography club. They usually use this long table, don't they? It's perfect for their printed photos.

Sam: Exactly. There is only one box for the coding club but this can't be the only one. Where are the other boxes?

Aylin: They're testing a new robot in the computer laboratory. The boxes must be there. I hear it's part of their presentation.

Sam: I think so. By the way, the chess club doesn't need much space, do they? Just a few tables are enough.

Aylin: Exactly. They play quietly, so the corner near the bookshelves is ideal.

Sam: Perfect. Everything is coming together nicely, isn't it?

Aylin: It really is. Good job!

b. **1.** b **2.** a **Extra:** c

c. **1.** isn't he **2.** do they **3.** do you **4.** don't they **5.** is it

d. **1.** can't **2.** must **3.** must **4.** can't **5.** must **6.** must

e. **1.** something **2.** nothing **3.** anything

f. **1.** anything **2.** nothing **3.** anything **4.** something **5.** nothing **6.** something

g.

1. b/ The lights are off, aren't they?

2. b/ You don't need any help, do you?

3. c/ His bag is still in the locker room, isn't it?

4. a/ The library opens early, doesn't it?

3.5. READING

a. Possible answer:

There are students in the conference hall. They are preparing a show. There are Turkish flags everywhere. There is a presentation about Anıtkabir. The teacher is in the conference hall with students. Some students are on the stage. They are reading something. There are some balloons on the floor. There is a computer on the table, etc.

b. 1. preparing a celebration

c.

Club	The Literature Club
Date	29th of October
Event	Republic Day
Activity	preparing the celebration programme
Bilge's Responsibilities	organising the slideshow, choosing photos and short quotes, decorating the hall and stage
Other Students' Responsibilities	practising a small drama scene, memorising poems

d. Possible answers:

1. Yes, I take part in the literature club because I enjoy reading and discussing stories.
2. I enjoy helping with music and sound during the event.
3. I feel a little anxious when it is crowded.
4. I want to choose the drama scene because acting seems fun.

3.6. WRITING

a. Possible answer:

The student is not happy./The student is talking about her problems.

b.

1. The student wants advice about her problem.
2. Because she worries that nothing is good enough for her.
3. The counsellor suggests setting a clear limit and deciding when to stop.

c. Possible answer:

You're studying every day, so you must be trying hard to prepare for your exams. But if you keep switching between topics, you can't be fully organised. A helpful step is to choose one unit and finish it. Then you can start another one. You should give short breaks to keep your mind clear and get organised.

4.1. LISTENING

a. 1. Germany - boarding **2.** rugby - photography **3.** perfectionist

b. 1. d **2.** a **3.** b

4.2. VOCABULARY

a.

1. coding club **3.** a boarding school **5.** presentation **7.** extracurricular activities **Extra:** a nursery
2. laboratory work **4.** anxious **6.** courtyard **8.** rugby

b. 1. a **2.** b **3.** a **4.** b

4.3. READING

1. They begin with light classwork and a quick review of the lesson.
2. Because students like spending time together there.
3. He is doing (a lot of) laboratory work and spending more time outdoors.
4. She gives him simple ideas to stay relaxed.
5. He is preparing a (small cultural) presentation about Türkiye.

4.4. STRUCTURE

a.

1. do they **2.** must **3.** doesn't she **4.** aren't they **5.** can't **6.** must **7.** can't **8.** aren't they **9.** must **10.** isn't it

b.

1. The students must be in the classroom. **2.** It must be breaktime. **3.** It can't be lunch time. **4.** The PE lesson can't be over.

4.5. WRITING

Possible answer: I attend a public high school in Ankara. We have regular lessons such as maths, science, and English. Students participate in different extracurricular activities after school, including the drama club, sports teams, and the music club. Our school also organises projects and competitions. On National Days, we prepare presentations, sing songs, and perform traditional dances to celebrate together.

AUDIO SCRIPTS

L 1. 3. 1. b/L 1. 3. 1. c

Liam (UK): I'm Liam, and I study in a lower secondary school. It is a big school with a lot of facilities like a basketball court, a staffroom for teachers, and a food technology room. Our year group has about 180 students, and we do regular classwork and presentations. I also go to the volunteering club and sometimes join the chess club after school.

Selin (Türkiye): I'm Selin, and I study at an upper secondary school. Our school has a staffroom and a big courtyard. We celebrate national days there. My favourite subjects are maths and physics, but I also like literature, PE, and religion and morals. I enjoy spending time in the library. After school, students join extracurricular activities, such as volleyball and gymnastics.

Maria (Spain): I'm Maria, and I study at a private school. Our school has a large tennis court, a canteen, and a prayer room. In the morning, we do laboratory work, especially for our science subjects. In the afternoon, we usually join activities like basketball, photography, and badminton. I also participate in the spelling bee club.

Emma (Australia): I'm Emma, and I go to a boarding school with a large basketball and tennis court and a large locker room. Our weekly routine includes classwork and quizzes. I love photography and playing rugby. I'm also in the art club; we meet twice a week to work on paintings and sculptures.

L 1. 3. 2. a

1. We are having an exam today, aren't we? ↘
2. Where do you keep the cooking equipment? ↘
3. Do you like studying in the library? ↗
4. You wear a school uniform, don't you? ↗

L 1. 3. 2. c

1. Are they practising for the presentation now?
2. When do students start their lunch break?
3. The school starts at half past eight, doesn't it?
4. You use this room for group work, don't you?

L 1. 4. 1. a/L 1. 4. 1. b

A School Tour with Leroy

Host: Hello, everyone! Welcome back to 'Global Students Podcast'. You can learn about schools around the world with this podcast. I'm your host, Mia. Today, we have a special guest, Leroy. Hi, Leroy!

Leroy: Hi there! Let me introduce myself. I'm Leroy. I'm 15 years old, and I'm from Germany, but my school is in England. It's a boarding school.

Host: Wow, a boarding school! That's exciting. Can you tell us about a typical day for you?

Leroy: Of course! Our day starts early. After breakfast, we have our first lessons at 8.30. We have classes like literature, science, religion and morals, and P.E.

Host: What about the facilities? Is the school big?

Leroy: Yes, it's quite large. We have many facilities: tennis and basketball courts for sports, a large canteen for meals, and a beautiful courtyard to relax in. The staffroom is always busy with teachers.

Host: It sounds great. What do you do after your classes finish?

Leroy: After the classes, extracurricular activities start. I'm in the school's rugby team, and we practise three times a week. I'm also a member of the photography club. We have so many clubs: a chess club, a coding club, a volunteering club...

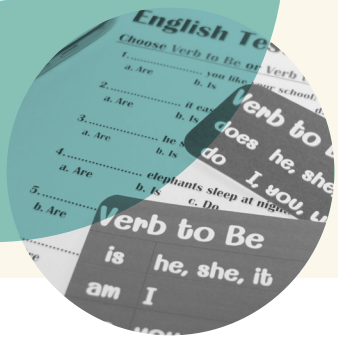
Host: You sound very busy! Do you ever feel school anxiety or stress?

Leroy: Yes, sometimes. I can be a bit of a perfectionist with my classwork and presentations. When I feel anxious, I talk to a friend or a school counsellor. Our school counsellor says extracurricular activities can help us to manage school anxiety or stress.

Host: That's excellent advice, Leroy. I think your school is excellent! Thank you so much for chatting with us today.

Leroy: Thank you for having me!

Daha fazlası için karekodu okutunuz.



YEAR 10

CLASSROOM LIFE & LEARNING

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about learning activities in the classroom, personal learning styles, and learning with technology in the classroom. You will also answer the following questions:

- Which words and phrases are used to ask and answer about the future?
- Which words describe prohibition and obligation, requests, permission, probability, and possibility?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about classmates, friendships, and study routines.	
2	I can talk about learning activities in the classroom, personal learning styles and learning with technology in the classroom.	
3	I can make predictions, decisions, and promises in the Simple Future Tense.	
4	I can use 'be going to' to describe plans, intentions, or events based on evidence.	
5	I can use question tags with the Simple Future Tense.	
6	I can use modals like 'must', 'have to', 'should', 'ought to', 'can' and 'might'.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about classmates, friendships, daily and study routines, you can make sentences like...** Joe and Mia have different study routines; Joe likes to study in the morning but Mia studies in the evening.
2	**To talk about learning activities, personal learning styles and learning with technology in the classroom, you can make sentences like...** I prefer note-taking in class.
3	**To talk about predictions, decisions, and promises, you can make sentences like...** I think we will have a brainstorming activity.
4	**To talk about 'be going to' to describe plans, intentions, or events based on evidence, you can make sentences like...** We are going to have an English test tomorrow.
5	**To talk about question tags with the Simple Future Tense, you can make sentences like...** Maria will answer the question, won't she?
6	**To use modals like 'must', 'have to', 'should', 'ought to', 'can' and 'might', you can make sentences like...** You must obey the rules at school.

CLASSROOM LIFE & LEARNING

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Look at the pictures below and choose the correct option that best describes the pictures.

1



a) take the bus
b) walk to school
c) leave home

2



a) get out of bed
b) make the bed
c) wake up

3



a) take a shower
b) clean face
c) comb hair

4



a) charge the phone
b) check emails
c) put clothes on

5



a) attend class
b) have a break
c) arrive home

6



a) relax
b) go shopping
c) do chores

2.2. Describe your typical day in 6 sentences using the vocabulary in 'Exercise 2.1'.

e.g. I usually leave home for school at 7.30 in the morning.

1. ----------
2. ----------
3. ----------
4. ----------
5. ----------
6. ----------

Go to page 45 to receive feedback on the 'I am making connections' **section.**

CLASSROOM LIFE & LEARNING

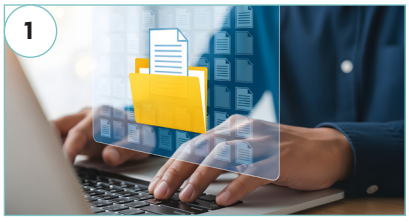
I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the pictures below and write the suitable word in the box. One is extra.

connection	keyboard	file	repetition	brainstorming	click	mind map

1 

_____

2 

_____

3 

_____

4 

_____

5 

_____

6 

_____

b. Listen to the audio and tick (✓) the expressions you hear.

L 2. 3. 1. b

upload		click		switch off		homepage	
delete		keyboard		artificial intelligence		log in	

c. Listen to the audio again and number the sentences (1–5) in the order you hear.

L 2. 3. 1. c

____ **a.** Students will access most of their learning materials online.
____ **b.** Many students use artificial intelligence to support their writing.
____ **c.** Students mustn't share their recovery codes with anyone.
____ **d.** Digital tools can personalise learning through note-taking and mind mapping.
____ **e.** Classrooms might include virtual reality in the future.

d. Choose the main idea of the audio.

☐ Students will stop using technology in lessons.
☐ Artificial intelligence will do all the tasks for students.
☐ Technology will support learning through online tools.
☐ Students will replace computers with paper notebooks.
☐ Digital tools are dangerous and should not be used in school.

e. Answer the questions.

1. Do you think AI can really help students learn, or should they rely more on their own thinking?

_____.

2. Which digital tool might improve your learning in the future? Why?

_____.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

L 2. 3. 2. a

In our **classroom**, we sometimes **analyse** texts and try to guess new words before looking at their **definitions**. During group work, we **talk** to each other and have a brainstorming session, and one of us usually draws a mind map on the board. Sometimes, we also do **pair** work to share ideas more effectively. This helps us to conclude our discussions easily. Technology is also important in a classroom. Students can log in to the school **homepage** to check their grades, schedules and announcements with a single **click**. Today it is a must to use computers and artificial intelligence in learning environments. While some students prefer using a **keyboard** to take notes, some others still prefer traditional note-taking. Most of them prefer self-**assessment** for evaluation. Last week, our teacher said, "Don't forget, tomorrow we're going to use the **PCs** for our project!" I am really excited. I believe mastering these digital skills is the best way to **climb** the ladder of success in our future careers.

b. Listen and repeat the words.

classroom	**analyse**	**definitions**	**talk**	**pair**	**homepage**
click	**keyboard**	**self-assessment**	**PC**	**climb**	

L 2. 3. 2. b

c. Listen and choose the word with the same sound.

1. analyse	**2. artificial intelligence**	**3. assessment**	**4. course**	**5. homepage**
a) map	**a)** classroom	**a)** evaluation	**a)** academic	**a)** answer
b) make	**b)** grade	**b)** grammar	**b)** science	**b)** shape

L 2. 3. 2. c

3.3. VOCABULARY

a. Look at the pictures below and tick (✓) the images focused on smart-learning environments.

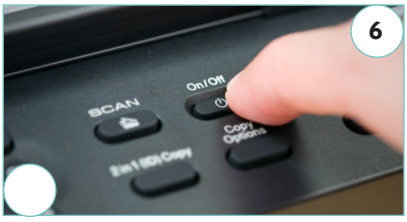












b. Read the text and fill in the blanks with the suitable words in the box. One is extra.

switch off	summarise	analyse	conclude	log in	upload	delete	switch on	define

Today, our school is preparing for the 'Digital Learning Fair', and every student is working on a project. Mia is excited because she will present how to use study tools more effectively.
First, she needs to organise her notes. She decides to **(1)**_____ the main ideas from last week's lessons to understand them better. Then she tries to **(2)**_____ difficult terms so her classmates can learn easily. Her teacher tells her that she should also **(3)**_____ the presentation at the end of her project, because people enjoy clear endings. Before Mia creates her slide show, she checks the computer. She is ready to **(4)**_____ the device and waits for it to start. Then she opens her folder and begins to **(5)**_____ new pictures and documents for her presentation. While working, she almost clicks the wrong button, but she remembers not to **(6)**_____ any important files. Later, Mia practises how her digital board works. She also learns how to **(7)**_____ the screen after she finishes. "It's easy to forget, isn't it?" she laughs. Finally, she writes a short summary so she can **(8)**_____ the main points quickly during her speech.

c. Read the situations and choose the correct option.

1. You want to start your laptop. You should ____ the PC.

a) log in **b)** switch on **c)** restart

2. Your folder is full of old files. You should ____ them.

a) delete **b)** conclude **c)** define

3. You reached the end of your project. You should ____ it.

a) log out **b)** restart **c)** conclude

4. Your classmate asks, "What does this word mean?" You should ____ it.

a) define **b)** click on **c)** upload

5. You are leaving the classroom at the end of the day. You should ____ the PC.

a) access **b)** switch off **c)** format

d. Match the expressions with their definitions. One is extra.

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

a.	To start studying seriously or begin reading and working
b.	To stay focused and work hard without getting distracted
c.	To talk loudly with friends and enjoy free time together
d.	To avoid waking up late, get up early
e.	To stay active and not sit still for a long time

e. Fill in the blanks using the correct expression in the box. One is extra.

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

1. Come on, everyone! _____ and stay active during the lesson instead of sitting all the time.

2. It's getting late and we still haven't studied. _____ and start working.

3. Tomorrow's class starts at 8 a.m. _____ or you might miss the first lesson.

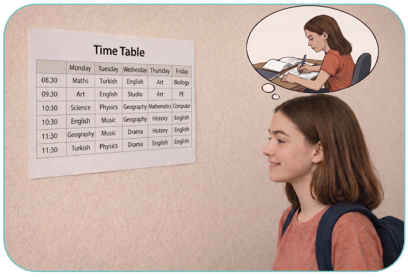
f. Find the words in the puzzle.

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

SWITCH ON
UPLOAD
SWITCH OFF
DEFINE
DELETE
CONCLUDE
ANALYSE
SUMMARISE

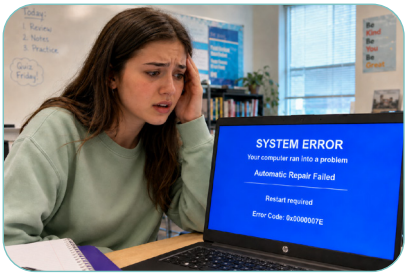
3.4. STRUCTURE

a. Look at the pictures and answer the questions below.



What is she going to do?

_____



What will she do?

_____

b. Read the text. Underline the planned actions and circle the instant decisions and predictions.

Our Learning Project of the Future

Next month, our class is planning to prepare a big 'Future Learning Project', and everyone is excited. Our teacher has already explained that we are going to design a digital guide on study skills. We are going to work in small groups, and each group is going to focus on a different topic, such as mind mapping, brainstorming, or note-taking. These are clear plans, so we know exactly what we want to do. My group has a strong idea: we are going to create a short video that shows how students can analyse information and summarise lessons effectively. Everything is ready, so nothing will be random. I think our video will help many students, especially those who struggle with organising their notes. Our teacher believes that technology will play an even bigger role in learning. She says students will access online materials more easily in the future, and AI tools will support personalised learning. However, she warns us that we must think for ourselves. Tomorrow, we will meet again to check our progress. I'm sure we will finish the project on time, but first, we are going to upload our draft to the school homepage. It will be a great experience, won't it?

c. Choose the best option to complete the rule. One is extra.

1. We use 'be going to' ____.

2. We use 'will' ____.

a) to talk about plans and fixed arrangements

b) to talk about habits and daily routines

c) to talk about predictions and instant decisions

d. Choose the correct form to complete the sentences.

1. The student has already prepared her notes and a project plan. She **is going to** / **will** make a mind map tomorrow.

2. The computer is making a strange noise. It sounds serious. It **is going to** / **will** stop working soon.

3. Oh, no! I forgot to upload the file. I **am going to** / **will** do it now.

4. The students are with their materials for the project. They **are going to** / **will** create a digital poster.

5. I think AI tools **are going to** / **will** help students learn faster.

6. The teacher thinks technology **is going to** / **will** change learning in the future.

7. I promise I **am going to** / **will** help you with your homework now.

e. Read the paragraph and complete the table according to the paragraph as in the example.

In our project-based learning class, everyone tries to improve themselves by being responsible. I always prepare my materials myself, but my friend checks hers with the teacher. When we work in groups, each team organises itself and decides how to manage its tasks. Sometimes students compare their drafts with ours, and we all correct mistakes ourselves instead of asking the teacher immediately. I check mine with one of my classmates. He pushes himself to finish early, while another reminds herself to use the checklist. At the end of the lesson, the teacher reviews every project and chooses the best one. Last week, the winning project wasn't theirs—it was ours, and we felt proud of ourselves for completing everything on time.

Possessive Pronouns (Indicating ownership or relationships between people or things; replacing nouns to avoid repetition)	**Reflexive Pronouns** (Referring to actions where the subject and the object are the same, emphasising that someone acted without help)
hers	themselves

f. Complete the sentences using the correct possessive pronoun or reflexive pronoun.

1. I completed the science experiment by _____ because my partner is absent.

2. This notebook isn't _____. It is similar to my notebook, but it belongs to my deskmate, Mehmet.

3. During group work, we reminded _____ to concentrate on the task.

4. The teacher asked each team to present _____ at the end of the lesson.

5. She set an alarm on her tablet to alert _____ about the homework deadline.

6. The robotics system fixed _____ after restarting the system.

7. Some students forget their study plans, but Jane doesn't. The only plan on the desk is _____.

8. He pushed _____ to finish his homework before practice.

9. A: The tablet on the table isn't his or hers. Could it be _____?

B: Oh, yes, thank you.

10. The team checked the instructions and corrected the mistakes by _____.

g. Read the text and underline the modals in the text as in the example.

It's time to crack open a book and focus on learning! We try to work in responsible and organised ways. At the beginning of each lesson, the teacher reminds us that we should check our materials, and we ought to organise our notes before starting any task, so we don't waste time later. During group work, everyone can ask questions if they need help, and the teacher gives permission to use mind maps or note-taking to support themselves.

Technology is also part of our routine. Computers can make our learning easier, but they might show errors if we are not careful. For this reason, we must save our files regularly. When we do online research, we know we mustn't share personal information. The teacher also explains that AI tools can offer suggestions, but we shouldn't trust them completely because they might give incorrect answers.

At the end of each project, we review our work together. One student usually says, "Can you check this part?" as a polite request. Another friend might reply, "It might look better if we add examples." This shows how responsible learners make decisions and improve their work in an effective and friendly environment step by step.

h. Match the modals with their use. One is extra.

MODAL	**FUNCTION**
____ **1.** Should-Ought to	**a.** polite requests, permission, probability, and possibility
____ **2.** Must-Have to	**b.** polite requests and probability
____ **3.** Can	**c.** obligation
____ **4.** Might	**d.** prohibition and obligation
	e. past habits and routines

i. Read the sentences from the text and write the functions of the modals.

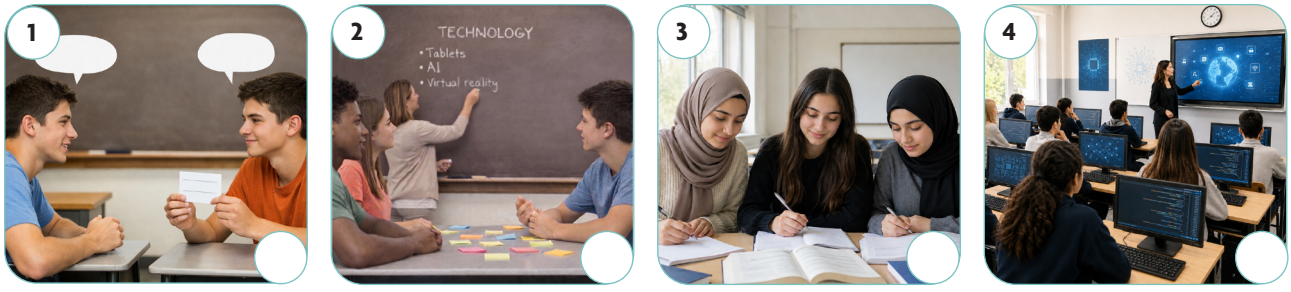
1. We ought to organise our notes before starting any task. _____
2. During group work, everyone can ask questions. _____
3. We mustn't share personal information. _____
4. AI tools might give incorrect answers. _____
5. Can you check this part? _____

j. Choose the correct option.

1. Students **should** / **might** organise their notes regularly if they want to remember new information better.
2. During a role-play activity, you **can** / **mustn't** interrupt others while they are speaking.
3. When the Internet connection is weak, the video **might** / **should** load slowly and stop.
4. You **ought to** / **can** save your document before closing the computer, or you will lose your work.
5. "**Can** / **Should** you share your idea with the group?" is a polite way to ask for help during brainstorming.
6. In the future, students **might** / **should** use more AI tools to personalise their learning experience.

3.5. READING

a. Look at the pictures below. Tick (✓) your favourite learning activity and explain your reasons.



_____

b. Read the text. Choose the best subtitle for each paragraph.

Finding Your Best Way to Learn

1 Every classroom offers a variety of learning activities. Sometimes, teachers use role-play to make lessons more interactive. For example, in a history class, students might act as famous leaders. In a literature lesson, they can perform short dialogues. Such activities help students summarise and creatively analyse ideas. Role-play also builds confidence because students practise speaking in front of others without fear.

2 Another common activity is brainstorming. At the beginning of a project, students are asked to share quick ideas without judging them. "Let's keep moving in class all morning," the teacher may say to encourage active participation. Later, the students try to define the most useful ones and conclude with a clear plan. This encourages teamwork and creativity. Brainstorming also helps students see how their ideas connect, which makes group projects easier to start.

3 When it comes to personal learning styles, every student is different. Some rely on note-taking and repetition. Others prefer mind mapping, where they organise ideas visually. Some enjoy self-assessment, checking their own work before showing it to the teacher. "You should choose the style that helps you learn best," teachers often say. Different learning styles allow students to understand topics in the way that feels most natural to them.

4 Of course, technology is still part of learning, but it only supports these methods. In the end, success comes from knowing yourself and your style. That's what makes learning effective, isn't it? A balanced approach reminds students that tools can help, but real learning comes from effort and reflection.

Paragraph 1
- **a)** Technology in the future
- **b)** Classroom activities in practice
- **c)** The role of teachers only

Paragraph 2
- **a)** How to share ideas effectively
- **b)** Why students dislike teamwork
- **c)** Teachers and their rules

Paragraph 3
- **a)** Students' different ways of learning
- **b)** Teachers' favourite methods
- **c)** Using computers every day

Paragraph 4
- **a)** Technology replaces everything
- **b)** Balancing old and new methods
- **c)** The role of repetition and note-taking

c. Read the text again. Then, match the learning activities and learning styles with their descriptions. One is extra.

1. Role play		**a.** Students check their own work before showing it to the teacher.
2. Brainstorming		**b.** Students use technology to support their ideas.
3. Self-assessment		**c.** Students build confidence because they speak in front of others.
4. Note-taking		**d.** Students organise ideas visually with this personal learning style.
		e. Students share quick ideas without judging each other

d. Answer the following questions.

1. What is your favourite learning style? _____.

2. Why do you think it works for you? _____.

3.6. WRITING

a. Read the text and complete the table.

My friend's name is Ela, and she is a very active learner. She prefers pairwork or group work. She enjoys brainstorming because she can share ideas freely. She also likes to summarise what she has learnt. It helps her check her learning and understand better. Her favourite expression is: "Don't sleep in! The first lesson is early!" It really motivates her. Ela is also a visual learner. She uses mind mapping to organise information, and she prefers note-taking in long lessons. She can analyse topics quickly, and she thinks every student should find their own study method. When she studies with technology, she knows how to access files and upload homework easily. In the future, she is going to try new digital tools, and she might use AI to plan her study routine. I'm sure her skills will improve even more.

Ela's favourite activities	
Ela's personal learning styles	

b. Write a short paragraph about yourself. Use the clues below.

- Learning activities you like (role-play, brainstorming, summarising, analysing...)
- Personal learning style (note-taking, mind mapping, repetition...)
- Technology use in learning (upload, click, access, log in...)
- Future ideas about your learning

_____

_____

_____

_____

_____

_____

_____

_____

_____.

Go to pages 45, 46, and 47 to receive feedback on the 'I am learning through practice' **section.**

CLASSROOM LIFE & LEARNING

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

Listen to the audio and put the events in the correct order (1–6).

L 2. 4. 1

____ **a.** The students join an interactive activity with cards.
____ **b.** The teacher gives advice about staying organised.
____ **c.** The class chooses a role-play for next week.
____ **d.** The teacher announces a surprise brainstorming challenge.
____ **e.** The students decide they will review their notes at home.
____ **f.** The teacher says, "Let's keep our heads down to finish our homework!"

4.2. VOCABULARY

a. Match the words with their definitions. One is extra.

____	**1.** summarise	**a.** sharing ideas quickly in a group
____	**2.** visualise	**b.** acting out a short scene or situation
____	**3.** mind mapping	**c.** to show the main points in a shorter form
____	**4.** upload	**d.** drawing connections between ideas in a diagram
____	**5.** role-play	**e.** to send something (a file or photo) to a homepage
____	**6.** brainstorming	**f.** to imagine or show ideas through pictures
		g. to stop a machine or device from working by pressing a button

b. Choose the correct expression for each situation. One is extra.

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

1. The class is working on an assignment. Some students are distracted and chatting, so the teacher wants everyone to focus and complete the task. Teacher says: "_____"
2. It is Sunday evening. You and your friends have an important test tomorrow, and no one has started studying yet. You think that you need to study seriously. You say: "_____"
3. Your friend wants to stay up late watching videos, but you know that tomorrow's classes start very early in the morning. You want to warn your friend. You say: "_____"

4.3. READING

Read the text and answer the questions below.

Today our class has a special learning experience in nature, and we study in the school garden instead of the classroom. First, we start with a short brainstorming session under a big oak tree. We share ideas about how nature helps us learn, and then we work in groups to summarise our thoughts. My group draws a large leaf and uses it as a mind map to visualise the connections between ideas.

After that, we join an interactive activity where we have to define different plants and use the information to create a short role-play. My group pretends to be explorers and discovers a new forest. We have to analyse clues, conclude our findings, and present them to the class.

We won't use computers today, but our teacher says we will upload our nature photos to the school homepage tomorrow. She also reminds us that we should respect nature, and we mustn't harm any plants or animals. At the end of the lesson, I tell myself, "You ought to study outside more often. It really helps you feel alive, doesn't it?"

1. What activity does the teacher start the lesson with under the oak tree? _____.
2. How do the students use the leaf in their mind map task? _____.
3. What do the students have to do in the interactive activity? _____.
4. What rules does the teacher give about respecting nature? _____.
5. What will the students do with their nature photos tomorrow? _____.

4.4. STRUCTURE

Fill in the blanks with the correct modals (should/ought to/must/have to/mustn't/can/might). You can use them more than once. More than one answer is possible.

1. During group work, students _____ share ideas politely to respect each other.

2. You _____ bring your notebook today; the teacher said it's very important.

3. We _____ harm any plants during Learning in Nature Day. It is forbidden.

4. _____ you help me summarise this paragraph?

5. I think our role-play _____ be really fun if everyone prepares their lines.

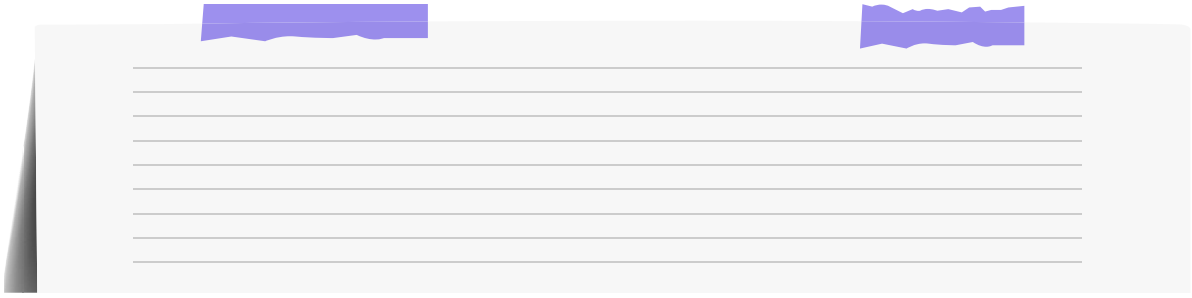
6. If the weather is nice tomorrow, we _____ study outside.

7. I'm not sure, but the Internet connection _____ be weak in the garden.

4.5. WRITING

Imagine there is a special place called the 'Learning Café'. Students go there to study, collaborate, relax, and learn in new creative ways. Write a short paragraph describing your visit to this café. Use the guiding questions below.

- What are you going to do in the café?
- Which learning activity will you try?
- What do you think the café will be like in the future?
- What might surprise you there?
- What rules should students follow in the café?
- What should students do to learn effectively in this place?



Go to pages 47 and 48 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use Future Tense with 'be going to' and 'will'?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about learning activities in the classroom, personal learning styles, and learning with technology in the classroom. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

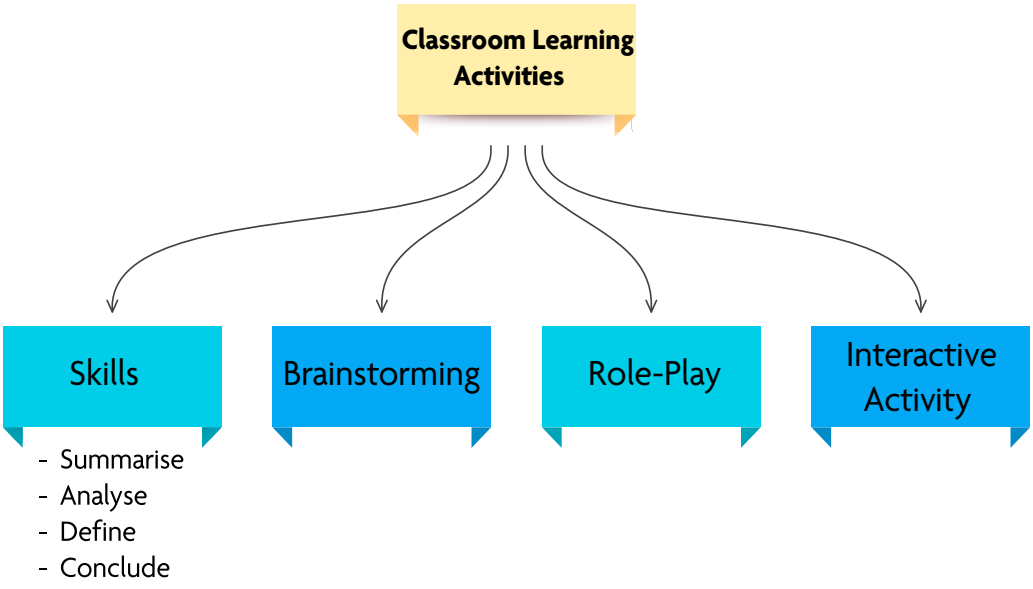
CLASSROOM LIFE & LEARNING

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

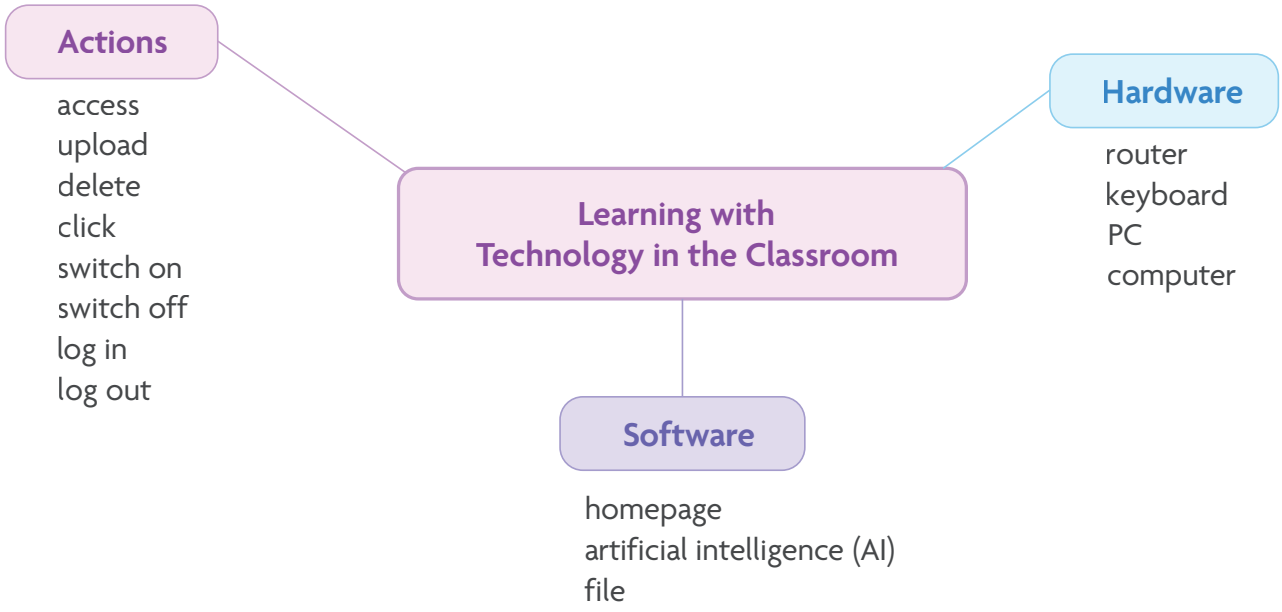
a. Learning Activities in the Classroom, Personal Learning Styles, and Learning with Technology in the Classroom



b. Personal Learning Cycle

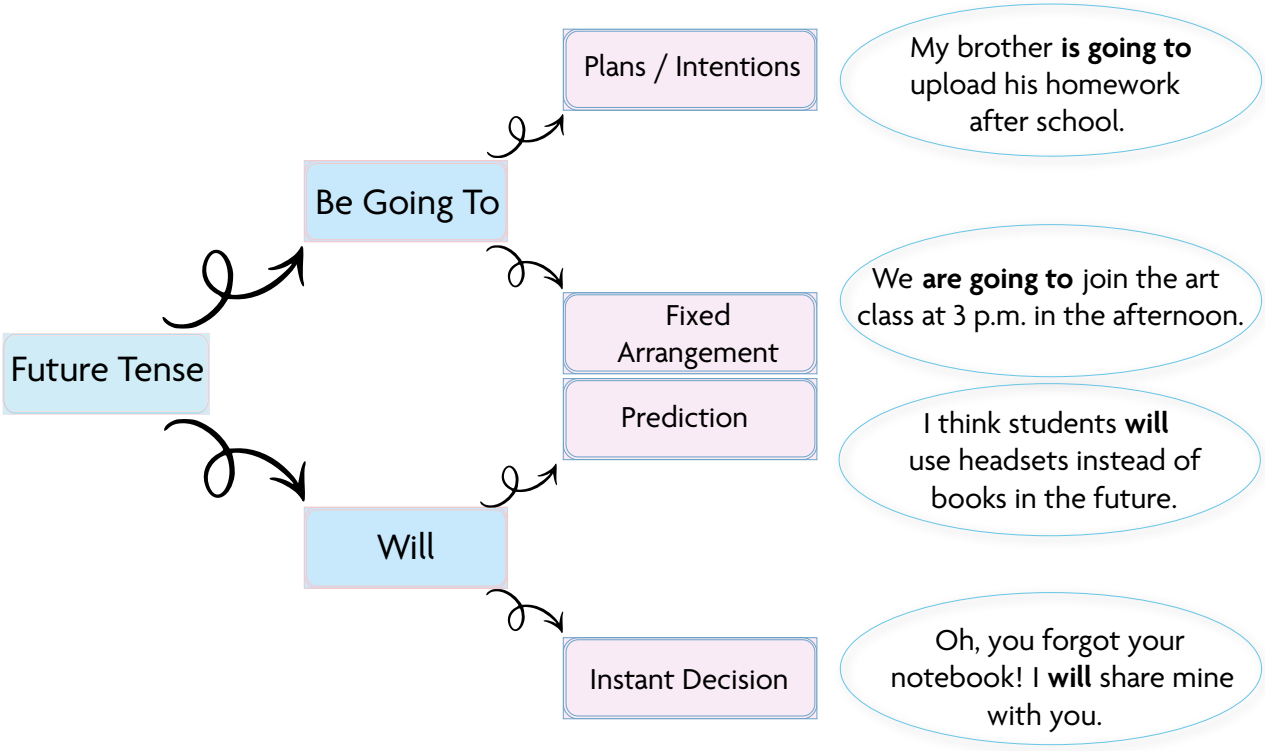


c. Learning with Technology in the Classroom



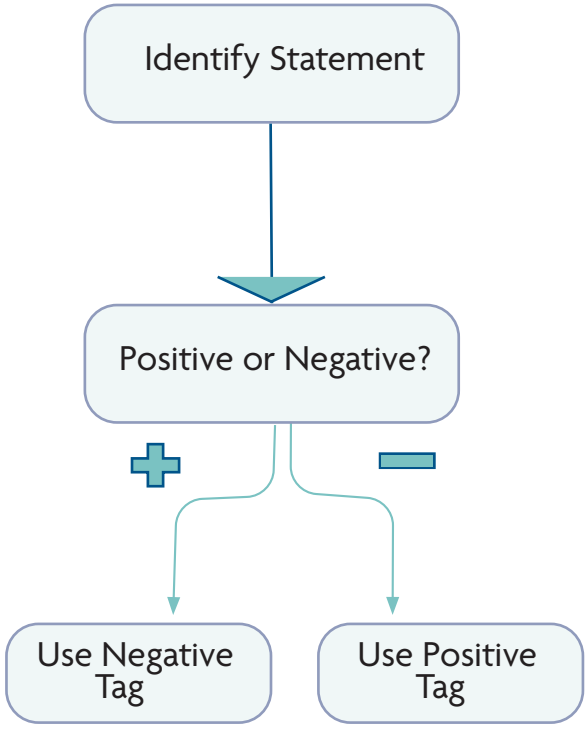
5.2. STRUCTURE

a. Future Tense with 'be going to' and 'will'



b. Question Tags

The Statement	Question Tag
I **am going to** start my mind map now,	**aren't I?**
You **are going to** upload your homework today,	**aren't you?**
S/He **isn't going to** join the brainstorming group,	**is s/he?**
I **will** finish my self-assessment later,	**won't I?**
S/He **will** switch off the computer after class,	**won't s/he?**
You **won't** access the homepage easily,	**will you?**



c. Modals

Modal	Usage	Example
should/ought to	obligation	You **should** organise your notes.
must/have to	obligation and prohibition	We **mustn't** share our passwords. You **have to** learn about digital rules.
can	polite requests, permission, probability, and possibility	**Can** you help me summarise this text? You **can** log in to the homepage now. The Internet connection **can** be slow during online lessons. Students **can** organise their ideas with mind maps.
might	polite requests, probability	**Might** I use your computer for a minute? We **might** study outside tomorrow.

d. Reflexive and Possessive Pronouns

Subject Pronoun	Reflexive Pronoun	Example
I	myself	I wrote the whole presentation by **myself**.
You	yourself	You can upload the file by **yourself**.
He	himself	He learnt how to use mind mapping **himself**.
She	herself	She finished the self-assessment **herself**.
It	itself	The computer restarted **itself** after the update.
We	ourselves	We will check the answers by **ourselves**.
You	yourselves	You should explain the rules by **yourselves**.
They	themselves	The students will organise a digital fair by **themselves**.

Subject Pronoun	Possessive Pronoun
I	mine
You	yours
He	his
She	hers
It	its
We	ours
You	yours
They	theirs

Possessive 's

This is **Ada's** study planner.

These are the **students'** tablets.

Kerem's project idea is very creative.

The **teacher's** homepage is full of resources.

5.3. SOCIAL LANGUAGE

Expression	Meaning
Don't sleep in!	To avoid waking up late, get up early
Let's keep moving ...	To stay active and not sit still for a long time
It's time to crack open a book!	To start studying seriously or begin reading and working
Let's keep our heads down ...	To stay focused and work hard without getting distracted




Today's lesson is going to be full of activities. We'll be moving around a lot.
Great! Let's keep moving in class all morning—it really helps me stay focused.


Sure! It's time to crack open a book—I'm ready to start reading.
We should start our reading activity now. Everyone needs to calm down and focus.


We've got so much to do tonight, so we should start early.
Exactly! Let's keep our heads down to finish our homework.

ANSWER KEY

2.1.

1. b **2.** b **3.** c **4.** a **5.** a **6.** c

2.2.

Possible answers:

1. I sometimes walk to school.
2. I make my bed before I leave home.
3. I always comb my hair in the morning.
4. I charge my phone every evening.
5. I attend my classes every day.
6. I sometimes do chores with my grandmother.

3.1. LISTENING

a. **1.** file **2.** connection **3.** mind map **4.** brainstorming **5.** click **6.** keyboard **Extra:** repetition

b.

upload	✓	click	✓	switch off		homepage	
delete		keyboard	✓	artificial intelligence	✓	log in	✓

c. **1.** a **2.** d **3.** b **4.** c **5.** e

d. Technology will support learning through online tools.

e. Possible answers:

1. I think students' own thinking is important, but AI can support them.

2. I think virtual reality headsets will improve my learning. Because I can practise real-life situations safely.

3.2. PRONUNCIATION

c.

1. analyse	**2.** artificial intelligence	**3.** assessment	**4.** course	**5.** homepage
a) map	**a)** classroom	**a)** evaluation	**a)** academic	**a)** answer
b) make	**b)** grade	**b)** grammar	**b)** science	**b)** shape

3.3. VOCABULARY

a. **2.** ✓ **4.** ✓ **6.** ✓

b. **1.** analyse **2.** define **3.** conclude **4.** switch on **5.** upload **6.** delete **7.** switch off **8.** summarise **Extra:** log in

c. **1.** b **2.** a **3.** c **4.** a **5.** b

d. **1.** d **2.** e **3.** a **4.** b **Extra:** c

e. **1.** Let's keep moving in class all morning
2. It's time to crack open a book
3. Don't sleep in! The first lesson is early
Extra: Let's keep our heads down to finish our homework

f.

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

3.4. STRUCTURE

a.

Possible answers:

She is going to work on her task./She is going to do homework./She is going to study.

She will call/find a computer technician./She will fix the computer.

b.

Next month, our class is planning to prepare a big 'Future Learning Project', and everyone is excited. Our teacher has already explained that we are going to design a digital guide on study skills. We are going to work in small groups, and each group is going to focus on a different topic, such as mind mapping, brainstorming, or note-taking. These are clear plans, so we know exactly what we want to do. My group has a strong idea: we are going to create a short video that shows how students can analyse information and summarise lessons effectively. Everything is ready, so nothing will be random. I think our video will help many students, especially those who struggle with organising their notes. Our teacher believes that technology will play an even bigger role in learning. She says students will access online materials more easily in the future, and AI tools will support personalised learning. However, she warns us that we must think for ourselves. Tomorrow, we will meet again to check our progress. I'm sure we will finish the project on time, but first, we are going to upload our draft to the school homepage. It will be a great experience, won't it?

c.

1. a **2.** c **Extra:** b

d.

1. is going to **2.** is going to **3.** will **4.** are going to **5.** will **6.** will **7.** will

e.

Possessive Pronouns (Indicating ownership or relationships between people or things; replacing nouns to avoid repetition)	**Reflexive Pronouns** (Referring to actions where the subject and the object are the same, emphasising that someone acted without help)
hers	themselves
ours	myself
mine	itself
theirs	ourselves
	himself
	herself

f.

1. myself **2.** mine **3.** ourselves **4.** theirs **5.** herself **6.** itself **7.** hers **8.** himself **9.** yours **10.** themselves

g.

In our project-based learning class, students try to work in responsible and organised ways. At the beginning of each lesson, the teacher reminds us that we should check our materials, and we ought to organise our notes before starting any task, so we don't waste time later. During group work, everyone can ask questions if they need help, and the teacher gives permission to use mind maps or note-taking to support themselves.

Technology is also part of our routine. Computers can make our learning easier, but they might show errors if we are not careful. For this reason, we must save our files regularly. When we do online research, we know we mustn't share personal information. The teacher also explains that AI tools can offer suggestions, but we shouldn't trust them completely because they might give incorrect answers.

At the end of each project, we review our work together. One student usually says, "Can you check this part?" as a polite request. Another friend might reply, "It might look better if we add examples." This shows how responsible learners make decisions and improve their work step by step.

h. **1.** c **2.** d **3.** a **4.** b **Extra:** e

i. **1.** Obligation **2.** Permission **3.** Prohibition **4.** Probability **5.** Polite request

j. **1.** should **2.** mustn't **3.** might **4.** ought to **5.** Can **6.** might

3.5. READING

a. Possible answers:

1. My favourite learning activity is role-play because I learn better when I actively join.
2. My favourite learning activity is brainstorming because I like sharing quick ideas.
3. My favourite learning activity is note-taking because it helps me stay focused.
4. My favourite learning activity is using technology because interactive tools make the lesson more interesting.

b. Paragraph 1: b **Paragraph 2:** a **Paragraph 3:** a **Paragraph 4:** b

c.

1. Role play	**c.** Students build confidence because they speak in front of others.
2. Brainstorming	**e.** Students share quick ideas without judging each other
3. Self-assessment	**a.** Students check their own work before showing it to the teacher.
4. Note-taking	**d.** Students organise ideas visually with this personal learning style.
Extra	**b.** Students use technology to support their ideas.

d. Possible answers:

1. My favourite learning style is mind mapping.
2. It helps me organise information in a visual way, so I can see the connections between ideas.

3.6. WRITING

a.

Ela's favourite activities	group work, pair work, brainstorming, summarising
Ela's personal learning styles	mind mapping, note-taking, analysing

b.

Possible answer:

I have a very active learning style. I enjoy brainstorming at the beginning of every project because it helps me generate ideas quickly. When I need to understand a topic deeply, I use summarising and analysing to organise my thoughts. My personal learning style is mostly repetition, so I often review my notes before class. I also use technology confidently. I can access the school homepage without any help, and I always remember to log in and upload my homework on time. In the classroom, I keep my study materials neat and use a planner to follow my weekly tasks. In the future, I am going to try mind mapping, and I might use AI to check my vocabulary. I believe I will become an even more organised and successful learner.

4.1. LISTENING

1. b **2.** d **3.** a **4.** f **5.** c **6.** e

4.2. VOCABULARY

a. 1. c **2.** f **3.** d **4.** e **5.** b **6.** a **Extra:** g

b.

1.	Let's keep our heads down to finish our work!
2.	It's time to crack open a book!
3.	Don't sleep in! The first lesson is early!
Extra:	Let's keep moving in class all morning!

4.3. READING

1. She starts the lesson with a short brainstorming activity.
2. They draw a large leaf and use it to organise/visualise ideas.

3. They have to define different plants and use the information to act out a scene/create a short role-play.
4. She told them they mustn't damage plants or animals.
5. They will upload them to the school homepage.

4.4. STRUCTURE

1. should/ought to/must **2.** have to/must **3.** mustn't **4.** Can **5.** might/can **6.** can/might **7.** might/can

4.5. WRITING

Possible Answer:

I visit a special place called the Learning Café, and it is an amazing place. When I go there again, I am going to start my study session with a short brainstorming activity because it helps me organise my ideas. The café has quiet corners, digital tables, and relaxing music. I think the café will become even more creative in the future, and it might use hologram screens to help students mind map their projects. There is a smart wall. It shows different study tips when you click on it. Students must follow some rules there: they must keep their voices low, and they mustn't leave their devices on the tables after they switch off the computers. To learn effectively in this place, students should prepare their materials, choose a learning style that works for them, and stay focused. I'm sure the Learning Café will help many students study in a fun and meaningful way.

AUDIO SCRIPTS

L 2. 3. 1. b/c

Technology is becoming a natural part of learning in many schools. Students use computers and tablets in lessons, and in the future, they will access most of their learning materials online instead of carrying heavy books. They upload homework to school websites, watch short videos, and complete quizzes with a simple click. Digital tools also personalise learning. Some students take notes using a keyboard, while others organise ideas through digital mind mapping. Many students use artificial intelligence to support their writing, such as checking vocabulary or improving sentences. However, they still need to think independently. Technology also teaches responsibility. If students forget their passwords, they can log in again using recovery codes, but they mustn't share these codes with anyone. Protecting personal information is an important digital skill. In the future, classrooms might include virtual reality and other interactive tools. Overall, technology supports learning by making lessons more flexible, creative, and accessible.

L 2. 3. 2. a

In our classroom, we sometimes analyse texts and try to guess new words before looking at their definitions. During group work, we talk to each other and have a brainstorming session, and one of us usually draws a mind map on the board. Sometimes, we also do pair work to share ideas more effectively. This helps us to conclude our discussions easily. Technology is also important in a classroom. Students can log in to the school homepage to check their grades, schedules and announcements with a single click. Today it is a must to use computers and artificial intelligence in learning environments. While some students prefer using a keyboard to take notes, some others still prefer traditional note-taking. Most of them prefer self-assessment for evaluation. Last week, our teacher said, "Don't forget, tomorrow we're going to use the PCs for our project!" I am really excited. I believe mastering these digital skills is the best way to climb the ladder of success in our future careers.

L 2. 3. 2. b

classroom analyse definitions talk pair homepage click keyboard self-assessment PC climb

L 2. 3. 2. c

1. analyse	**2.** artificial intelligence	**3.** assessment	**4.** course	**5.** homepage
a) map **b)** make	**a)** classroom **b)** grade	**a)** evaluation **b)** grammar	**a)** academic **b)** science	**a)** answer **b)** shape

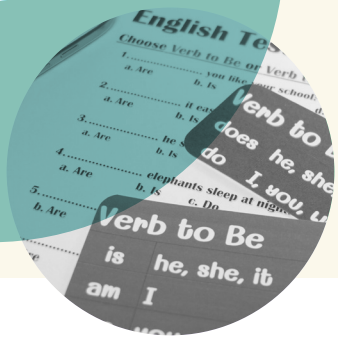
L 2. 4. 1

Good morning, everyone! Today our class has a very active lesson. First, the teacher reminds us that we should keep our materials organised and we ought to check our notebooks before starting any task. Then she surprises us with a quick brainstorming challenge. We have only two minutes to share as many ideas as possible, and we really enjoy it.

After that, we join an interactive activity where we use small cards to summarise or define different concepts. It helps us understand the topic better. The teacher says, "Let's keep our heads down to finish our homework!", and we all laugh because it encourages us to focus.

Next, we work in groups to choose a role-play for next week. My group is going to act out a short classroom scene, and I think it will be fun. At the end of the lesson, we decide we might review our notes again at home to prepare ourselves for tomorrow's quiz. Isn't that a good plan?

Daha fazlası için karekodu okutunuz.



YEAR 10

PERSONAL LIFE & WELL-BEING

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about body parts; human illnesses and diseases; human nature and well-being in both present and future contexts; and fashion along with personal fashion preferences. You will also answer the following questions:

- What words are used to describe body parts and human diseases?
- What are healthy and unhealthy habits?
- What fashion styles and trends will people prefer in the future?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can name basic body parts and describe how I feel.	
2	I can talk about common illnesses and diseases.	
3	I can talk about healthy or unhealthy habits.	
4	I can express my fashion preferences.	
5	I can use all future tenses correctly.	
6	I can use adjectives ending with '-ed' and '-ing' to talk about feelings and appearances.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To name basic body parts and describe how you feel, you can make sentences like...** I'm not feeling well. / I have a problem with my leg.
2	**To talk about common illnesses and diseases, you can make sentences like...** Sandra has the flu. / I have a pain in my back.
3	**To talk about healthy or unhealthy habits, you can make sentences like...** I do exercises every day. / Tom doesn't eat fast food to stay healthy.
4	**To express your fashion preferences, you can make sentences like...** I like wearing casual clothes. / This dress suits me well.
5	**To talk about future events and actions, you can make sentences like...** I'm going to see a doctor tomorrow. / I think people will care more about comfort in their fashion choices.
6	**To use adjectives ending with '-ed' and '-ing' to talk about feelings and appearances, you can make sentences like...** Sheila is excited about her new hair look. / The new fashion trend is surprising.

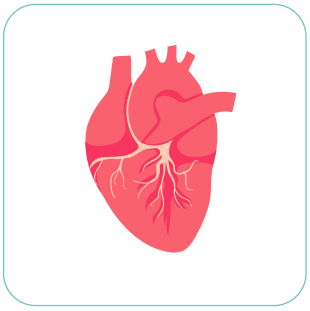
PERSONAL LIFE & WELL-BEING

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Match the the names of the body parts and illnesses in the table with the correct pictures. One is extra.

ankle	headache	flu	heart	leg	toothache	back	stomach ache	arm



1. _____



2. _____



3. _____



4. _____



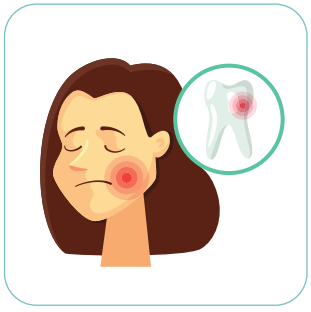
5. _____



6. _____



7. _____



8. _____

2.2. Fill in the blanks with the correct words in 'Exercise 2.1'.

1. During a marathon, a runner can have a painful cramp in her _____ and has to stop.
2. I'm going to the dentist because I have a terrible _____ that makes it difficult to chew.
3. You can strain your _____ while lifting a heavy box, so please be careful.
4. I think I have _____ because I have a high fever, body aches, and I feel generally weak.
5. My brother often has _____ because he eats too much junk food.
6. We need our _____ because it pumps blood.
7. He has a broken _____, so he can't walk.
8. I have a _____ because it is very noisy here.

Go to page 66 to receive feedback on the 'I am making connections' **section.**

PERSONAL LIFE & WELL-BEING

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.



3.1. LISTENING

a. Look at the picture and answer the following questions.

1. What do you see in the picture? _____.

2. How is the girl in the picture feeling? _____.

b. Look at the statements below and decide who says each one. Write 'D' for the doctor and 'P' for the patient.

1. ____ What brings you here today?

2. ____ Don't worry, we'll run some tests.

3. ____ I have a terrible headache and a sore throat.

4. ____ I'll give you a painkiller for your headache.

5. ____ My chest feels painful when I cough.

L 3. 3. 1. c

c. Listen to the conversation between Selin and the doctor and tick (✓) the words you hear.

headache		diabetes		chest	
toothache		forehead		back	
chickenpox		fever		backache	
sore throat		cough		allergic reaction	
lips		the flu		chin	
measles		COVID		eyelash	

d. Listen to the audio again and put the sentences into the correct order.

L 3. 3. 1. d

____ **a.** Yes, I have both. I think it might be the flu, but I'm not sure.

____ **b.** Hello, Selin. Come in and have a seat. What brings you here today?

____ **c.** I see. Have you had any allergic reactions recently?

____ **d.** My chest feels painful when I cough, and I sometimes get a backache too.

____ **e.** Hmm, let me check. Do you also have a fever or a cough?

e. Write a short dialogue between a patient and a doctor/pharmacist. Ask for the problem, describe symptoms (cough, fever, etc.) and suggest a medicine (painkiller, syrup, vitamin C).

A: _____.

B: _____.

A: _____.

B: _____.

3.2. PRONUNCIATION

a. Listen and pay attention to the underlined sounds in the text.

L 3. 3. 2. a

Jeff: At last, you're here in the flesh! Hi, Selin! You look so much better than last week. I'm glad you got over the flu.

Selin: Thanks, Jeff! I feel great. Being sick really makes you think about health more seriously. That's why I'm even more excited about the seminar next week.

Jeff: The one on **global** well-being?

Selin: Exactly! I even looked at the programme. There's a whole session about how **empathy** helps people understand each other better. It also explains how **compassion** encourages people to care for others and help them. I bet they will say that in the future, people will focus more on real **happiness** than just success.

Jeff: Also we will need a **digital** detox for global well-being. That will really help our health and social connections. My grandpa is as fit as a fiddle despite his age, and he always says less screen time keeps you young.

Selin: I guess he's right. By the way, what will you wear to the event?

Jeff: *(laughs)* Fashion again, Selin?

Selin: Of course! Fashion will influence how confident we feel.

Jeff: Good thinking. I will probably wear a smart casual outfit with my watch. What about you?

Selin: I will wear my headscarf, a **stylish** jacket, and a simple necklace. I want to look neat but also sustainable.

Jeff: Great choice.

b. Listen and repeat the words.

L 3. 3. 2. b

global	**empathy**	**compassion**
happiness	**digital**	**stylish**

c. Listen to the audio and choose the word with the same sound written in red.

L 3. 3. 2. c

1 global	**2 empathy**	**3 compassion**
a great	**a** self-care	**a** outfit
b courageous	**b** earache	**b** connection
4 happiness	**5 digital**	**6 stylish**
a watch	**a** vintage	**a** shirt
b health	**b** gloves	**b** dizzy

d. Listen to the audio. Then, read the tongue twister aloud as fast as possible.

L 3. 3. 2. d

Fresh fruit first each day,
Fast food fades away,
Stretch, step, drink and rest,
Healthy habits work the best.



3.3. VOCABULARY

a. Match the words with the correct pictures. Two words are extra.

a tie	a scarf	a backpack	a necklace	a bow tie	a watch
a handbag	a belt	a cap	a bracelet	an earring	a ring



b. Read the text about Jane and Edward. Then, fill in the blanks with the correct words from the box according to the pictures.





a floral dress	a striped t-shirt	a checked shirt	a leather jacket	denim jeans	sneakers	boots

Jane likes wearing **(1)**_____ because it looks pretty and colourful. She usually adds **(2)**_____ over it to make her style more modern and a bit cooler. She also wears **(3)**_____. They are comfortable for walking and look great with her outfit. Jane's style is simple but very fashionable.

Edward likes wearing comfortable and casual clothes. He often chooses **(4)**_____ because it looks cool and sporty. When it is cold, he wears **(5)**_____ over it to stay warm and stylish. He usually combines them with **(6)**_____. They are simple and match almost everything. To complete his outfit, he wears **(7)**_____, perfect for walking and everyday activities. He does not put on any accessories like a watch or a bracelet. Edward's style is relaxed and modern.

c. Match the words in the box with their categories as in the example.

hat	plain	classy	patterned	cotton	gloves	linen	hairband	vintage	neat	leather	striped

Accessories	Clothing Material	Fashion Styles	Patterns and Designs
bracelet	denim	sporty	checked

d. Read the clues and write the correct accessory from the box below. One is extra.

a belt	gloves	a watch	a tie	a ring	a headscarf	a hat	a hand bag

1. You wear me on your head for culture, belief, or style. What am I?_____
2. I'm shiny or simple, but I always go on your finger. What am I?_____
3. I show you the time and sit on your wrist. What am I ? _____
4. You carry me when you go out on your arm or shoulder. I hold all your things. What am I?_____
5. I come in pairs and have fingers, but I'm not alive. I keep your hands warm . What am I? _____
6. You wear me on your head. I can protect you from the sun or keep you warm in winter. What am I?_____
7. I'm usually made of leather. I go around your waist and hold your trousers. What am I?_____

e. Choose the correct definition for each idiom.

1. in the flesh	**a)** online but with a camera	**b)** in person, face to face
2. break a leg	**a)** to hurt yourself badly	**b)** to wish someone good luck
3. in her bad books	**a)** someone is angry with you	**b)** someone is helping you
4. fit as a fiddle	**a)** very old and weak	**b)** very healthy and strong
5. feeling in the pink	**a)** feeling healthy and energetic	**b)** feeling nervous and tired

f. Complete the paragraph using the correct idioms below. One is extra.

in her bad books	fit as a fiddle	in the pink	in the flesh	break a leg

This weekend is going to be very busy for me. I am finally going to meet my best friend **(1)**_____ after two years of online chats, and I am really excited about it. Later in the day, I'm going to go to the school concert to support my sister. She feels nervous before going on stage, so I will tell her to **(2)**_____. I am also going to visit my grandfather, who is over seventy but still **(3)**_____. If I sleep well, I will wake up **(4)**_____ and ready to study the next day.

3.4. STRUCTURE

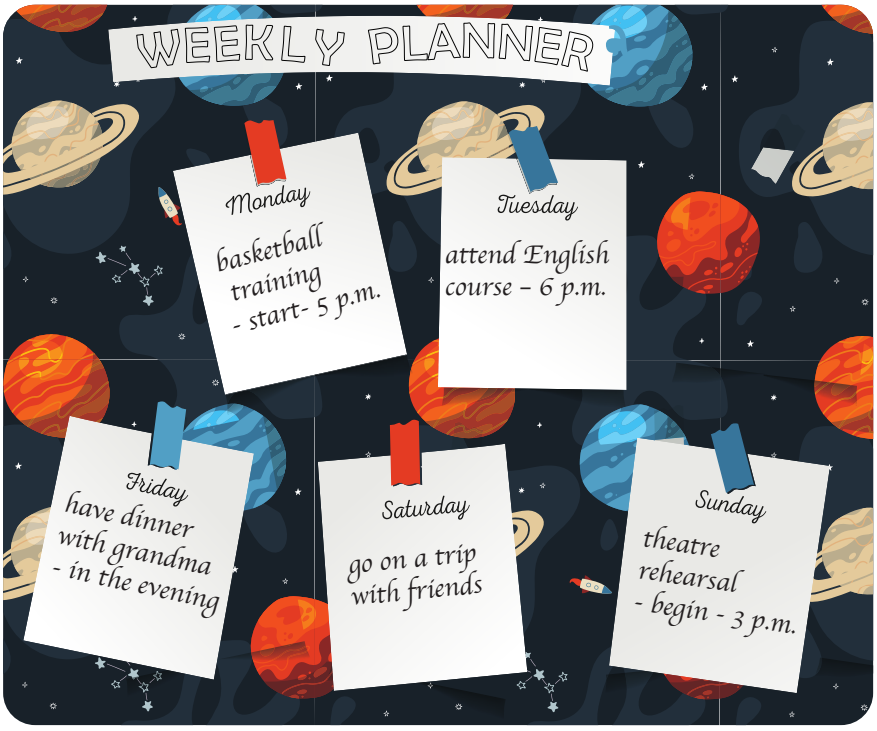
a. Read the dialogue and underline the future forms.

Merve: Hi, Candice! You look better than last week.
Candice: Thanks! I started a new fitness programme. I can lift heavier weights now.
Merve: That's amazing! What are you doing tomorrow?
Candice: I'm meeting my trainer in the morning. He says I should eat more vegetables and drink more water.
Merve: Good advice. This way, you will feel much healthier soon.
Candice: I hope so. It is challenging, but I will try to stay motivated.
Merve: I can already see a big difference! Next week I'm going to register... Oops! I checked the timetable. It says the first class start at 6.30 a.m. tomorrow, so I have to wake up early.
Candice: Great! By the way, your style today is as sporty as mine.
Merve: Thanks! I like comfortable clothes, but your shoes are trendier than mine.
Candice: Well, you are always well-dressed.
Merve: Haha, thank you! I'm feeling in the pink and ready to study—after we work out, of course. Anyway, let's start exercising.

b. Match the following sentences with their functions. One is extra.

____ **1.** I'm meeting my trainer tomorrow morning.	**a)** schedule/timetable
____ **2.** The gym's first class starts at 6.30 a.m. tomorrow.	**b)** prediction
	c) fixed arrangement

c. Complete the paragraph with the Present Simple or Present Progressive Tense according to the chart below.



Tom has a busy week. Tom's basketball training **(1)**_____ at 5 p.m. on Monday. On Tuesday, Tom **(2)**_____. On Friday, Tom **(3)**_____ in the evening. On Saturday, Tom **(4)**_____ all day. On Sunday, the theatre rehearsal **(5)**_____ at 3 p.m. He generally follows his weekly plan, but sometimes he makes small changes when something special happens.

d. Read the sentences and choose the correct option.

1. Don't worry about the running race; I think you **are doing** / **will do** great.
2. I'm hungry after the workout, but I don't want junk food. I **prepare** / **will prepare** a protein shake instead.
3. Tomorrow afternoon, I **am meeting** / **meet** my dietician.
4. The local swimming pool **closes** / **will close** at 9 p.m. tonight.
5. Next week, I **am going to start** / **start** a new exercise routine.

e. Read the dialogue and underline the adjectives ending with '-ed' and '-ing' as in the example.

Maya: I feel really energised when I start my day with a smoothie made of fresh fruits. Eating healthy is so satisfying.
Ozan: Me too! Sometimes I get tired after long work hours, but going for a walk in the park is refreshing and motivating.
Maya: I agree. Following a balanced diet can be challenging at first, but it's rewarding. My mum really hates it when I skip my meal prep days. Oh my God, I'm in her bad books!
Ozan: Speaking of healthy habits, I've also started thinking about how our daily choices affect the planet. For example, reducing waste is not only helpful, but it's also exciting to see the impact we make on the environment.
Maya: Absolutely. Plus, learning new eco-friendly habits can be interesting. I feel so proud when I reuse things instead of throwing them away, because it feels like I'm contributing to something bigger.
Ozan: I feel the same. Eating organic food makes me relaxed, and exercising outdoors is always pleasant. It's amazing how little changes can improve both our health and the planet.
Maya: Right. By the way, let's break a leg for the concert tonight. I hope you will do well!

f. Choose the best option to complete the rule.

We use adjectives ending with "-ed" ____.

a) to talk about how a person feels

b) to describe a thing, a person, or a situation that causes the feeling

We use adjectives ending with "-ing" ____.

a) to talk about how a person feels

b) to describe a thing, a person, or a situation that causes the feeling

g. Fill in the blanks with the correct form of the adjective (-ed or -ing).

1. Making smoothies with fresh fruits and greens is _____. **(refresh)**

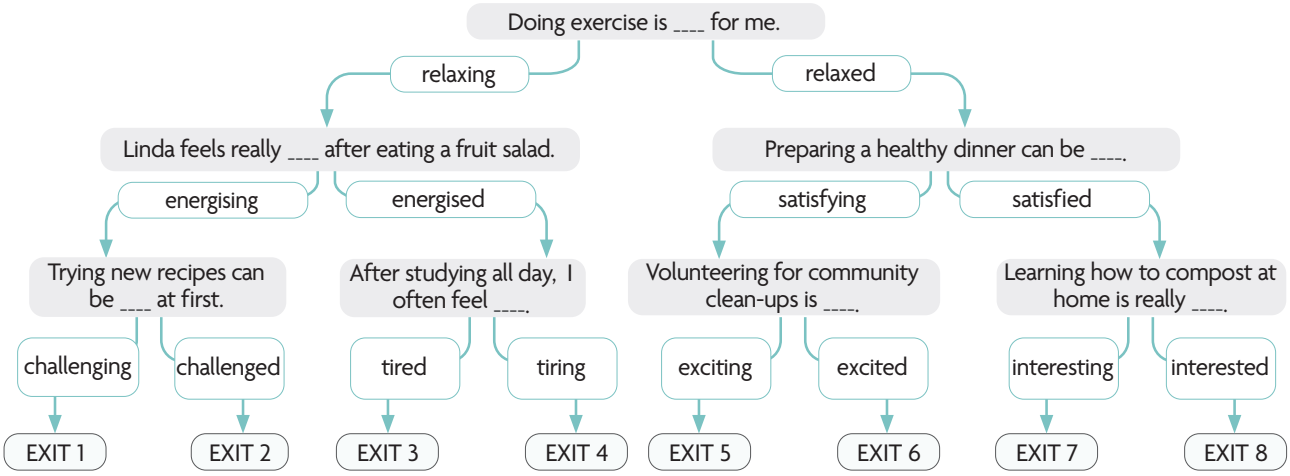
2. Reading tips about a plant-based diet can be _____. **(inspire)**

3. I feel _____ to buy fewer clothes after watching a documentary on fast fashion. **(motivate)**

4. Mark will be _____ when he sees his present, because it is made from old plastic bottles. **(surprise)**

5. Recycling old clothes is _____. **(reward)**

h. Read the sentences and choose the right answer to find the right exit.



3.5. READING

a. Answer the following questions.

1. How do you take care of your body and health?

---

2. Look at the pictures (a, b, and c). Which style of clothing is your favourite, and why?







b. Read the text quickly. Guess the title.

1. **Teenagers and Their Problems at School**
2. **The History of Fashion from the Past to Today**
3. **A Healthy and Stylish Future in a Digital World**
4. **How to Become a Professional Athlete at a Young Age**





[ ] **A** Maya is a high school student who really cares about her well-being. She knows about the human anatomy and how to stay healthy. For example, she exercises often to keep her heart strong. She also understands that mental health is very important, so she practises mindfulness by walking daily. This helps her feel less stressed, stay present, and focus better at school.

[ ] **B** Alex, Maya's friend, loves fashion. He enjoys choosing clothes that look good and show his personality. He also knows that clothes must be comfortable. When outfits are practical, they help a person feel better.

[ ] **C** They both agree that technology will change the future of health and fashion. In the near future, they believe smart devices will help everyone. In addition to wearable devices, people may use smart mirrors that check and give information about their health condition every morning. There might be smart clothes that change colour with your mood and clean themselves. Some people may even change their hairstyle or outfit with one voice command. Technology will make life easier and healthier. Today, people want a balance: good food, exercise, and a comfortable style. In the future, this will be easier. Technology will help us live healthier, happier, and more fashionable lives.

c. Read the text again and match the topics with the paragraphs. Write down the numbers in the boxes.

1. Personal fashion **2.** Human well-being today and in the future **3.** Healthy habits

d. Match the words and phrases with their definitions. One is extra.

____**1.** mindfulness	**a.** a spoken order to control a device
____**2.** voice command	**b.** something you wear on the body that tracks health or activity
____**3.** wearable device	**c.** earing clothes that are popular and modern
____**4.** mental health	**d.** being aware of the present moment and reducing stress
	e. emotional and psychological well-being

e. Answer the following questions.

1. How do you take care of your physical health? Give examples from your daily routine.

---

2. What activities do you do to reduce stress and improve your mental health?

---

3. Do you like following fashion trends, or do you prefer creating your own style? Why?

---

4. What kind of clothes do you prefer, comfortable or stylish?

---

5. Do you think technology could help people stay healthy in the future? Why?

3.6. WRITING

My friend's name is Emma. She has long, silky hair and sparkling green eyes. Her skin looks healthy and smooth. Emma is very health-conscious: she exercises every morning to keep her heart strong, and she runs to relax her mind. She can run a 5k race if she trains regularly. Sometimes she feels dizzy after intense physical activity, so she takes short breaks and drinks water.

Emma is very compassionate and ambitious. She believes that self-care and happiness are as important as success. In my opinion, her health will improve even more by running every day and following a balanced diet.

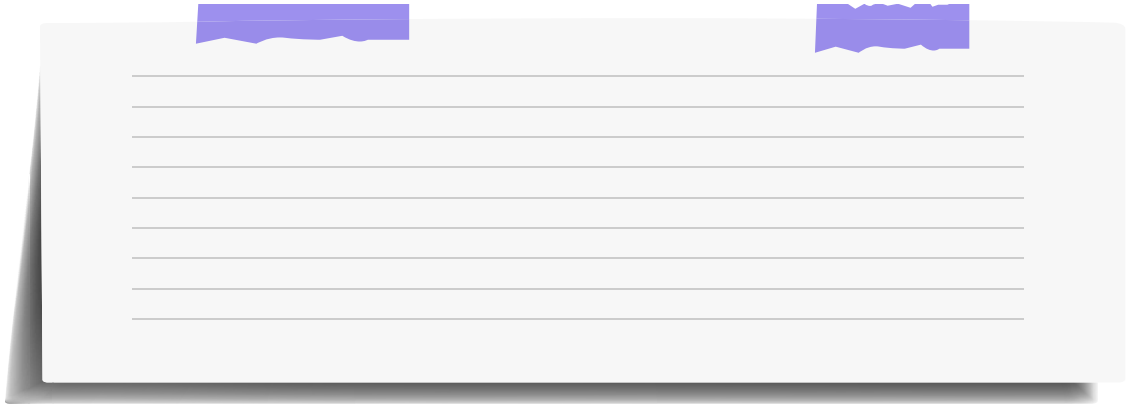
She loves fashion too. Her style is smart casual, and she always wears accessories like a necklace and a bracelet. Her clothes are as stylish as those of a fashion blogger. I think in the future, wearable devices could help her track her health and choose clothes that suit her body perfectly. With her perfectly balanced life, she is truly inspiring for all of us.

a. Complete the table according to the passage above.

Name	----------
Physical appearance (2 details)	---------- / ----------
Daily health habit	----------
Style	----------
Accessories (2 items)	---------- / ----------
Future technology	----------

b. Write a short paragraph about an inspiring friend by using the clues below.

- **Physical appearance:** Describe your friend's hair, eyes, or general look.
- **Health habits:** Explain what your friend does to stay healthy (exercise, food, routines).
- **Personality:** Choose 1–2 adjectives (e.g., kind, hardworking) to describe them.
- **Fashion/style:** Say something about your friend's clothing style or accessories.



Go to pages 66, 67, 68, and 69 to receive feedback on the 'I am learning through practice' **section.**

PERSONAL LIFE & WELL-BEING

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

L 3. 4. 1

4.1. LISTENING

Listen to the audio and put the statements in the order you hear.

___ **a.** My brother had the flu last week.
___ **b.** I have a sore throat and a bad cough.
___ **c.** Prevention is always better than cure!
___ **d.** I'm just drinking a lot of water and getting some rest.
___ **e.** Maybe you've got the flu.
___ **f.** I always wear a mask on the bus and wash my hands often.
___ **g.** I don't have a fever, just a runny nose and a headache.
___ **h.** That sounds more like a common cold.

4.2. VOCABULARY

a. Match the words and phrases with their meanings. One is extra.

___ **1.** eyebrows	**a.** the ability to understand and share the feelings of others
___ **2.** vintage	**b.** the area of hair above the eyes
___ **3.** digital detox	**c.** a break from using digital devices like phones and computers
___ **4.** empathy	**d.** fashionable, elegant, and attractive in appearance
___ **5.** sustainability	**e.** an item to keep hair in place
___ **6.** stylish	**f.** using resources in a way that does not harm the environment for the future
	g. clothes, accessories, or items from past decades that are considered classic

b. Read the situations below and write a suitable expression from the box.

My grandpa is 80, but he's still fit as a fiddle.	At last, you're here in the flesh! I can't believe it!
Good luck on stage—Let's break a leg!	Oh no, I'm definitely in my mum's bad books now.

1. You are meeting your best friend after two years. You are excited and surprised. What do you say?
---
2. Your friend is about to go on stage (concert, exam presentation, match). S/he looks nervous. What do you say?
---
3. You did something your parent/teacher doesn't like. You can tell they are angry. What do you say?
---
4. Someone in your family is very old but incredibly healthy and active. What do you say?

4.3. READING

Read the text and answer the questions below.

Maria is a 16-year-old student who cares a lot about her health and fashion. Every morning, she freshens up and has breakfast before going to school. She always wears a scarf when it's cold and sometimes adds a necklace or bracelet to complete her outfit. She loves trendy, smart casual, and vintage clothes, especially denim jackets and cotton shirts. Maria is also very aware of her well-being. She practises self-care every day by doing a digital detox for an hour, drinking water, and exercising. She knows that happiness, empathy, and social connection are important for mental health.
Maria's school teaches about global citizenship and sustainability, so she prefers plain designs and organic materials such as cotton or linen. She likes wearing hats, caps, or her outfit, depending on the weather. For Maria, fashion is not just about stylish clothes; it is a reflection of her healthy mind and responsible lifestyle.

1. What does Maria do every morning before going to school? _____.
2. Name two accessories Maria likes to wear. _____.
3. Give one example of a fashion style Maria likes. _____.
4. How does Maria take care of her mental well-being? _____.

4.4. STRUCTURE

Read the text and choose the best option.

Next week, our school health week **(1) starts** / **will start**. Maria and her friends are planning to do many activities to take care of their health.

Maria **(2) is meeting** / **will meet** the school nurse on Monday to talk about nutrition. Daniel **(3) will join** / **is going to join** a sports class this evening. Emma is going to carry an extra water bottle so she can drink more water every day. Next Friday, the students **(4) have** / **are going to have** a health workshop about mental well-being.

Daniel thinks he **(5) will not eat** / **is not eating** junk food during the week because he wants to be healthier. Emma is going to start a digital detox. The school **(6) will open** / **is opening** a new gym next month, and probably the students **(7) are using** / **will use** it every afternoon to exercise and stay fit.

4.5. WRITING

Write a short paragraph (6-7 sentences) about your daily life, health habits, and personal style using the clues below.

- Describe how you take care of your body and your health.
- Include what you do for self-care or digital detox.
- Describe your favourite clothes, accessories, and style and explain why you prefer them.

Go to page 69 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use the Future Tense?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about human well-being and personal fashion preferences. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

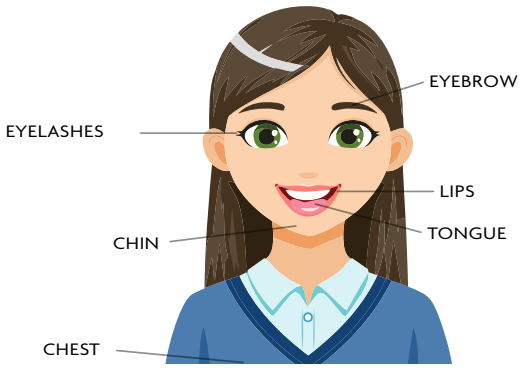
PERSONAL LIFE & WELL-BEING

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Body Parts, Human Diseases, and Illnesses



Human Diseases and Illnesses

- **cough** — A reflex action to clear the airways
- **diabetes** — A disease that causes high blood sugar
- **flu** — A contagious respiratory illness with fever and body aches
- **toothache** — Pain in or around a tooth
- **stomach ache** — Pain or discomfort in the abdomen
- **COVID** — A respiratory illness caused by a virus
- **allergic reaction** — A severe response to an allergen
- **malaria** — A mosquito-borne infectious disease
- **sore throat** — Pain or irritation in the throat
- **acne** — A skin condition with pimples
- **backache** — Pain in the back, often lower back
- **headache** — Pain in the head, often throbbing
- **fever** — An elevated body temperature indicating illness
- **allergy** — A hypersensitive reaction to substances
- **cold** — A common viral infection causing nasal congestion and sneezing
- **earache** — Pain in the ear

Other Vocabulary Related to Human Diseases and Illnesses

a painkiller: a medicine that helps stop pain

an emergency: a serious situation that needs quick help

to vomit: to bring food up from the stomach

to feel dizzy: to feel that everything is spinning and you may fall

to breathe: to take air in and out of your lungs

painful: causing pain

b. Human Nature and Human Well-Being Today and in the Future

Human nature and human well-being today and in the future

1. **Empathy and Social Connection**
   Listening to others with empathy strengthens social connections.
2. **Global Citizenship**
   A global citizen respects different cultures and works for a better world.
3. **Digital Detox**
   Taking a digital detox helps people focus on real life instead of screens.
4. **Sustainability**
   Using renewable energy is essential for environmental sustainability.
5. **Self-care**
   Regular exercise and enough sleep are important parts of self-care.
6. **Ambitious**
   She is ambitious and works hard to reach her goals.
7. **Compassionate**
   My mother is compassionate towards others and help other people.
8. **Courageous**
   In difficult situations, he is courageous and does not give up.

c. Fashion and Personal Fashion Preferences



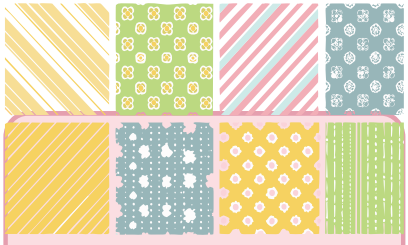
Accessories

a scarf, a headscarf, a necklace, earrings, a bracelet, a ring, a watch, a belt, a hat, a handbag, a hairclip, a cap, a beanie, a tie, a bow tie, gloves, a backpack



Clothing Styles and Materials

stylish, trendy, classy, smart casual, vintage, neat, well-dressed, denim, leather, cotton



Clothing Patterns

floral, striped, plain, checked, patterned

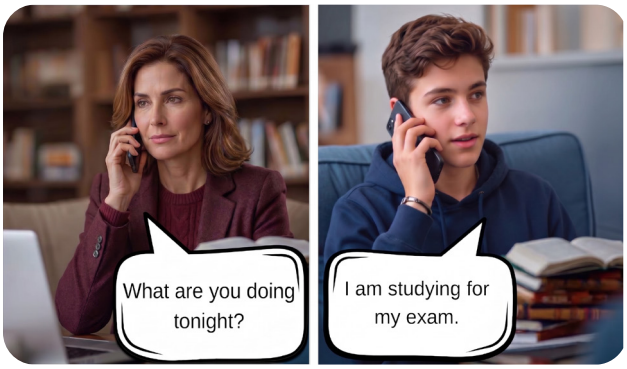
5.2. STRUCTURE

a. Future Tenses









When is the Simple Present Tense used for future actions?

For scheduled events or timetables

When is the Present Progressive Tense used for future actions?

For planned future activities



When is 'will' used for future actions?

For spontaneous decisions or predictions

When is 'be going to' used for future actions?

For intentions or plans already decided upon

b. Modals

We use 'can' to express present or future abilities, skills, or possibilities.

Function	Example Sentence
Present ability	I **can** stretch my muscles before exercise.
Future ability	Scientists **can** find cure for many illnesses in the future.
Possibility	Regular exercise **can** improve mental well-being.

We use 'could' to express past abilities, hypothetical situations, and future possibilities.

Function	Example Sentence
Past ability	When she was younger, she **could** run very fast.
Future possibility	Scientists **could** develop new treatments in the future.
Hypothetical situation	We **could** improve our well-being if we slept more.

We use 'should' to give suggestions, advice, and recommendations about what is right or appropriate.

Function	Example Sentence
Suggestion	We **should** choose clothes that are comfortable and healthy.
Advice	You **should** protect your skin from the sun.
Recommendation	Teenagers **should** get enough sleep.

c. -ed/-ing Adjectives

Which adjective form should I use?

Adjectives ending with -ed	Adjectives ending with -ing
Describes a feeling or state experienced by someone.	Describes a quality or characteristic of something.
relaxed bored tired excited	relaxing boring tiring exciting

- I feel **relaxed** after a warm shower.
- Listening to music is **relaxing**.
- She is **bored** during long meetings.
- The workout is **boring**.
- Running a marathon is **tiring**.
- They are **tired** after the exam.
- He is **excited** about the school project.
- Buying new clothes is **exciting**.

d. Comparative Adjectives

Structure	Example Sentence	
Regular (-er)	healthy	→ Yoga is **healthier** than a sedentary lifestyle.
	soft	→ This fabric is **softer** than that one.
More + adjective	effective	→ A balanced diet is **more effective** than fast food.
	comfortable	→ This jacket is **more comfortable** than my old one.
Irregular	good	→ Fresh food is **better** than processed food.
	bad	→ My headache is **worse** than yesterday.
Less + adjective	harmful	→ Walking is **less harmful** than staying inactive all day.

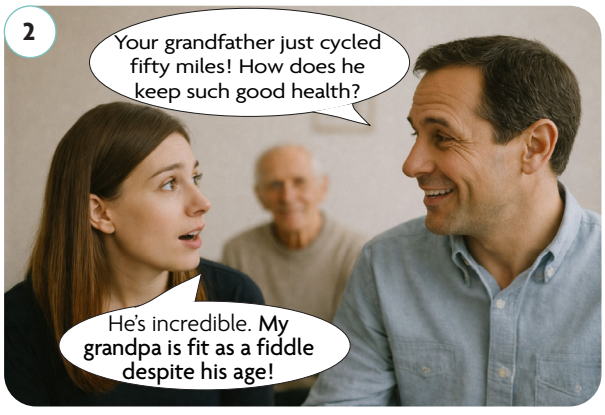
e. As...as / Same...as / Like / Alike

Structure	Example Sentence
As...as	Swimming is **as beneficial as** running.
	This dress is **as stylish as** the red one.
Same...as	She has the **same eye colour as** her sister.
	His symptoms are the **same as** mine.
Like	She dresses **like** a fashion blogger.
	He eats healthy food **like** his father.
Alike	The twins look **alike**.
	These two jackets are very much **alike**.

5.3. SOCIAL LANGUAGE

1	Oh, my God! I'm in her bad books!	Being in someone's disfavour
2	My grandpa is fit as a fiddle despite his age!	Grandfather's excellent health
3	I'm feeling in the pink and ready to study!	Feeling energetic and prepared
4	At last, you are here in the flesh!	Emotional reunion with a friend
5	Let's break a leg for the concert tonight!	Wishing good luck for a performance











ANSWER KEY

2.1.
1. heart **2.** back **3.** leg **4.** ankle **5.** flu **6.** headache **7.** stomachache **8.** toothache **Extra:** arm

2.2.
1. ankle **2.** toothache **3.** back **4.** flu **5.** stomach ache **6.** heart **7.** leg **8.** headache

3.1. LISTENING

a. Possible answers:
1. I see a patient and a doctor. **2.** The girl is feeling ill./The girl has a fever.

b.
1. D **2.** D **3.** P **4.** D **5.** P

c.
headache, sore throat, fever, cough, the flu, COVID, chest, backache, allergic reaction

d.
1. b **2.** e **3.** a **4.** d **5.** c

e. Possible Answer:
Pharmacist: What is the problem?
Patient: I have a cough and a fever.
Pharmacist: You can take this syrup and a painkiller.
Patient: Thank you. I will also take vitamin C.

3.2. PRONUNCIATION

c.

global	empathy	compassion	happiness	digital	stylish
a) great ✓	**a)** self-care ✓	**a)** outfit	**a)** watch	**a)** vintage ✓	**a)** shirt
b) courageous	**b)** earache	**b)** connection ✓	**b)** health ✓	**b)** gloves	**b)** dizzy ✓

3.3. VOCABULARY

a.
1. a scarf **2.** a necklace **3.** a bracelet **4.** a belt **5.** a backpack **6.** a cap
7. a tie **8.** a bow tie **9.** a handbag **10.** a ring **Extra words:** an earring, a watch

b.
1. a floral dress **2.** a leather jacket **3.** boots **4.** a striped t-shirt **5.** a checked shirt **6.** denim jeans **7.** sneakers

c.

Accesories	Clothing Material	Fashion Styles	Patterns and Designs
bracelet	denim	sporty	checked
hat	cotton	neat	patterned
gloves	leather	classy	striped
hairband	linen	vintage	plain

d.
1. a headscarf **2.** a ring **3.** a watch **4.** a handbag **5.** gloves **6.** a hat **7.** a belt **Extra:** a tie

e.
1. b **2.** b **3.** a **4.** b **5.** a

f.
1. in the flesh **2.** break a leg **3.** fit as a fiddle **4.** in the pink **Extra:** in her bad books

3.4. STRUCTURE

a.

Merve : Hi, Candice! You look better than last week.

Candice: Thanks! I started a new fitness programme. I can lift heavier weights now.

Merve : That's amazing! What are you doing tomorrow?

Candice : I'm meeting my trainer in the morning. He says I should eat more vegetables and drink more water.

Merve : Good advice. This way, you will feel much healthier soon.

Candice : I hope so. It is challenging, but I will try to stay motivated.

Merve : I can already see a big difference! Next week I'm going to register... Oops! I checked the timetable. It says the first class start at 6.30 a.m. tomorrow, so I have to wake up early.

Candice : Great! By the way, your style today is as sporty as mine.

Merve : Thanks! I like comfortable clothes, but your shoes are trendier than mine.

Candice : Well, you are always well-dressed.

Merve : Haha, thank you! I'm feeling in the pink and ready to study—after we work out, of course. Anyway, let's start exercising.

b.

1. c **2.** a **Extra:** b

c.

1. starts **2.** is attending the English course **3.** is having dinner with his grandma **4.** is going on a trip with his friends **5.** begins

d.

1. will do **2.** will prepare **3.** am meeting **4.** closes **5.** am going to start

e.

Maya : I feel really energised when I start my day with a smoothie made of fresh fruits. Eating healthy is so satisfying.

Ozan : Me too! Sometimes I get tired after long work hours, but going for a walk in the park is refreshing and motivating.

Maya : I agree. Following a balanced diet can be challenging at first, but it's rewarding. My mum really hates it when I skip my meal prep days. Oh my God, I'm in her bad books!

Ozan : Speaking of healthy habits, I've also started thinking about how our daily choices affect the planet. For example, reducing waste is not only helpful, but it's also exciting to see the impact we make on the environment.

Maya : Absolutely. Plus, learning new eco-friendly habits can be interesting. I feel so proud when I reuse things instead of throwing them away, because it feels like I'm contributing to something bigger.

Ozan : I feel the same. Eating organic food makes me relaxed, and exercising outdoors is always pleasant. It's amazing little changes can improve both our health and the planet.

Maya : Right. By the way, let's break a leg for the concert tonight. I hope you will do well.

f.

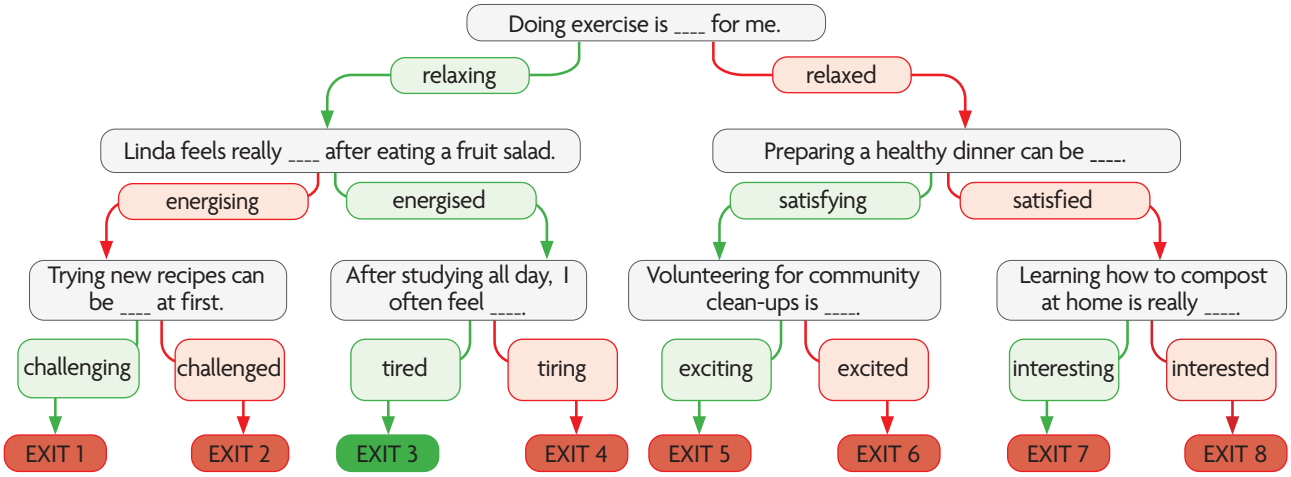
We use adjectives ending with "-ed" ____. **a)** to talk about how a person feels

We use adjectives ending with "-ing" ____. **b)** to describe a thing, a person, or a situation that causes the feeling

g.

1. refreshing **2.** inspiring **3.** motivated **4.** surprised **5.** rewarding

h. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a. Possible answers:

1. I often do exercises and eat healthy food.

2. 'a' is my style because I feel comfortable in casual clothes.

b.

3. **A Healthy and Stylish Future in a Digital World**

c.

1. **B** **2.** **C** **3.** **A**

d.

1. d **2.** a **3.** b **4.** e **Extra:** c

e. Possible answers:

1. I go to the gym twice a week and have a balanced diet./I drink a lot of water., etc.

2. I go for a walk every morning in the park and listen to music to relax./I paint pictures./I do exercises., etc.

3. I always follow fashion trends because I like being fashionable and stylish./I prefer creating my own style because it makes me feel comfortable and confident., etc.

4. I generally prefer casual clothes because I feel comfortable in them./I choose soft and simple clothes that fit well and look good on me., etc.

5. Yes, technology can help people stay healthy by checking their steps and heart rate./No, I don't think technology can help people because they sit too much on screen and do not move enough.

3.6. WRITING

a.

Name	Emma
Physical appearance (2 details)	long silky hair/green eyes
Daily health habit	exercises every morning and runs
Style	smart casual
Accessories (2 items)	necklace/bracelet
Future technology	wearable devices

b. Possible answer:
My friend's name is Sarah. She has short, brown hair and big, bright eyes. Her skin looks smooth, and her smile is as warm as the sun. She takes care of her health by walking to school every morning and eating vegetables every day. She also does light exercises at home to stay strong. Sarah is very friendly and hardworking, so everyone enjoys spending time with her. When she feels stressed, she listens to music or takes a short walk to relax. I think she will be even fitter in the future because she follows a good routine.
Sarah loves fashion too. Her style is simple but stylish, and she likes wearing a small necklace or a bracelet. She chooses clothes that are comfortable and look good on her. I believe smart devices will help her in the future by checking her health and helping her pick clothes that suit her body type. She is a great person and an inspiring friend.

4.1. LISTENING
1. b **2.** e **3.** g **4.** h **5.** d **6.** a **7.** f **8.** c

4.2. VOCABULARY

a.
1. eyebrows → **b** **2.** vintage → **g** **3.** digital detox → **c** **4.** empathy → **a** **5.** sustainability → **f** **6.** stylish → **d** **Extra:** e

b.
1. At last, you're here in the flesh! I can't believe it!
2. Good luck on stage—Let's break a leg!
3. Oh no, I'm definitely in my mum's/teacher's bad books now.
4. My grandpa is 80, but he's still fit as a fiddle.

4.3. READING
1. She freshens up and has breakfast.
2. A necklace and a bracelet.
3. Trendy (alternatively: smart casual or vintage)
4. She practises self-care by doing a digital detox, drinking water, and exercising; she also values happiness, empathy, and social connection.

4.4. STRUCTURE
1. starts **2.** is meeting **3.** is going to join **4.** are going to have **5.** will not eat **6.** is opening **7.** will use

4.5. WRITING
Possible answer:
I usually wake up at 7 a.m. every day. I start my morning with a glass of water and some stretching exercises. After that, I have a healthy breakfast with fruits and yoghurt. I always try to drink enough water during the day. I also take care of my mental health by doing a digital detox for one hour in the evening. It helps me relax and feel calm.
For my style, I like wearing casual and comfortable clothes. My favourite items are denim jackets, T-shirts, and sneakers. I also wear a watch or a bracelet to complete my outfit. I feel confident and stylish because my clothes are neat and match well. Dressing this way makes me feel happy and ready for the day.

AUDIO SCRIPTS

L 3. 3. 1. c/d
Doctor: Hello, Selin. Come in and have a seat. What brings you here today?
Selin: Well, I have a terrible headache and a sore throat. I also feel dizzy, and I can't breathe easily.
Doctor: Hmm, let me check. Do you also have a fever or a cough?
Selin: Yes, I have both. I think it might be the flu, but I'm not sure.
Doctor: It could be flu or COVID. Don't worry, we'll test you. Do you feel any pain in your chest or back?
Selin: My chest feels painful when I cough, and I sometimes get a backache too.
Doctor: I see. Have you had any allergic reactions recently?
Selin: No, but I often get acne.
Doctor: Okay. I'll give you a painkiller for your headache, and if the test shows flu, you'll just need rest. If it's COVID, we'll take necessary steps.
Selin: Thank you, doctor.
Doctor: You're welcome. You should drink lots of water and call me if you vomit or your fever gets worse.

L 3. 3. 2. a

Jeff: At last, you're here in the flesh! Hi, Selin! You look so much better than last week. I'm glad you got over the flu.
Selin: Thanks, Jeff! I feel great. Being sick really makes you think about health more seriously. That's why I'm even more excited about the seminar next week.
Jeff: The one on global well-being?
Selin: Exactly! I even looked at the programme. There's a whole session about how empathy helps people understand each other better. It also explains how compassion encourages people to care for others and help them. I bet they will say that in the future, people will focus more on real happiness than just success.
Jeff: Also, we will need a digital detox for global well-being. That will really help our health and social connections. My grandpa is as fit as a fiddle despite his age, and he always says less screen time keeps you young.
Selin: I guess, he's right. By the way, what will you wear to the event?
Jeff: (laughs) Fashion again, Selin?
Selin: Of course! Fashion will influence how confident we feel.
Jeff: Good thinking. I will probably wear a smart casual outfit with my watch. What about you?
Selin: I will wear my headscarf, a stylish jacket, and a simple necklace. I want to look neat but also sustainable.
Jeff: Great choice.

L 3. 3. 2. b

global	empathy	compassion
happiness	digital	stylish

L 3. 3. 2. c

1. global	**2. empathy**	**3. compassion**
a) great	**a)** self-care	**a)** outfit
b) courageous	**b)** earache	**b)** connection
4. happiness	**5. digital**	**6. stylish**
a) watch	**a)** vintage	**a)** shirt
b) health	**b)** gloves	**b)** dizzy

L 3. 3. 2. d

Fresh fruit first each day,

Fast food fades away,

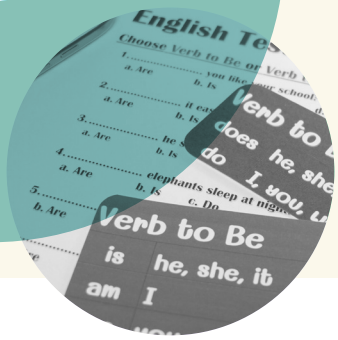
Stretch, step, drink and rest,

Healthy habits work the best.

L 3. 4. 1

Emma: Hey, Daniel, you look tired. Are you feeling okay?
Daniel: Not really. I've had a sore throat and a bad cough for three days.
Emma: Oh no, maybe you've got the flu. It's been going around lately.
Daniel: I don't think so. I don't have a fever, just a runny nose and a headache.
Emma: Hmm, that sounds more like a common cold.
Daniel: Yeah, maybe. I'm just drinking a lot of water and getting some rest.
Emma: That's good. My brother had the flu last week. He had a high fever and couldn't get out of bed for two days.
Daniel: Poor guy! The flu can be really serious, especially for older people.
Emma: True. That's why we should be very careful.
Daniel: Definitely. I always wear a mask on the bus and wash my hands often.
Emma: Same here. Prevention is always better than a cure!

Daha fazlası için karekodu okutunuz.



YEAR 10

FAMILY LIFE & HOME

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about family members and their daily routines in the present and the past, hobbies and interests of family members (sports & films), and different types of houses and families from around the world. You will also answer the following questions:

- Which words and phrases are used to talk about family members, family types, and types of houses?
- Which words describe routines, habits, and abilities in the present and the past?
- Which words and phrases do we use in the contexts related to daily life, hobbies and interests, and film genres?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about family members, family types, and types of houses.	
2	I can talk about sports, hobbies and interests, and film genres.	
3	I can use 'was/were', 'wasn't/weren't', 'there was/there were', 'there wasn't/there weren't' to talk about past situations.	
4	I can use regular and irregular forms of verbs to talk about actions in the past.	
5	I can use 'could/couldn't' to talk about abilities and 'used to/didn't use to' to talk about past states and routines.	
6	I can use question tags in sentences describing the past.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about family members, types of families, or types of houses, you can make sentences like...** We always visit our grandparents' farmhouse on religious holidays.
2	**To talk about sports, hobbies and interests, and film genres, you can make sentences like...** My favourite pastime activity is playing computer games.
3	**To talk about situations in the past, you can make sentences like...** When my mother was a child, there wasn't a TV in their home.
4	**To talk about past actions, you can make sentences like...** Yesterday I helped my mother do the dishes.
5	**To talk about past abilities and past habits, you can make sentences like...** I used to practise the violin every day, so I could play difficult songs easily.
6	**To use question tags in sentences describing the past, we make sentences like...** You used to walk to school when you were at high school, didn't you?

FAMILY LIFE & HOME

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Write the types of houses under the pictures. One is extra.

bungalow	villa	cottage	terraced house	semi-detached house	block of flats	penthouse

1


2


3


4


5


6


2.2. Find the names of film genres in the word search in every direction.

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

ACTION
ADVENTURE
BIOGRAPHY
CARTOON
COMEDY
DETECTIVE
DOCUMENTARY
FAMILY FILM
HISTORICAL
HORROR
MUSICAL
MYSTERY
ROMANTIC
SCIENCE FICTION
SPACE ADVENTURE
THRILLER

Go to page 90 to receive feedback on the 'I am making connections' **section.**

FAMILY LIFE & HOME

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the following pictures and write the names of the activities under them. One is extra.

watch TV	dust	run	set the table	cook	load the dishwasher	do the laundry	swim	vacuum the floor



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

b. Listen to the audio and tick (✓) the activities you hear.

L 4. 3. 1. b

watch TV		empty the dishwasher		tell stories		go to the cinema	
do the dusting		do the ironing		play games		sing songs	
vacuum the floor		sweep the floors		do household chores		ride a horse	
run errands		go surfing		repair old clothes		listen to the radio	

c. Listen to the audio again and circle the correct words and phrases to complete the sentences.

L 4. 3. 1. c

1. The father is **loading** / **emptying** / **fixing** the dishwasher in the kitchen.
2. When the grandfather was a child, they lived in a **cottage** / **farmhouse** / **villa**.
3. The son's great-grandfather used to **drive a carriage** / **work on a farm** / **repair shoes** for a living.
4. In the evenings, the children studied by **candlelight** / **flashlight** / **street lamps**.
5. In the past, people usually felt **happy** / **bored** / **disappointed** with their routines and daily activities.
6. At first, the son seems surprised by his grandfather's memories, but then he feels **shocked** / **thankful** / **annoyed**.

d. Answer the following questions.

1. Write three household chores people used to do before modern household appliances.

---.

2. What were the hobbies and free-time activities in the past?

---.

3. What do you do in your free time?

---.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

L 4. 3. 2. a

This is the **street** I grew up on. I used to **ride** my bike every day, and my **siblings** often came with me. Near the **park**, there was a cottage, and next to it stood a big villa. Across the road, you could see a **lovely** treehouse in the **high** branches, and families used to **enjoy** tea in their gardens. The narrow **lane** was peaceful but filled with **joy** and happy voices. When I **look** back, I can **still** remember every **detail** clearly.

b. Listen and repeat the words below.

L 4. 3. 2. b

hiking sightseeing	distant films sitcoms	cleaning extreme ski routine	jogging joy	hiking bike kitchen	family relatives thriller

c. Listen to the audio and circle the word with a different sound in each row.

L 4. 3. 2. c

ride	dishwasher	bike	high	kite
sibling	with	sister	still	light
street	treehouse	tea	film	see
jogging	jump	just	journey	daughter
kid	skating	trekking	skiing	know
villa	lane	half-sister	filled	laundry

d. Listen to the audio. Then, read the tongue twisters aloud as fast as possible.

L 4. 3. 2. d

In my old street, siblings rode their bikes
Past the cottage and villa alike
We played until the sun said goodbye
Laughter echoed beneath the sky.

Grandpa washed dishes by candlelight
Mum did the laundry from morning to night
Children ran errands, their hearts so light
Every day ended with stories so bright.



3.3. VOCABULARY

a. Look at the pictures and answer the following questions.








1. What makes these houses different from each other? Why?

   _____.

2. Which house is perfect for you and your family? Why?

   _____.

b. Read the text and match the highlighted words and phrases with their definitions. One is extra.

For many people, a home is more than just a place to live; it reflects their family, culture, and way of life. In the past, families in villages lived together in large farmhouses, where grandparents, parents, and children shared everything. These houses were big because families were large and close-knit. As time passed and people moved to cities, families became smaller, and houses changed too. Today, there are mostly nuclear families, and they often live in attached houses or apartments, as they are practical and easy to take care of. Beyond practical necessity, lifestyle choices influence housing trends. A single-parent family, for instance, might prefer a smaller studio flat for affordability. People who prioritise minimalism or a unique experience might choose unconventional homes like a houseboat or a treehouse. Meanwhile, cultural traditions, climate, and geography still determine the primary design. For instance, in cold, arctic areas, people started to build igloos from snow to keep warm, while in hot and tropical places, open-sided huts made of wood or leaves were ideal to maximise airflow. From the farmhouse of the past to the modern attached house of today, homes continue to change with lifestyles, environments, and time. A house is not only where we live—it is where our story begins and grows.

1. _____: a small, simple building, usually consisting of one room; a shelter
2. _____: a circular house made of blocks of hard snow
3. _____: a type of house which is often kept in one place on a river or canal
4. _____: a family consisting of two parents and their children, but not including aunts, uncles, etc.
5. _____: the main house in the countryside, where people grow vegetables and keep animals
6. _____: a family in which only one parent lives with their child or children
7. _____: a single residential unit connected directly to one or more similar units by a common wall

c. Complete the following sentences with the suitable words and phrases in 'Exercise b'.

1. In tropical areas, local people often construct a simple _____ using mud, wood, and thatched leaves.
2. In the Arctic, the Inuit traditionally built a dome-shaped home, called a(n) _____, entirely from blocks of snow.
3. Financial responsibilities are usually shared equally between the two parents in a typical _____ nowadays.
4. The couple sold their apartment for a minimalist lifestyle, and now they live on a(n) _____ in the local marina.
5. In urban areas, a(n) _____ is popular because it maximises space by connecting one home to the next.
6. A traditional _____ has barns and large kitchens to feed many generations living together.
7. The mother manages everything on her own, like a(n) _____ since the father temporarily moved abroad for business.

d. Match the expressions with their definitons. One is extra.

	1. Keep your chin up!
	2. ...under the weather
	3. ...just a doddle
	4. to pull someone's leg
	5. Cheers for...

a. feeling unwell or slightly sick (like having a cold, headache, or exhaustion)
b. an expression of encouragement used to tell someone to stay positive during a difficult or disappointing time
c. a phrase for relief after a problem is solved
d. a casual, British English way of saying "Thank you"
e. to tease or play a joke on someone, usually by telling them something that isn't true in a playful way
f. a slang for a task or activity that is extremely easy to complete

e. Read the dialogue below and use the expressions in 'Exercise d' correctly. One is extra.

Alex: Hey Sam! **(1)** _____ the study guide you lent me yesterday. It really helped!

Sam: No worries, Alex. How was the exam?

Alex: Honestly, it was **(2)** _____. I finished all the questions in thirty minutes and checked them twice.

Sam: Wow, lucky you! I didn't do so well. I was a bit **(3)** _____ yesterday. I had a bad headache and couldn't study properly.

Alex: I'm sorry to hear that. But hey, **(4)** _____! It's just one exam, and I'm sure you'll make it up in the next one.

Sam: Thanks, I needed that.

f. Go to pages 96 and 97 and prepare the flashcards for the game. Set a timer, pick a card, read the description on it and guess the target word behind as fast as possible.

3.4. STRUCTURE

a. Look at the pictures on the right to guess the topic of the following text.








---

b. Read the text and underline the sentences describing past situations, habits, and abilities.

Father: Welcome, David! Please make yourself at home!

David: Thanks so much for taking me in, Uncle. I promise I won't be a burden.

Father: How was the interview?

David: It was just a doddle. I did my best. I'm sure I will get the job. By the way, please let me help with the household chores when I'm around.

Father: Well... Generally, your aunt does the dusting and the laundry, but she is under the weather these days. I usually cook meals, and unfortunately, I'm busy with work.

David: Then, we can handle the work with John.

Father: You heard the man, John! Looks like I have a second son. And this one actually volunteers to do the chores!

Father: You used to do a lot of housework back in your farmhouse, didn't you?

David: Yes, we did! My great-grandmother used to ask for help. So, I learned to manage by myself; I could cook meals and set the table before I was ten.

Father: Funny, John couldn't figure out how to empty the dishwasher until... Wait. Yesterday!

David: No way. Are you pulling my leg?

Father: Hey, John. David ran errands for us and did the laundry all week. I think you should...

John: Don't push it, Dad. I'm also doing my best. But I admit, it's nice having another sibling around. Hey, David! Cheers for helping us!

Father: Well, I'm glad. There was always a strong bond in our family, and there still is. Now, whose turn is it to empty the dishwasher? It is David's again, isn't it?

c. Circle the best option to complete the sentences.

1. We use **'am, is, are'** / **'was, were'** to describe current, general, and unchanging facts or conditions when there is no action verb.
2. We use **'am, is, are'** / **'was, were'** to describe conditions, states, or locations in the past when there is no action verb.
3. We use the **Simple Present Tense** / **Simple Past Tense** with the base form (or '-s/-es' form) of the verb, to talk about routines, habits, or general truths.
4. We use the **Simple Present Tense** / **Simple Past Tense** with regular and irregular verbs to talk about actions or states that started and finished at a specific time in the past.
5. We use **'used to'** / **'could'** to talk about habits, repeated actions, or states that were true in the past but are no longer true now.
6. We use **'used to'** / **'could'** to express ability or possibility in the past.

d. Complete the sentences below with the correct tense forms of the verbs in parentheses. There may be more than one correct answer.

1. My great-grandmother _____ **(live)** in a farmhouse when she _____ **(be)** a child.
2. The nuclear family _____ **(be)** the most common type of family structure nowadays, and all the family members _____ **(share)** the responsibilities at home.
3. My half-brother _____ **(not/do)** the ironing when he was a child; I _____ **(do)** it for him.
4. Ten years ago, there _____ **(be)** a lot of snow in our town, so it _____ **(be)** very difficult to commute.
5. When my father was much younger, he _____ **(run errands)** for his parents easily without getting tired.
6. A single-parent family usually _____ **(prefer)** small attached houses because they _____ **(be)** cheaper and more practical.
7. The farmhouse _____ **(not/have)** any electricity yesterday, so all the inhabitants _____ **(use)** candles in their rooms.
8. My son-in-law _____ **(empty)** the dishwasher every day before he left for college, but then it _____ **(become)** my responsibility.

e. Think of your responsibilities at home (both now and when you were a child). Describe them in a few sentences by using the structures in 'Exercise c'.

_____

_____

_____

_____

_____

f. Go to page 98 and prepare the board game by using the templates. Reach the 'FINISH' square by correctly identifying the past forms of the verbs and making sentences with them.

Rules:

- Cut out the numbers (1-6) on page 98.
- Fold each number and put them in a bag.
- Pick one number.
- Move your piece forward according to the number.
- Look at the verb on the square and use the Simple Past Tense to create a complete, meaningful sentence related to family, houses, routines, or hobbies.
- If your sentence is wrong, go back two squares.
- You must land on the 'FINISH' square with an exact roll to win the game.

3.5. READING

a. Look at the words and phrases in the box and classify them into the correct categories.

watch TV · vacuum the floor · listen to the radio · run errands · go to the cinema · empty the dishwasher · do extreme sports · go surfing · play online games · play badminton · go cycling · do the dusting · do the laundry · go jogging · hike · plant vegetables · go trekking · go rafting · skate · ski · go snowboarding · ride a horse · do archery · do extreme sports

Household Chores	Hobbies and Interests
vacuum the floor	*watch TV*

b. Read the text quickly and choose the best title for it.

1. **A Carpenter's Life Story**
2. **My Grandpa: The Active Hero**
3. **Traditional Farm Life in the Past**
4. **The Difficulties of Life on a Farm**

My grandfather is definitely my hero in the family. He lives alone in his farmhouse. Last year, my father, uncle, cousins, and I went to visit him during the summer holiday. There, I saw once again what a truly amazing person he is. Let me tell you why.

My father and my uncle, despite being in their thirties, spent the whole day complaining about the sun and heat. They sat lazily watching TV while Grandpa was busy all day long running errands. Maybe it is the modern city life that makes us so inactive. I don't know. Grandpa did all the household chores before we got up. Then, he went to the market to bring hot bagels for us. He never skipped cooking and setting the table for lunch and dinner, either. He didn't let us help and did the dusting and the laundry all by himself!

After all that tiring work, Grandpa took us swimming, horse riding and archery practice every afternoon. You know what? He used to do archery when he was a teenager, and he won a medal in a national tournament. My father and uncle joined us on archery day, but they couldn't keep up with him. He is not only sporty but also handy. He used to be a carpenter earlier in his life. Before we came back, he started building a hut in his garden. He promised to build us a tiny treehouse after he finished it. Now, I can't wait for our next summer visit. I have a lot to learn from him.

c. Read the text again and answer the following questions.

1. What did the grandfather do early in the morning during his sons' and grandsons' visit?

---

2. Why does the writer think the father and uncle are very inactive compared to the grandfather?

---

3. What detail proves the grandfather could perform his hobby at a high level when he was a teenager?

---

4. What did the grandfather use to do for a living earlier in his life?

---

5. What is the next project the grandfather promised to complete for his grandsons?

---

6. How does the writer feel about his next visit to his grandfather's farmhouse?

---

d. Answer the following questions.

1. Which household chores are you responsible for at home?

_____.

2. Which hobbies and interests do your family members have?

_____.

3. What did your parents use to do in their childhood that is different from today?

_____.

3.6. WRITING

a. Look at the picture and answer the questions.



1. What is the family in the picture doing?

_____.

2. What kind of film are they watching?

_____.

3. What other film genres can you name?

_____.

b. Read the following paragraph about the McCarthy family and underline the film genres in it.

My brother and I were fascinated by cinema from a young age. We used to watch every single new horror film because we loved the adrenaline rush most, even though we couldn't sleep afterwards. Today, our interests are a bit different.

Last Saturday, it rained cats and dogs, and we decided to watch a film together. You thought it was quality family time, didn't you? Not exactly! We couldn't agree on a film. While Mum wanted to watch a documentary about history, Dad insisted on a few sitcoms instead of a film. My brother, on the other hand, suggested a romantic comedy. I couldn't even say I had two thrillers in mind. In the end, we decided on sci-fi because it was the only genre we all loved. Honestly, it was the longest two hours of my life. My brother got lost, and my mum fell asleep in the middle of it. The best thing about the film was that it finally ended.

c. Complete the sentences with the film genres you have underlined in 'Exercise b'.

1. My aunt is interested in history and global issues, so she suggested a _____ when we went to the theatre.

2. If you want to see something cheerful, light, and focused on love, you should definitely choose a _____.

3. The latest _____ used too much loud music and sudden screams to terrify the audience.

4. The best _____ are the ones that keep the audience tense, excited, and on the edge of their seat.

5. With technology, there was an increase in the number of _____ films about robots and space exploration.

6. Almost all the _____ centre around a family or a group of friends and their unusual daily lives.

d. Write a paragraph of 6-8 sentences describing your family members' film preferences.

Go to pages 90, 91, and 92 to receive feedback on the 'I am learning through practice' **section.**

FAMILY LIFE & HOME

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

a. Listen to the dialogue and match the characters with the activities. One is extra.

L 4. 4. 1. a

Characters	Activities
____ **1.** Huston	**a.** fed the chickens
____ **2.** Ethan	**b.** set the table
____ **3.** Huston's mum	**c.** collected eggs
____ **4.** Ethan's cousins	**d.** emptied the dishwasher
	e. did the dusting



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

L 4. 4. 1. b

1. Who is Huston?
a) Ethan's cousin **b)** Ethan's roommate **c)** Ethan's brother

2. What was one of Huston's regular chores at home?
a) Feeding the chickens **b)** Doing the laundry **c)** Taking out the rubbish

3. Which chore did Ethan's uncle do on the farm?
a) Milking the cows **b)** Setting the table **c)** Ironing clothes

4. What house chore does Huston say his dad usually does?
a) Dusting **b)** Laundry **c)** Ironing

4.2. VOCABULARY

a. Fill in the blanks with the words and phrases below. One is extra.

household chores	farmhouse	extreme sports	sitcom	horror film
a distant relative	siblings	commute		immediate family

1. My grandfather used to live in a small _____ with animals all around when he was a child.

2. Lucy was tired yesterday because she did so many _____, such as laundry, ironing, and dusting.

3. My biggest dream was to do _____, like skydiving or bungee jumping, but my mother was totally against it!

4. I have a younger sister and brother. I love my _____ so much.

5. Alex met _____ at the family reunion because they weren't close to each other.

6. Because the traffic was terrible, Sarah had to _____ for nearly two hours to get to the capital city.

7. My father used to love that old _____, but he doesn't find the jokes funny now.

8. When I was a child, I used to live with my _____, so I usually spent most of my time with my parents and my sister at home.

b. Fill in the blanks with the expressions from the box. One is extra.

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

1. You moved to a new house and tried to clean the windows, but you couldn't reach the top ones. Your neighbour brought a ladder for you. You say this:

---

2. Your sister used to help with the chores every day, but today she is lying on the sofa, looking pale and stressed because she is struggling with her university assignments. Your mother asks why she is not helping. You say this:

---

3. Your friend used to live in a beautiful cottage in the countryside, but they had to move to a small, dark flat for work. They are feeling very depressed about the change. To encourage her, you say this:

---

4. Your friend tells you that they used to live in a penthouse in New York with a private helicopter pad, but you know they actually grew up in a normal semi-detached house in a small town. You realise he is joking again and say this:

4.3. READING

a. Read the text and answer the following questions.

Miss Pipkin and Her Aunt



Ten years ago, Miss Pipkin moved to her aunt's house because her aunt needed daily support. Aunty Julia had difficulty walking and used a wheelchair, so they organised the house carefully. It was an attached house with five bedrooms and a large sitting room. There was a small kitchen, and many appliances were too high for her aunt to reach. Miss Pipkin lowered the shelves, replaced the old oven, and added a modern dishwasher. In that way, Julia could cook simple meals on her own. The living room used to be crowded, but they moved the furniture to make wider spaces for the wheelchair. Aunty Julia used to be a very active and cheerful person when she was younger. She didn't have any children, but after her husband passed away, she was never alone. Julia's distant relatives, including her half-brother and her great-grandfather's cousin, loved and respected her. They visited often, so Miss Pipkin rearranged the bedrooms. They became comfortable guest rooms. There were soft carpets, a wardrobe, and a sofa for reading, as well as a bed in each room. Miss Pipkin and her aunt shared the household chores. She did the laundry, ran errands, and set the table. Her aunt did the dusting and folded the clothes when she felt stronger. In the evenings, they watched sitcoms and romantic comedies to relax together. When Miss Pipkin felt tired, her aunt joked, "Keep your chin up! I will do all the chores tomorrow." Miss Pipkin remembers all those days with longing and affection now, and she misses her aunt's joy and energy.

1. Why did Miss Pipkin decide to move to her aunt's house ten years ago?

---.

2. How did Miss Pipkin adapt the house to make it more suitable for her aunt's needs?

---.

3. How did Miss Pipkin and her aunt spend their evenings together?

---.

b. Read the text again and fill in the blanks with the correct words or phrases.

1. There were _____, a _____, a _____, and a _____ in each guest room.

2. Aunty Julia _____, and _____ when she felt stronger.

4.4. STRUCTURE

Read the text below and circle the correct option.

Last summer, there **(1) was** / **is** a big family reunion at my grandparents' old farmhouse in the countryside. My grandmother **(2) liked** / **likes** telling stories when we all meet. So, she **(3) told** / **tells** her life experiences from the past again at the reunion. She **(4) used to** / **could** wake up at dawn every day to do the laundry and the ironing when she was younger. All her siblings **(5) were** / **are** there; they **(6) used to** / **could** live in a small terraced house when they were kids, but now everyone **(7) lived** / **lives** in different places. We all listened to this story with pleasure. We also did some other activities. For example, my brother **(8) used to** / **could** ride a horse really well as a teenager, so he **(9) takes** / **took** us all horse-riding. We played badminton, went hiking, and watched romantic comedies in the evening. Everyone **(10) used to help** / **helped** with the household chores: we set the table, emptied the dishwasher, and ran errands. It was a wonderful gathering.

4.5. WRITING

Write a paragraph of 8-10 sentences about your family life in the past and today. Your paragraph must include the following:

- Family Members & Daily Routines
- Type of House and Family
- Past Abilities & Habits
- Hobbies & Interests (Sports & Films)

Go to page 93 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use 'could', 'used to', and the Simple Past Tense?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about family members and their daily routines today and in the past; hobbies and interests of family members (sports & films) and different types of houses and families from the world. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

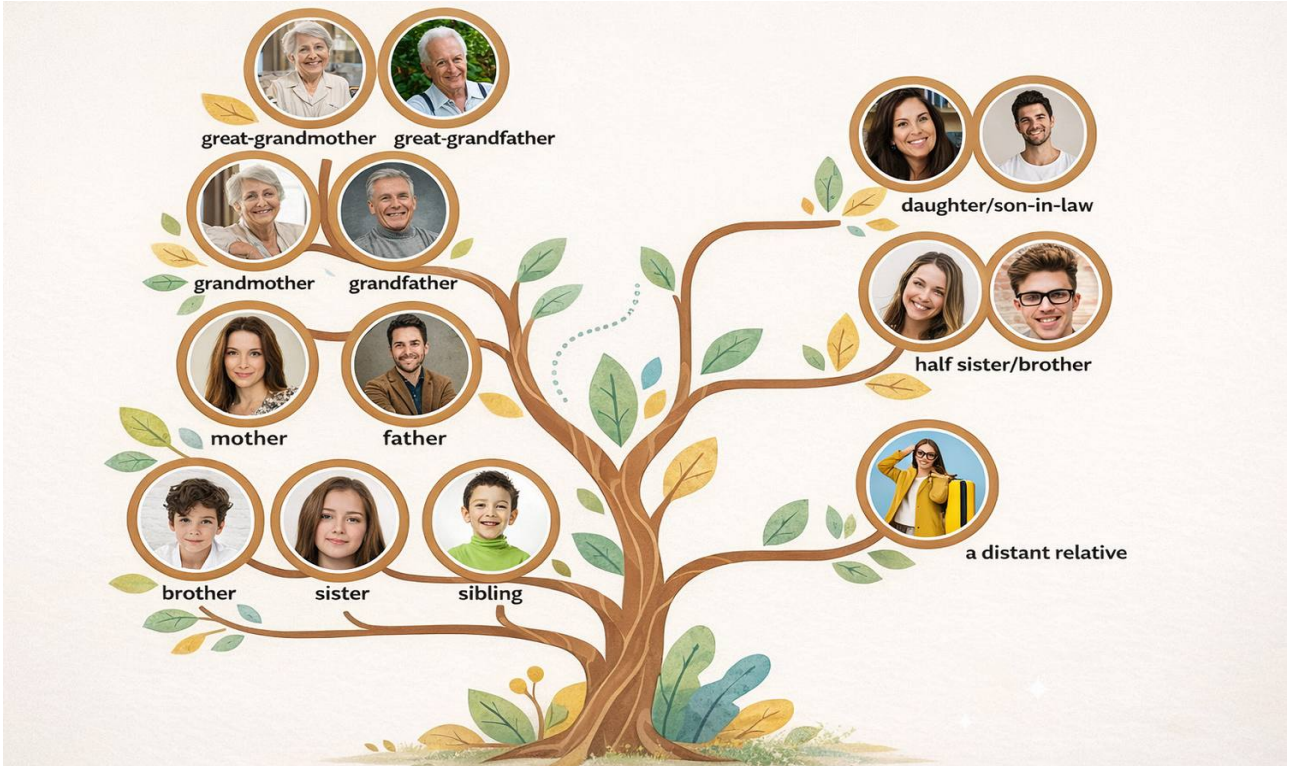
FAMILY LIFE & HOME

WHAT I HAVE LEARNED

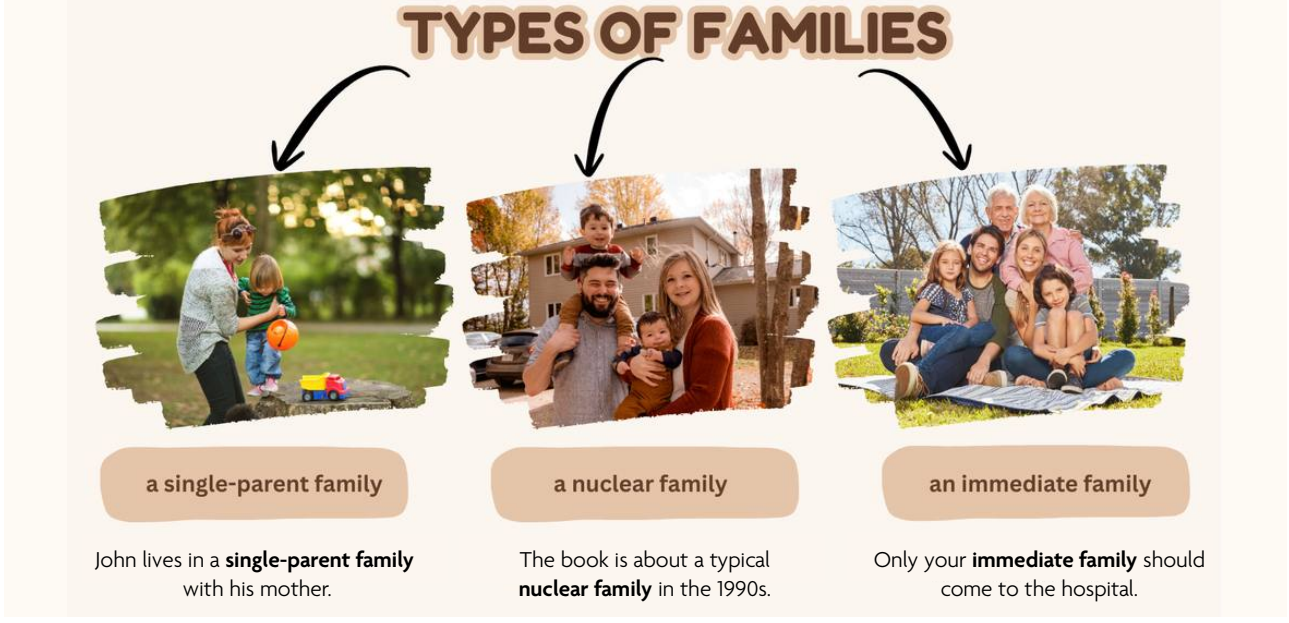
Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Family Members



b. Types of Families



John lives in a **single-parent family** with his mother.

The book is about a typical **nuclear family** in the 1990s.

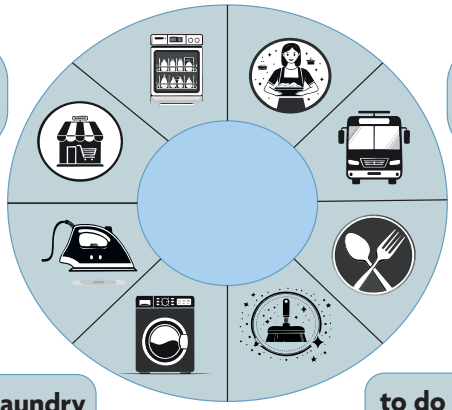
Only your **immediate family** should come to the hospital.

c. Daily Routines

to empty the dishwasher
Mum asked me to **empty the dishwasher** before lunch.

to do household chores
We all help to **do household chores** on Saturday morning.

to run errands
I used to **run errands** after work, like going shopping.



to commute
My dad **commutes** for an hour every day.

to do the ironing
My brother hates to **do the ironing** for his school uniform.

to set the table
It is your turn to **set the table** for dinner tonight.

to do the laundry
I must **do the laundry** because I have no clean shirts.

to do the dusting
Can you **do the dusting** in the living room?

d. Types of Houses



semi-detached house
A detached house is usually more expensive than **semi-detached house.**



farmhouse
The old **farmhouse** is next to the fields with the cows.



villa
They have a huge **villa** with a swimming pool near the coast.



attached house
My friend lives in an **attached house** next to the park.

TYPES OF HOUSES



houseboat
Living on a **houseboat** on the canal must be very peaceful.



hut
We made a small wooden **hut** in the forest.



igloo
An **igloo** is a house made of snow and ice.



terraced house
Most people in this street live in a **terraced house**.



cottage
We stayed in a small, stone **cottage** in the countryside.



detached house
They bought a lovely, large **detached house** with a garden.

e. Hobbies and Interests

to go jogging
When I don't have energy to run fast, I **go jogging**.

to go swimming
We often **go swimming** at the local sports centre.

to go surfing
You need big waves when you **go surfing**.

to go trekking
Next summer, we plan to **go trekking** through the mountains.

to go skating
My sister wants to **go skating** on the ice rink.

to go cycling
We decided to **go cycling** in the mountains last weekend.

to go skiing
We are going to France to **go skiing** this winter.

to go snowboarding
My brother wants to **go snowboarding** when we visit Switzerland.

to go rafting
They **go rafting** on a fast river in Scotland every summer.

to go hiking
Let's **go hiking** up that big hill on Saturday.

to do archery
He learned to **do archery** at a summer camp.

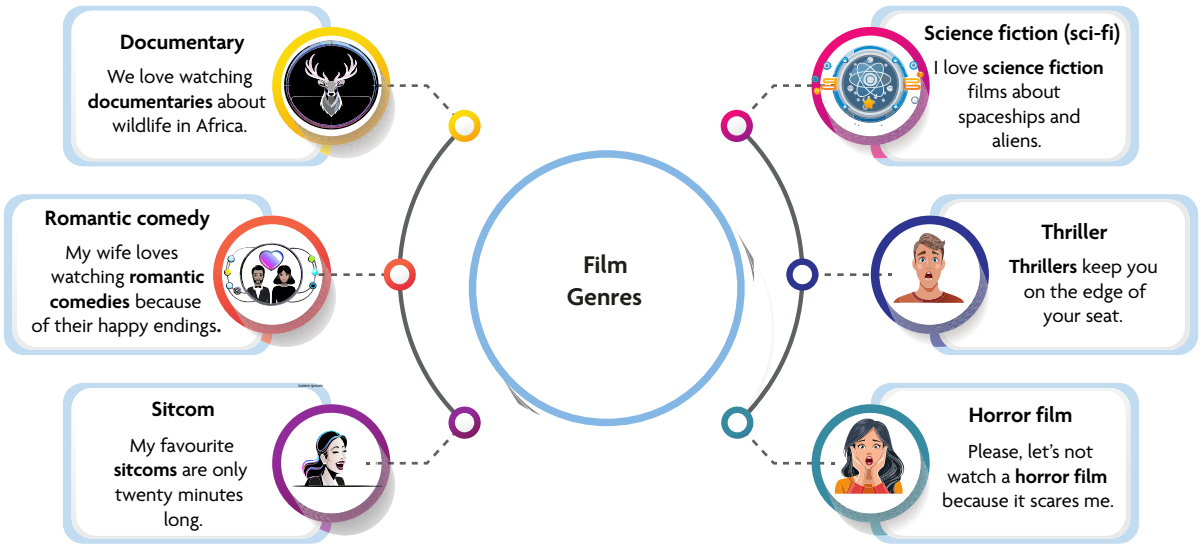
to go running
I like to **go running** early in the mornings before breakfast.

to do extreme sports
I am too scared to **do extreme sports** like bungee jumping.

to ride a horse
Can you **ride a horse**? It looks difficult.

to play badminton
I enjoy **playing badminton** with my colleagues after work.

f. Film Genres



g. Family Members and Types of Families

Vocabulary	Definition	Example Sentence
sibling	brother or sister	I could play with my **siblings** every day.
distant relative	a family member not very close	My dad could visit **distant relatives** on holidays.
nuclear family	parents + children	I live in a **nuclear family**.
single-parent family	one parent	My friend lives in a **single-parent family**.

h. Types of Houses Around the World

House Type	Description	Example Sentence
igloo	ice house	People could build **igloos** in the Arctic.
treehouse	house in a tree	Kids could play in their **treehouse** for hours.
houseboat	house on water	Some families could travel by **houseboat**.
cottage	small traditional house	My grandparents could grow vegetables near their **cottage**.

i. Hobbies and Interests of Family Members

Category	Vocabulary	Example Sentence
Sports	cycling, hiking, rafting, skiing, skating, surfing, archery	My uncle could **ski** very well when he lived in Canada.
Films	sci-fi, thrillers, documentaries, romantic, comedies, sitcoms, horror films	My mum could watch **horror films** alone when she was younger.

5.2. STRUCTURE

a. The Simple Past Tense

SIMPLE PAST TENSE

THE VERB 'TO BE'

We use them to talk about **states, feelings, places,** and **conditions in the past.**

WAS/THERE WAS

I was at the cinema to watch science fiction yesterday.

There was a skating club in my high school.

WERE/THERE WERE

We were in a farmhouse to ride a horse last weekend.

There were lots of housework to do yesterday.

My brother wasn't interested in sports when he was younger.

The houses in that small village weren't very modern.

Was Jane at the badminton club yesterday?

Were you in the farmhouse last Sunday?

ACTION VERBS

We use them to talk about **finished actions** at a specific time in the past.

REGULAR VERBS

play (played)
commute (commuted)
hike (hiked)
surf (surfed)
skate (skated)
ski (skied)
raft (rafted)

IRREGULAR VERBS

do (did)
go (went)
come (came)
run (ran)
see (saw)
ride (rode)
make (made)

b. Question tags

- I was in a farmhouse last week, wasn't I?
- He was at home, wasn't he?
- She was happy yesterday, wasn't she?
- They were in the houseboat, weren't they?
- You were tired, weren't you?
- It wasn't cold yesterday, was it?
- They weren't late, were they?

- Your sister did the ironing, didn't she?
- They watched a horror film, didn't they?
- His little brother cleaned his room last night, didn't he?
- We moved to a terraced house, didn't we?
- My father went cycling last week, didn't he?

- There was a big villa in our street, wasn't there?
- There wasn't an oven in their kitchen, was there?
- There were extreme sports clubs in your school last year, weren't there?
- There weren't documentaries on TV last night, were there?

c. 'Could' for ability

COULD FOR ABILITY

Structure	Use	Example Sentence
could	We use 'could' to talk about past abilities.	My grandmother **could** cook very well.
couldn't	We use 'couldn't' to show we were not able to do something in the past.	I **couldn't** ride a bike when I was five.

DAILY ROUTINES

Today (can)	Past (could)
I **can** run errands today.	My father **could** run errands for his parents.
We **can** do the laundry with a machine.	My grandmother **could** do the laundry by hand.
We **can** commute by bus or tram.	My grandfather **could** only walk to school.
My mum **can** do the ironing quickly.	My aunt **could** iron clothes at a young age.
We **can** empty the dishwasher easily.	There wasn't a dishwasher, so nobody **could** do this.

d. Used to

We use 'used to' to talk about habits, routines, or situations that were true in the past but are not true today.

- My great-grandmother **used to** do all the household chores by hand.
- My father **used to** live in a terraced house, but now he lives in a detached house.
- My siblings **used to** watch documentaries together. Now they prefer sitcoms.
- My uncle **used to** go cycling every weekend, but he doesn't have time now.

'Used to' always refers to the past. It shows a change between 'before' and 'now'.

(Past habits & Past situations)

1. Past Daily Routines

e.g My dad used to do the ironing every Sunday.

↓

2. Past Hobbies/Interests

e.g I used to go cycling with my brother.

↓

3. Types of Houses/Family Life

Past (Used to...)	Now (Simple Present Tense)
My great-grandmother **used to do the laundry** by hand.	We **do the laundry** with a machine.
My father **used to commute** by train.	He **commutes** by car.
My sister **used to go jogging**.	She **goes swimming**.
My brother **used to watch** horror films.	He **watches** sitcoms.
We **used to live** in a cottage.	We **live** in a detached house.
My grandparents **used to live** in a nuclear family.	My cousin **lives** in a single-parent family.

5.3. SOCIAL LANGUAGE



"Cheers for helping me!"

A friendly way to say "Thank you for your help."

✓ Cheers for helping me with my homework!

✓ Cheers for fixing my computer.



"Keep your chin up!"

Used to tell someone to stay positive and strong, especially during a difficult situation.

✓ Keep your chin up, everything will get better.

✓ I know it's a hard week, but keep your chin up!



"She's under the weather."

Means someone is feeling ill or not well.

✓ She's under the weather today, so she stayed at home.

✓ I'm a bit under the weather; I think I caught a cold.



"The exam was a doddle!"

Means something was very easy.

✓ The test was a doddle. I finished it in ten minutes!

✓ The homework was a doddle for her.



"You always pull my leg!"

Means to joke with someone or tease them in a friendly way.

✓ You're not serious, are you? You're pulling my leg!

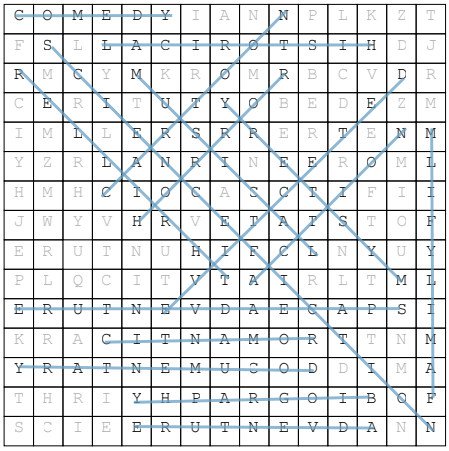
✓ Stop pulling my leg and tell me the truth!

ANSWER KEY

2.1.

1. penthouse **2.** cottage **3.** block of flats **4.** villa **5.** terraced house **6.** bungalow **Extra:** semi-detached house

2.2.



3.1. LISTENING

a.

1. do the laundry **2.** swim **3.** cook **4.** load the dishwasher **5.** vacuum the floor **6.** dust **7.** set the table **8.** run **Extra:** watch TV

b.

watch TV	✓	empty the dishwasher	✓	tell stories	✓	go to the cinema	
do the dusting		do the ironing	✓	play games	✓	sing songs	✓
vacuum the floor	✓	sweep the floors	✓	do household chores		ride a horse	
run errands		go surfing		repair old clothes		listen to the radio	✓

c.

1. emptying **2.** cottage **3.** repair shoes **4.** candlelight **5.** happy **6.** thankful

d. Possible answers:

1. Washing clothes by hand, doing the dishes by hand, sweeping the floors with brooms, etc.

2. Model building, knitting and sewing, playing card/board games, hula hooping, stamp collecting, playing in the street, etc.

3. read books/I like taking photos/I watch horror films, etc.

3.2. PRONUNCIATION

c.

ride	dishwasher	bike	high	kite
sibling	with	sister	still	light
street	treehouse	tea	film	see
jogging	jump	just	journey	daughter
kid	skating	trekking	skiing	know
villa	lane	half-sister	filled	laundry

3.3. VOCABULARY

a. Possible answers:

1. They have different materials and different structures. Because they are located in different geographies.

2. The house in the first picture is perfect for me because I love nature and quiet places.

b.

1. hut **2.** igloo **3.** houseboat **4.** nuclear family **5.** farmhouse **6.** single-parent family **7.** attached house **Extra:** treehouse

c.

1. hut **2.** igloo **3.** nuclear family **4.** houseboat **5.** attached house **6.** farmhouse **7.** single-parent family

d.

1. b **2.** a **3.** f **4.** e **5.** d **Extra:** c

e.

1. Cheers for **2.** just a doddle **3.** under the weather **4.** keep your chin up **Extra:** pull someone's leg

3.4. STRUCTURE

a. Possible answers:

People are doing household chores in the pictures. Some of them look like they are from today; some are from the past. So, the text can be about household chores today and in the past.

b.

Father: Welcome, David! Please make yourself at home!

David: Thanks so much for taking me in, Uncle. I promise I won't be a burden.

Father: How was the interview?

David: It was just a doddle. I did my best. I'm sure I will get the job. By the way, please let me help with the householdchores when I'm around.

Father: Well... Generally, your aunt does the dusting and the laundry, but she is under the weather these days. I usually cook meals, and unfortunately, I'm busy with work.

David: Then, we can handle the work with John.

Father: You heard the man, John! Looks like I have a second son. And this one actually volunteers to do the chores!

Father: You used to do a lot of housework back in your farmhouse, didn't you?

David: Yes, we did! My great-grandmother used to ask for help. So, I learned to manage by myself; I could cook meals and set the table before I was ten.

Father: Funny, John couldn't figure out how to empty the dishwasher until... Wait. Yesterday!

David: No way. Are you pulling my leg?

Father: Hey, John. David ran errands for us and did the laundry all week. I think you should...

John: Don't push it, Dad. I'm also doing my best. But I admit, it's nice having another sibling around. Hey, David! Cheers for helping us!

Father: Well, I'm glad. There was always a strong bond in our family, and there still is. Now, whose turn is it to empty the dishwasher? It is David's again, isn't it?

c.

1. am, is, are **2.** was, were **3.** the Simple Present Tense **4.** the Simple Past Tense **5.** used to **6.** could

d.

1. used to live, lived/was

2. is/share

3. couldn't do, didn't use to do/used to do

4. was/was

5. could run errands

6. prefers/are

7. didn't have/used

8. used to empty/became

e. Possible answer:

When I was a child, I used to tidy my room before I went out to play. I was responsible for setting the table for dinner. I used to help my father wash the car on Sundays. Now, I pay the bills and do the grocery shopping. Sometimes, I cook meals for my family. I take out the garbage every evening to keep the house clean.

3.5. READING

a.

Household Chores	Hobbies and Interests		
vacuum the floor run errands empty the dishwasher plant vegetables do the dusting do the laundry	watch TV listen to the radio go to the cinema do extreme sports go snowboarding play online games	play badminton go cycling go trekking go rafting skate ski	ride a horse go surfing do archery hike go jogging

b.

2. My Grandpa: The Active Hero

c.

1. Grandpa did all the household chores, and then he went to the market to bring hot bagels for his sons and grandsons.
2. He thinks that it may be the modern city life that makes them so inactive.
3. He won a medal in a national tournament.
4. He used to be a carpenter earlier in his life.
5. He promised to build a tiny treehouse after he finished the hut.
6. He can't wait for his next summer visit. He thinks he has a lot to learn from his grandfather.

d. Possible answers:

1. I am responsible for doing the dishes, laundry, etc.
2. My father goes jogging everyday, my mother likes photography, etc.
3. My father used to ride a horse when he was a child, my mother used to play outside all day long, etc.

3.6. WRITING

a. Possible answers:

1. They are watching TV.
2. It looks like a science fiction film.
3. Comedy, horror, cartoons, documentary, drama, etc.

b.

My brother and I were fascinated by cinema from a young age. We used to watch every single new horror film because we loved the adrenaline rush most, even though we couldn't sleep afterwards. Today, our interests are a bit different.

Last Saturday, it rained cats and dogs, and we decided to watch a film together. You thought it was quality family time, didn't you? Not exactly! We couldn't agree on a film. While Mum wanted to watch a documentary about history, Dad insisted on a few sitcoms instead of a film. My brother, on the other hand, suggested a romantic comedy. I couldn't even say I had two thrillers in mind. To compromise, we decided on sci-fi because it was the only genre we all loved. Honestly, it was the longest two hours of my life. My brother got lost, and my mum fell asleep in the middle of it. The best thing about the film was that it finally ended.

c.

1. documentary **2.** romantic comedy **3.** horror film **4.** thrillers **5.** sci-fi **6.** sitcoms

d. Possible answer:

Our family's film preferences are incredibly varied, and this makes screen times stressful! My father generally prefers historical documentaries. He believes they're the best because they teach him something new. My mother, however, finds them boring and always insists on a light-hearted romantic comedy. She says that she needs an easy watch after a long day. My brother and I used to binge-watch horror films when we were younger. Now, we are different. He is into psychological thrillers. I still enjoy the suspense, but I can't handle all the stress. So I usually prefer a classic sci-fi film with special effects. In the end, we often watch an old sitcom that we saw before. It is the only genre that suits all of us, isn't it?

4.1. LISTENING

a.

1. b **2.** c **3.** e **4.** a **Extra:** d

b.

1. b **2.** c **3.** a **4.** b

4.2. VOCABULARY

a.

1. farmhouse
2. household chores
3. extreme sports
4. siblings
5. a distant relative
6. commute
7. sitcom
8. immediate family
Extra: horror film

b.

1. Cheers for helping me!
2. She's under the weather because of her problems!
3. Keep your chin up!
4. You always pull my leg!
Extra: The exam was just a doodle!

4.3. READING

a.

1. She moved to her aunt's house because her aunt needed daily support and had difficulty walking.
2. She lowered the kitchen shelves, replaced the old oven, added a modern dishwasher, and rearranged the living room furniture to create wider spaces for the wheelchair.
3. They relaxed by watching sitcoms and romantic comedies together in the evenings.

b.

1. (soft) carpets, wardrobe, sofa, and bed **2.** did the dusting and folded the clothes

4.4. STRUCTURE

1. was **2.** likes **3.** told **4.** used to **5.** were **6.** used to **7.** lives **8.** could **9.** took **10.** helped

4.5. WRITING

Possible answer:

I live with my nuclear family, and our life today is very different from the past. My great-grandmother used to live in a small farmhouse in the countryside, and she could wake up very early to do the laundry and take care of her siblings. Today, my mother works at a hospital, and she commutes every day. She usually sets the table when she comes home, and my sibling and I help with household chores. I often do the dusting, and my sibling does the ironing. In our spare time, we enjoy different hobbies. I love going cycling, while my sibling prefers watching romantic comedies in the evenings. We spend time together whenever possible. Even though our routines have changed a lot, we always support each other and enjoy being a close family.

AUDIO SCRIPTS

L 4. 3. 1. b

A Sudden Blackout

It is a quiet evening after dinner for the Ekeman family. Everybody is busy with something. The grandfather is in the sitting room watching TV. The mother is vacuuming the floor while the father is emptying the dishwasher in the kitchen. The son is lying on the sofa. Everything seems ordinary...

Father: Come on, son, stop playing on your phone and do the ironing.

Son: Just five more minutes, Dad... Oh! What happened? The lights went out!

Mother: Oh no, I was cleaning.

Father: The dishwasher is half full. Great, what a night...

Son: Ugh, this is so boring.

Grandfather: Sit down, everyone. Let me tell you something. When I was a child, we lived in a small cottage with my grandparents, parents, brothers, and sisters. There weren't any electrical appliances in our house. No electricity at all.

Son: (*Giggles.*) Are you pulling my leg, Grandpa?

Grandfather: No. We used to wash the dishes by hand and sweep the floors with brooms. We used to fetch water from the well and cook in the fireplace. Your great-grandfather used to repair shoes to earn a living, and children used to help with small chores. Every evening, we studied by candlelight, and then sat together by the oil lamp and told stories to each other.

Son: Really? No TV, no games at all?

Grandfather: We didn't need screens to enjoy ourselves. Sometimes neighbours visited, and we played traditional games or sang folk songs. We didn't have toys, so we played outside until dark and sometimes listened to the radio. Believe me, we laughed a lot and felt very happy.

Son: That sounds peaceful. I never thought about life like that. Maybe this blackout isn't so bad after all. Cheers for helping me see things differently, Grandpa!

L 4. 3. 2. a

This is the street I grew up on. I used to ride my bike every day, and my siblings often came with me. Near the park, there was a cottage, and next to it stood a big villa. Across the road, you could see a lovely treehouse in the high branches, and families used to enjoy tea in their gardens. The narrow lane was peaceful but filled with joy and happy voices. When I look back, I can still remember every detail clearly.

L 4. 3. 2. b

hiking	distant	cleaning	jogging	hiking	family
sightseeing	films	extreme	joy	bike	relatives
	sitcoms	ski		kitchen	thriller
		routine			

L 4. 3. 2. c

ride	dishwasher	bike	high	kite
sibling	with	sister	still	light
street	treehouse	tea	film	see
jogging	jump	just	journey	daughter
kid	skating	trekking	skiing	know
villa	lane	half-sister	filled	laundry

L 4. 3. 2. d

In my old street, siblings rode their bikes
Past the cottage and villa alike
We played until the sun said goodbye
Laughter echoed beneath the sky.
Grandpa washed dishes by candlelight
Mum did the laundry from morning to night
Children ran errands, their hearts so light
Every day ended with stories so bright.

L 4. 4. 1 a/b

Huston: I'm glad we're sharing a room, Ethan. You're so organised. Can I ask—were chores difficult for you back home?

Ethan: Oh yes! Life on our farm was very different. We lived with my whole extended family, and everyone had daily chores.

Huston: Really? In my small family, we shared chores too. I used to set the table, take out the rubbish, and sometimes do the ironing. My sister only emptied the dishwasher and still complained.

Ethan: (*laughs*) At least you had a dishwasher! We did the laundry by hand, heated water outside, and did farm chores. My cousins fed the chickens, my uncle milked the cows, and I usually collected eggs before school.

Huston: Wow, that's much harder than what we do. At home, my dad does the laundry and cooks, and my mum organises the house and does the dusting. They try to share chores but sometimes argue.

Ethan: That's normal, but on a farm, chores aren't optional. If we don't do them, the animals can't survive. At least you didn't have to chase goats at sunrise!

Huston: (*grins*) True. My chores were nothing compared to yours. But we still have one chore here... It's your turn to make the tea.

Ethan: Deal. But you'll help me with my science homework after that!

Daha fazlası için karekodu okutunuz.

Cut out the word cards and the definition cards one by one.
Match each word with its definition and make two-sided cards (word on one side, definition on the other).
Now, you are ready to play!

sibling	distant relative	son-in-law	half-sister
single-parent family	nuclear family	immediate family	attached house
igloo	hut	treehouse	semi-detached house
houseboat	farmhouse	apartment	villa

A person who shares the same biological mother and father as you.

A person from your family tree, but you do not know them well and rarely see them.

The man who is married to one's daughter.

A female person who shares one biological parent with you, but not the other.

A type of household unit where children live with only one adult guardian.

A common type of family structure, consisting only of the primary adult carers and their offspring.

The people you live with and are most closely related to, such as primary carers and their offspring.

A residence that shares one or more common walls with other buildings on both sides.

A temporary dwelling from packed frozen material in cold climates.

A very small, simple dwelling or shelter, often made from local, rough materials.

A small structure or platform built in the branches of a large, woody plant.

A dwelling that is joined to one other home on one side, but is free on the other.

A vessel or craft that is used as a permanent home on water.

A large dwelling on a large area of cultivated land, typically where the landowner lives.

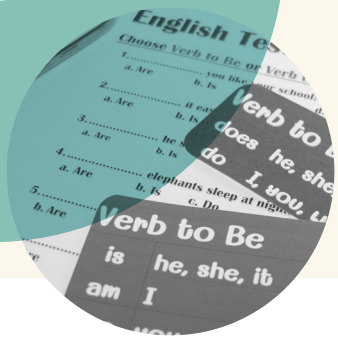
A unit in a large building where many people live, typically rented or owned within a shared complex.

A very large, luxurious residence, often with a large garden or private land.

1	2	3	4	5	6

START at 'be' • Follow the spiral path • FINISH at the last verb

get	make	take	know	think
say	ride	teach	wear	find
come	stand	walk FINISH	begin	give
see	grow	commute	set	tell
do	try	empty	spend	work
go	need	draw	drive	live
have	use	hide	feel	look
START be	clean	enjoy	play	watch



YEAR 10

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about activities to do in attractions and recreational places (cafes, cinemas, gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city. You will also answer the following questions:

- What activities can people do in attractions and recreational places in a city?
- Where do people go to get help when they have a problem or feel unwell?
- What types of transportation do people use in their neighbourhood or city?
- What are the advantages and disadvantages of different ways of travelling?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about life in the neighbourhood.	
2	I can talk about getting help from services and different types of transportation in the neighbourhood and city.	
3	I can talk about a completed action at a specific time in the past using the Simple Past Tense.	
4	I can talk about an action in progress at an exact moment in the past using the Past Progressive Tense.	
5	I can confirm or clarify past events using question tags.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about life in the neighbourhood, you can make sentences like...** People meet friends at cafés and spend time in parks. / There is a cinema and a pharmacy near my house.
2	**To talk about getting help from services and different types of transportation in the neighbourhood and city, you can make sentences like...** I went to the hospital for a regular check-up. / Public transportation is affordable, but it can be crowded.
3	**To talk about a completed action at a specific time in the past using the Simple Past Tense, you can make sentences like...** I joined a fitness class last weekend. / She travelled by train on Monday morning.
4	**To talk about an action in progress at an exact moment in the past using the Past Progressive Tense, you can make sentences like...** Yesterday, I was walking home at 6 p.m. / They were waiting at the bus stop when it started to rain.
5	**To confirm or clarify past events by using question tags, you can make sentences like...** You went to the gym yesterday, didn't you? / There wasn't a traffic jam in the morning, was there?

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Look at the pictures and write the names of places and types of transportation.



_____



_____



_____



_____



_____



_____



_____

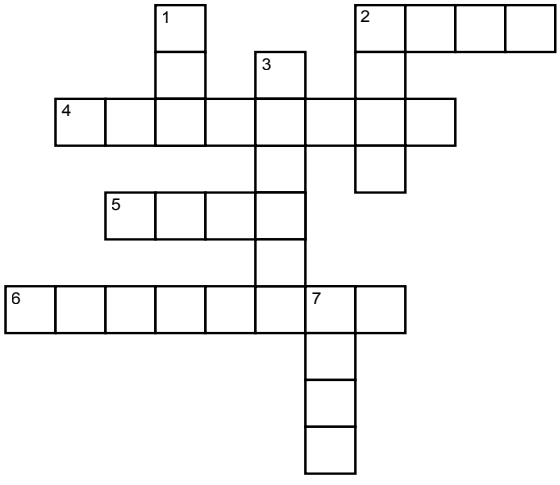


_____

2.2. Categorise the words in 'Exercise 2.1'.

Places to Relax	Places to Get Help	Transportation

2.3. Complete the crossword puzzle using the clues below.



Across

2. It is a car that takes people to places for money.
4. It is a place where doctors and nurses treat sick or injured people.
5. It is a vehicle with two wheels. People ride it by using their legs.
6. It is a place where you buy medicine and health products.

Down

1. It is a big vehicle that carries many people from one place to another.
2. It is a public vehicle that runs on rails in a city.
3. It is a place where people watch films on a big screen.
7. It is a place where people drink coffee or tea and eat snacks.

Go to page 119 to receive feedback on the 'I am making connections' **section.**

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Rate your city's public transportation in your mind and choose the best adjective(s) to describe it. Then, complete the sentence with your own words.

☐ comfortable ☐ crowded ☐ reliable ☐ fast ☐ slow

Public transportation is _____ in my city because _____.

b. Look at Paul's arm and face in the picture below. Predict what went wrong. Tick (✓) the problem(s) you may hear in the dialogue.

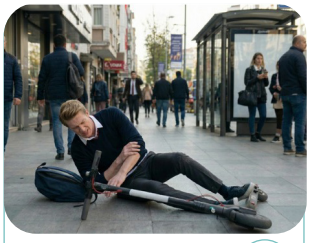




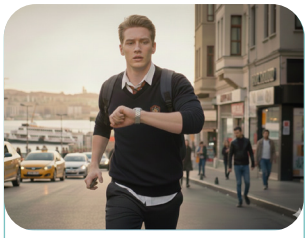
traffic jam ☐



lost phone ☐



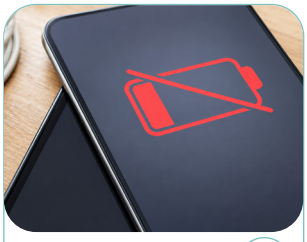
accident ☐



late for class ☐



late bus ☐



dead battery ☐



broke ☐



heavy rain ☐

c. Listen to the dialogue between Paul and Mert and check your predictions in 'Exercise b'.

L 5. 3. 1. c

d. Listen to the dialogue again and choose the correct option.

L 5. 3. 1. d

1. How did Paul go to the gym at the weekend?

a) By taxi **b)** By ferry **c)** By scooter

2. Why did not Paul take the bus to the gym?

a) It was too expensive. **b)** It was late and uncomfortable. **c)** There was a traffic jam.

3. How did the accident happen?

a) Paul lost his balance. **b)** Paul was riding too fast. **c)** The road was slippery.

4. What does Paul think about the ferry?

a) It is unsafe and slow. **b)** It is reliable and has a great view. **c)** It is always crowded.

5. Where is Mert going at the end of the conversation?

a) To the gym **b)** To the hospital **c)** To the market

e. Answer the following questions according to yourself.

1. Which means of transportation do you use the most to go to school? Why?

---.

2. What services (pharmacies, hospitals, health centres, etc.) are close to your home?

---.

3. What are the pros and cons of using e-scooters?

---.

3.2. PRONUNCIATION

a. Listen to the audio and pay attention to the underlined sounds in the following sentences.

L 5. 3. 2. a

1. The bus **st<u>o</u>pped** suddenly.
2. **<u>P</u>aul** had a big **<u>p</u>roblem** with the **<u>p</u>ublic trans<u>p</u>ort**.
3. I went to buy **<u>m</u>edicine** for my **ar<u>m</u>**.
4. My **<u>n</u>eighbourhood** is **<u>n</u>ear** the gym.
5. Let's **g<u>o</u> h<u>o</u>me** quickly; it is raining.

b. Listen to the paragraph carefully. As you listen, underline the words that contain at least one of the sounds from 'Exercise a'.

L 5. 3. 2. b

In the park across the street, I saw a crying boy because he fell off his bike. The poor kid looked pale and scared. A man helped him. A nurse stopped too. She said the clinic was open. Everything was fine, so I went to catch the football game.

c. Listen to the words below and choose the option that has a different sound.

L 5. 3. 2. c

1.	**a)** <u>p</u>arty	**b)** <u>p</u>hone	**c)** <u>p</u>lace	**d)** <u>p</u>ost office
2.	**a)** autumn	**b)** train	**c)** green	**d)** station
3.	**a)** p<u>o</u>st	**b)** cl<u>o</u>se	**c)** sh<u>o</u>p	**d)** h<u>o</u>me
4.	**a)** c<u>o</u>ffee	**b)** <u>o</u>pen	**c)** l<u>o</u>rry	**d)** st<u>o</u>p

3.3. VOCABULARY

a. Look at the pictures and match them with the words and phrases in the box. One is extra.

ask for advice	check blood pressure	e-scooter	pros and cons	bandage	underground	first-aid kit



_____



_____



_____



_____



_____



_____

b. Read the blog posts and match the highlighted words and phrases with their definitions. One is extra.



Sarah - The Best Route to the British Museum

This city is full of cool sights! My goal today was to reach the British Museum quickly to see the new exhibition. I wanted an efficient way to travel, so I chose the underground. It's the fastest system in London, and a day pass is very affordable. But it can be crowded sometimes. Everything was going well; I was reading a book when I suddenly felt very dizzy. I quickly found a chemist's near my station. The pharmacist advised me to sit down. While she was checking my blood pressure, I told her I had a headache. So, she suggested I should also buy painkillers.

Mike - The Risky Ride to the London Eye

Today, I was heading towards the London Eye to get some amazing views. Because the public transport was prone to delays, I decided to be adventurous and rent an e-scooter! It was convenient, but the city streets were in total chaos! I was riding the e-scooter when a large lorry stopped to let an old lady cross. I hit the brakes hard and fell. I only had a nasty scrape on my forearm. I found a local shop to buy a bandage and some antiseptic. I cleaned the wound and applied the bandage. The incident taught me that e-scooters might be fast, but they can be incredibly unsafe on busy roads.

Brian - The Scenic Journey to Greenwich

I wanted the most eco-friendly way to reach Greenwich, so I took a ferry along the river. The ferry was so comfortable and relaxing! I saw a huge line of cars on the road, but we were sailing smoothly past them. Because of the strong wind on the river, the trip was quite time-consuming. I felt sick after the long journey. I went into a pharmacy to browse the shelves for health products. I didn't need to buy medicine, but I wanted to ask for advice on how to feel better. The shop assistant was very helpful when she saw that I looked pale, and she gave me some herbal tea.

____ **1.** efficient	**a.** inexpensive; reasonably priced
____ **2.** affordable	**b.** to look around a shop without intending to buy anything immediately
____ **3.** time-consuming	**c.** working quickly and well without wasting time
____ **4.** convenient	**d.** likely to run late
____ **5.** prone to delays	**e.** taking a long time to complete
____ **6.** browse	**f.** to spend time relaxing
	g. easy to reach or use

c. Complete the sentences with the words and phrases in 'Exercise b'.

1. Using a small e-scooter in the city centre is far more _____ than driving a large car.

2. The journey from the suburbs by bus was so _____ that I missed my appointment.

3. If a train is often _____, I would rather use a more reliable tram service.

4. The local transportation is very _____, so most students can use it every day without financial worry.

5. Before buying a book, I always _____ the shop shelves to see the latest titles.

6. Taking the underground is the most _____ way to travel quickly across London.

d. Read the blog posts again and fill in the chart.

Vlogger	Transportation	Why (Pros)	Why Not (Cons)	Health Problem/ Service Used
Sarah				
Mike				
Brian				

e. Match the expressions with their definitions. One is extra.

____ **1.** I need to pop to...	**a.**	an exclamation used to show surprise or frustration about heavy road traffic
____ **2.** This city is full of cool sights!	**b.**	an expression used to say that a person needs to go somewhere for a short time and return quickly
____ **3.** Let's catch...	**c.**	a sentence used to apologise for being late because of unexpected personal problems
____ **4.** What a traffic jam!	**d.**	a statement used to say that a place is extremely important and should be visited by tourists
____ **5.** ... is a must-see!	**e.**	a phrase used to suggest using public transportation in order to travel to a destination
	f.	a sentence used to describe a place that has many interesting and attractive locations

f. Complete the dialogue using the expressions below. One is extra.

What a traffic jam	I need to pop to	This city is full of cool sights	It is a must-see	Let's catch

Alice: Wow, every street has something interesting to see. **(1)** _____!
Ozan: I know! We should take lots of photos. But first, I want to buy some water. **(2)** _____ the market!
Alice: No problem. After that can we go to the old town? I really want to visit the Blue Mosque today.
Ozan: OK. **(3)** _____ the bus!
Alice: Oh no... The bus isn't moving at all. **(4)** _____!
Ozan: You're right. We might be late, but at least we can enjoy the view on the way.

g. Draw a single continuous line to find the hidden word as in the example. Start at the first letter of the word. Then, move up, down, left, or right to connect the letters.

1. a piece of fabric you use to cover or protect a wound



s	o	**e**	m	**b**
r	n	**g**	k	**a**
c	f	**a**	**d**	**n**

2. the opposite of safe



n	u	r	o	c
s	a	f	u	a
h	x	e	s	m

3. a large vehicle used for carrying goods



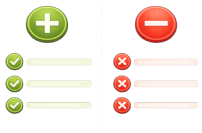
y	r	r	i	t
r	n	o	l	a
c	f	a	d	n

4. to look around a shop without planning to purchase anything



s	o	e	m	b
r	n	w	o	r
c	e	s	d	n

5. the advantages and disadvantages of something



o	r	p	i	c
s	a	n	d	c
c	j	s	n	o

6. something that is causing harm to the environment



g	n	i	t	u
s	p	o	l	l
h	x	e	g	i

7. a form of public transport that runs on rails, usually in the street



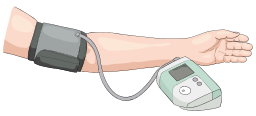
s	a	e	l	x
t	n	g	r	t
p	y	m	a	n

8. not harmful to the environment



g	y	l	e	n
e	n	d	c	d
i	r	f	o	h

9. to measure the force of the patient's blood flow, you should check his/her (blood --------)



p	o	e	v	b
e	p	r	e	c
r	u	s	s	n

10. a boat or ship for taking passengers and vehicles across an area of water, especially as a regular service



s	a	e	l	z
t	r	r	y	t
f	e	b	a	n

11. a type of transportation (subway)



g	r	o	u	n
r	y	u	k	d
e	d	n	d	h

12. not expensive



a	f	f	v	b
e	p	o	r	d
r	e	l	b	a

3.4. STRUCTURE

a. Look at the picture and describe it in 3-4 sentences.



---

b. Read the text. Then, underline the actions in progress in the past and circle the interrupting and completed actions as in the example.



(Live Transcript: Channel 5 News)

Dan Daily: This is Dan Daily, reporting live. A few minutes ago, this street was very peaceful. The sun was shining, and the birds were singing. But then, chaos struck! I'm here with Mrs Sue, and she (saw) everything. Mrs Sue, you were here when it happened, weren't you?

Sue: Yes, I was! It happened so fast. I was walking my dog, Buster, on the pavement. We were going to the park. Suddenly, Buster saw a pigeon. He pulled the leash so hard!

Dan Daily: And that's when he hit the fruit cart?

Sue: Exactly. The owner was arranging the apples, and Buster bumped into the wheel. The cart tipped over instantly!

Dan Daily: Incredible. And you, sir? You are on a bike. What were you doing?

Paul: I was riding to work. I wasn't going very fast, but when the apples rolled into the street, I had to brake immediately! It was quite dangerous.

Dan Daily: I see a young lady here with a camera. Were you a part of the accident?

Betty: No, no! I was taking photos of the old buildings for my blog. I was looking through my lens when I heard the crash. I didn't expect to get a photo of flying apples!

Dan Daily: Finally, we have Tim. You were inside the pharmacy, right?

Tim: Yes. The pharmacist was checking my blood pressure when we saw the cart fall. We both ran to the window to look.

Dan Daily: Well, as you can see, life in the neighbourhood is never boring! Back to you in the studio.

c. Match each structure with its use. One is extra.

1. We use the Simple Past Tense ____.	**a.** for past abilities
2. We use the Past Progressive Tense ____.	**b.** for interrupting or completed actions
	c. for actions in progress

d. Complete the sentences using the Simple Past Tense and the Past Progressive Tense.

1. We _____ **(buy)** medicine when a nurse _____ **(run)** in to ask for a first-aid kit.

2. They _____ **(ask)** for advice about vitamins when the fire alarm _____ **(start)** to sound.

3. While the pharmacist _____ **(check)** my blood pressure, the lights _____ **(go)** off.

4. The lorry _____ **(drive)** fast on the main road when the police _____ **(pull)** it over.

5. While I _____ **(look for)** a parking space for my e-scooter, a pedestrian _____ **(fall)** down.

e. Complete the following sentences by adding the correct question tag.

1. The ferry didn't have a delay this morning, _____?

2. Your brother attended a fitness class at the gym, _____?

3. We bought the first-aid kit at the pharmacy, _____?

4. They didn't check their blood pressure at the hospital, _____?

5. The journey on the tram wasn't very comfortable, _____?

f. Write the sentences in the correct order.

1.	suddenly rang	was putting a bandage	The fire alarm	on the patient's arm.	while the nurse
2.	last year,	was using	public transport	wasn't she?	Our neighbour
3.	was riding his bike	happened.	when	the accident	John
4.	the rain	While we	for the ferry,	started.	were waiting
5.	in the chemist's	was browsing	I	when my cousins	saw me.
6.	was moving	while the tram	slowly.	were on their way	Two lorries
7.	yesterday,	You	came to school	didn't you?	on foot
8.	joined the table.	when my friends	was surfing the Net	I	in the canteen

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

3.5. READING

a. Look at the pictures and write their names. One is extra. Then, tick (✓) the one(s) you use the most.

a bus	a train	a bike	a taxi	a car	an underground	a tram	a ship	a lorry


1 ----------


2 ----------


3 ----------


4 ----------


5 ----------


6 ----------


7 ----------


8 ----------

b. Read the news report quickly and match the paragraphs with the headings. One is extra.

1. Public Transport: Benefits and Challenges
2. A Busy Day on City Roads
3. Other Ways of Getting Around the City
4. The Most Convenient Public Transport

☐ **A** Yesterday, transportation conditions in the city caused problems for many citizens. Traffic was building up on main roads, and drivers were moving very slowly. Many people left their homes earlier than usual, but even then, travelling across the city took more time than expected. While some people were driving their cars, others were looking for alternative ways to get to their destinations.

☐ **B** Public transport played an important role throughout the day. Buses and the underground were carrying large numbers of passengers, and many people were choosing these options because they were affordable and eco-friendly. However, while passengers were waiting at stops, delays caused frustration. Vehicles became crowded during rush hours, and standing for long periods made journeys uncomfortable.

☐ **C** Other types of transportation offered different advantages. As some residents were walking or cycling short distances, they saved money and avoided traffic. On the other hand, bad weather and safety concerns limited these choices. Taxis provided comfort and flexibility, but higher fares made them less practical for daily use. The situation clearly showed that transportation choices depended on time, traffic, and personal needs.

c. Tick (✓) the correct statements according to the news report.

1. Traffic became heavier on main roads yesterday.	
2. People travelled faster than usual that day.	
3. Some people left their homes earlier to avoid delays.	
4. Public transport was completely empty during rush hours.	
5. Buses and the underground were popular because they were affordable and eco-friendly.	
6. Passengers felt comfortable standing for long periods.	
7. Walking and cycling helped some people avoid traffic.	
8. Taxis were cheap and practical for daily use.	
9. Weather affected transportation choices.	
10. One type of transportation worked well for everyone.	

d. Read the news report again and complete the summary using the words and phrases below.

flexibility | difficult | personal needs | discomfort | earlier | public transportation

According to the news report, transportation in the city became **(1)** _____ during a busy day. Traffic built up on main roads, so many people left their homes **(2)** _____, but travelling still took longer than expected. **(3)** _____ played an important role because it was affordable and eco-friendly, although delays and crowded vehicles caused **(4)** _____. Other options like walking, cycling, and taxis offered **(5)** _____, but weather, safety, and high costs affected these choices. Overall, the report shows that transportation decisions depended on traffic conditions and **(6)** _____.

e. Answer the questions according to yourself.

1. What problems do you think people face when they are travelling in a city?

_____.

2. Which type of transportation do you think people prefer during busy hours?

_____.

3. Do you think public transportation is always comfortable? Why?

_____.

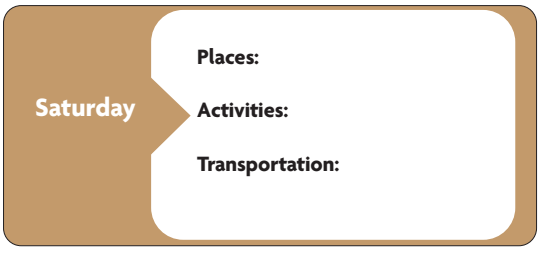
4. Which transportation would you recommend for a rainy day? Why?

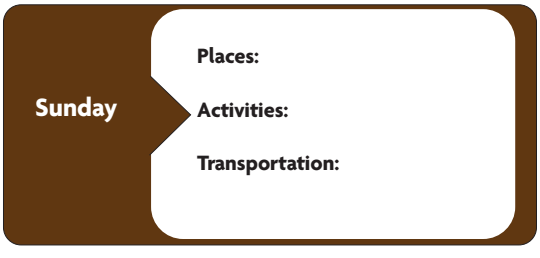
_____.

3.6. WRITING

a. Read the text and complete the table below.

Last weekend was quite active for me. On Saturday morning, I took the bus to the city centre and went to a café. While I was there, I surfed the Net and chilled out for a while. In the afternoon, I walked to the cinema with my cousin. While we were walking, we talked about our film preferences. When we arrived, I bought popcorn and snacks. I went back home by tram. My parents asked me about my day while they were preparing dinner.
On Sunday, I went to the gym by bus and attended a fitness class. After that, I stopped by a pharmacy on my way home. While I was asking for advice, the pharmacist checked my blood pressure. In the afternoon, I stayed at home and rested because I was tired after the workout. Before I went to bed, I prepared my school bag for the next day.





b. Look at Vera's calendar and write a paragraph about what she did as in 'Exercise a'. Include where she went, what she did, and how she got there using the Simple Past Tense and the Past Progressive Tense.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
10	11	12	13	14	15	16

In the Morning

Places: café, bookstore
Activities: to have breakfast, to buy books
Transportation: on foot

In the Afternoon

Places: school, library
Activities: to attend classes, to study
Transportation: by bus

In the Evening

Places: gym, home
Activities: to do Pilates, to do homework, to go to bed
Transportation: by underground

Go to pages 119, 120, 121, and 122 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

a. Listen to the dialogue and tick (✓) the correct speaker for each sentence.

L 5. 4. 1. a

Sentence	Tom	Ms Yılmaz
1. The bus is usually affordable.	◯	◯
2. The bus is too time-consuming during rush hour.	◯	◯
3. I tripped and hurt my ankle.	◯	◯
4. The underground is much more efficient and reliable.	◯	◯
5. I popped to the chemist's on the corner.	◯	◯
6. You should chill out for five minutes.	◯	◯

b. Listen to the dialogue again and write if the statements are True (T), False (F), or Not Mentioned (NM). Then, correct the false statement(s).

L 5. 4. 1. b

___ **1.** Tom arrived at the office at 9.30.
_____

___ **2.** Tom thinks the bus is prone to delays.
_____

___ **3.** Ms Yılmaz travels to work by car.
_____

___ **4.** Tom bought some painkillers at the chemist's.
_____

___ **5.** Ms Yılmaz allows Tom to take a short break before starting work.
_____

4.2. VOCABULARY

a. Complete the sentences using the words and phrases from the box below. One is extra.

time-saving | browse | ask for advice | eco-friendly | first-aid kit | prone to delays | convenient | ferry | attend check-ups

1. The new bus app makes it _____ for commuters to check arrival times.

2. Using an e-scooter is a(n) _____ way to travel because it doesn't pollute the air.

3. My doctor told me it is important to _____ regularly, so I book an appointment every six months.

4. You should always keep a(n) _____ in your car or at home in case of small accidents.

5. Unfortunately, rush-hour trains are often _____, so I leave early to make sure I am on time for my meeting.

6. If you are unsure about a medicine, you should _____ from the pharmacist before you buy it.

7. If you need to cross the river, you can take the _____ instead of driving around the bridge.

8. The new underground line is very _____ and cuts the journey to the airport by 20 minutes.

b. Read the situations below and write a suitable expression. One is extra.

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

1. You are on a bus on your way to school. The cars are not moving, and the road is very crowded. You look out of the window and speak to the driver. What do you say?

---

2. You walk around the city centre with your friend. Everywhere you look, there is something interesting to see. You share your opinion. What do you say?

---

3. You want to go to the shopping centre, but it is far and you are tired. A bus is coming soon. You suggest an idea to your friend. What do you say?

---

4. You are at home with your family, and you remember that you need a few small things like bread and milk. The market is very close. What do you say?

4.3. READING

Read the text below and answer the questions.

Yesterday afternoon, Alex went to the pharmacy in his neighbourhood because he was feeling tired. He wanted to buy some vitamins and ask for advice. When he arrived, the pharmacy was very crowded. People were waiting in line, and the pharmacists were helping customers one by one.

While Alex was standing near the counter, a pharmacist was checking an elderly man's blood pressure. At the same time, another customer was buying medicine and asking questions. Everyone looked a bit impatient because it was taking a long time.

Suddenly, something surprising happened. A small child dropped a box of bandages, and they fell all over the floor. While people were picking them up, the atmosphere changed, and everyone became calmer. The pharmacist thanked the customers for their help.

After that, it was finally Alex's turn. While the pharmacist was giving him advice, Alex browsed for some health products. He bought vitamins and a first-aid kit. When Alex left the pharmacy, the place was still busy, but the line was moving faster.

1. Why did Alex go to the pharmacy?

---

2. Was the pharmacy quiet when Alex arrived?

---

3. What was the pharmacist doing while Alex was standing near the counter?

---

4. What surprising event happened in the pharmacy?

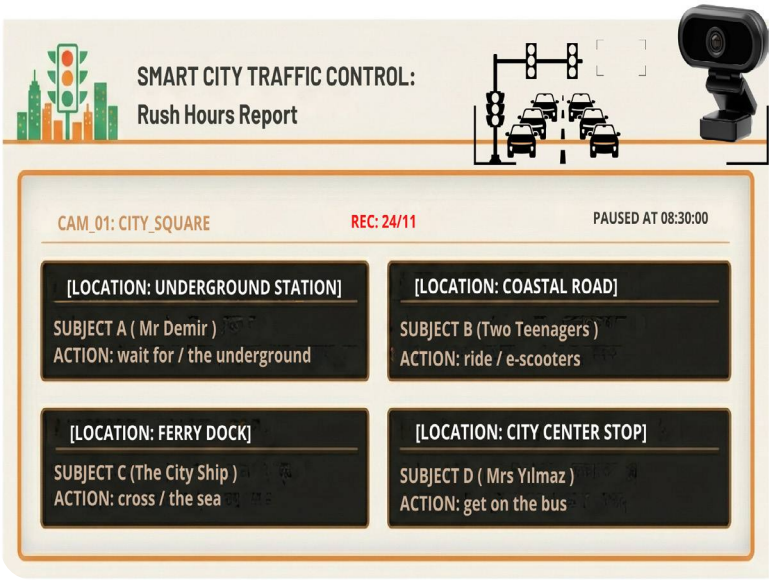
---

5. Which two items did Alex buy before he left the pharmacy?

4.4. STRUCTURE

a. Look at the monitor data below. Then, complete the sentences using the Past Progressive Tense.

What was happening in the city during rush hour at 08.30 a.m. yesterday morning?



1. At 08.30, Mr Demir _____ the underground at the metro station.

2. The two teenagers _____ e-scooters on the coastal road.

3. The city ship wasn't at the dock; it _____ the sea.

4. At 08.30, Mrs Yılmaz _____ the bus at the city centre stop.

b. Choose the correct option.



I decided to join the new sports club in my neighbourhood yesterday. My best friend Ali came with me. It started well. We **(1) were doing / did** our warm-up exercises happily when the instructor started to show us a difficult move. Everyone else looked so professional, but I was struggling! **(2) While / When** I was trying to balance on one leg, I suddenly fell over and crashed into the equipment rack! It made a huge noise. The music stopped, and everyone looked at me. I turned to Ali and whispered, "You saw everything, **(3) didn't you / weren't you?"** He was laughing so hard! After that embarrassment, we needed to chill out. We went to the cinema to watch the new comedy. We **(4) were buying / bought** popcorn when the film started, so we had to run to our seats in the dark. It was a funny day, **(5) wasn't it / didn't it?**



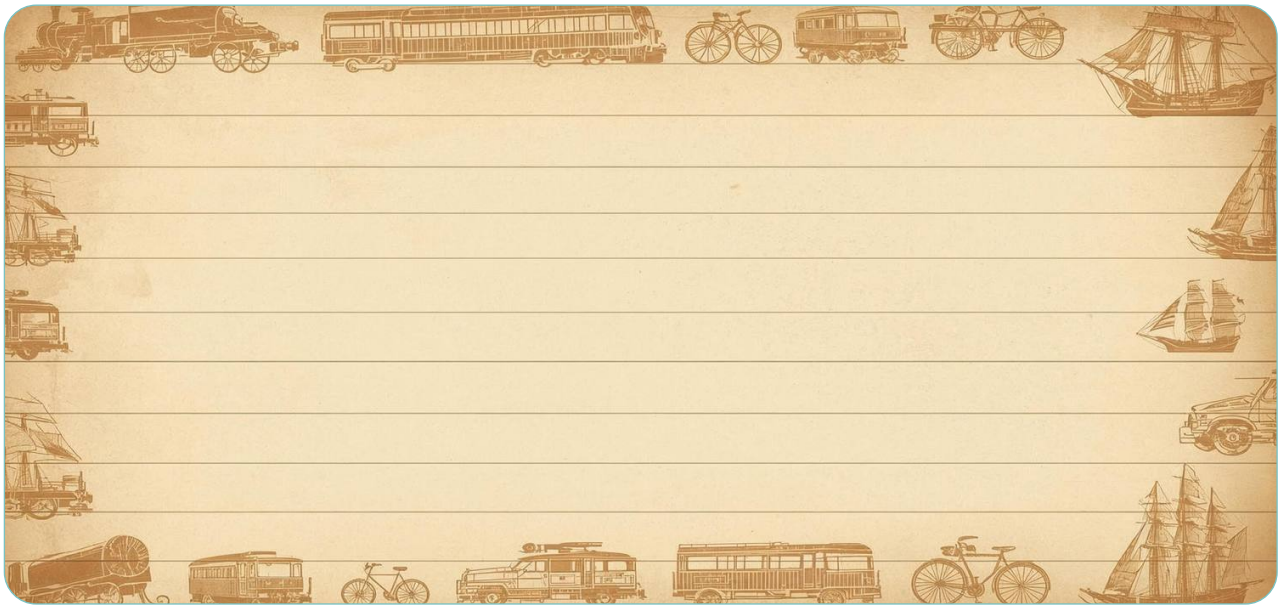


4.5. WRITING

Write a short paragraph with at least five sentences about a specific means of public transportation in your city (the bus, the tram, the ferry, or the underground, etc.).

In your paragraph,

- Describe the transportation using at least two of these adjectives: eco-friendly, reliable, efficient, affordable, time-consuming, polluting, uncomfortable, (prone to) delays.
- Share a past experience to show the pros and cons of using this type of public transportation.
- Connect your ideas using 'when' and 'while' with the Simple Past Tense and the Past Progressive Tense.



Go to pages 122 and 123 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use the Simple Past Tense, The Past Progressive Tense, and question tags?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about activities to do in attractions, getting help from services, and pros and cons of different types of transportation. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

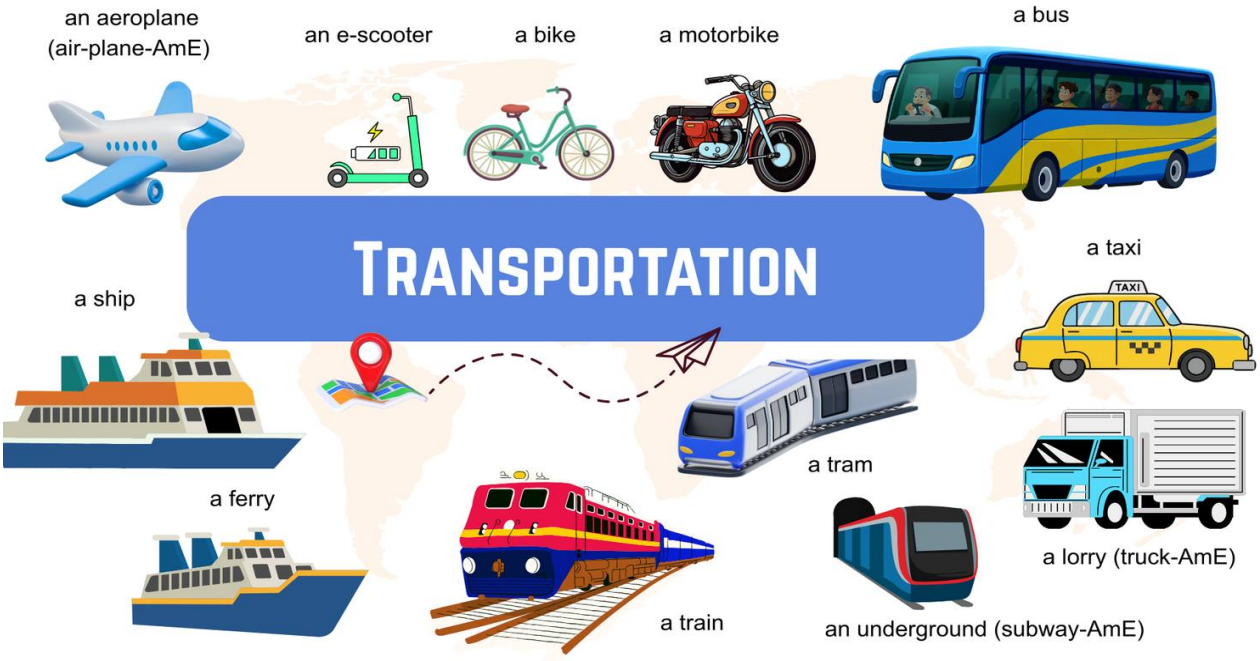
LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Transportation



b. Pros and Cons of Different Types of Transportation

Taking a train is usually **efficient**, but the tickets can sometimes be expensive for students.

efficient

The underground is usually **time-saving** because there is never a traffic jam.

time-saving

The bike is **eco-friendly** because it uses human power.

eco-friendly

The bus is **reliable** on weekdays because it stops near my house every 15 minutes.

reliable

We go to the hospital by bus because it is more **affordable** than a taxi.

affordable

The pharmacy is close, so walking there on foot is **convenient**.

convenient

uncomfortable

The old bus is **uncomfortable** because the seats are too hard.

polluting

The lorry is necessary for services, but it is very **polluting** in the narrow city streets.

(prone) to delays

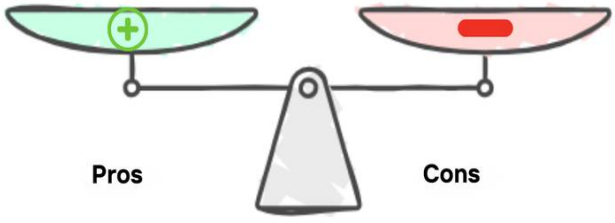
The aeroplane is **prone to delay** when there is a lot of snow.

time-consuming

There are many essential services in my neighborhood, but the traffic is **time-consuming**.

unsafe

A motorbike is time-saving in the city, but it can be **unsafe** in heavy rain.



c. City and Social Life Activities/Recreational Activities

to do Pilates
The students did Pilates in the garden this morning.

to buy snacks/ popcorn
They bought popcorn at the cinema before the film started.



to surf the Net
He surfed the Net for an hour after lunch.

to attend fitness classes
Last week, she attended a fitness class at the gym.

to chill out
Yesterday, I chilled out at the café.

to join tournaments
He joined a tennis tournament last summer.

d. Getting Help From Services in the Neighbourhood and the City





to browse in a chemist's
You can browse in a chemist's for new shampoos and face creams.



to buy health products/vitamins
You can buy medicine, health products, or vitamins at a chemist's.



to check blood pressure
You can check your blood pressure or attend regular check-ups.



to ask for advice
You can browse products or ask a chemist for advice.



a first-aid kit



a bandage

5.2. STRUCTURE

a. The Simple Past Tense & The Past Progressive Tense

The Simple Past Tense vs. The Past Progressive Tense

Simple Past Tense

• Describes completed actions



Two lorries **collided** at the crossroad yesterday.

*The action is finished.



My sister **went** to school by tram yesterday.

*The trip to school is over.

Past Progressive Tense

• Describes actions in progress



We **were travelling** by ferry at 2 o'clock yesterday.

*The action was ongoing at that exact time



What **were** you **doing** at this time yesterday?

*Asks about ongoing past action

Using Them Together

An Interrupted Action





The doctor **was checking** my blood pressure when you **called** me.

*The call (Simple Past) interrupted the check-up (Past Progressive).

Two Simultaneous Actions





I **was going** to school while my friends **were waiting** for me.

*Both actions were in progress simultaneously.

b. Question Tags

The Simple Past Tense

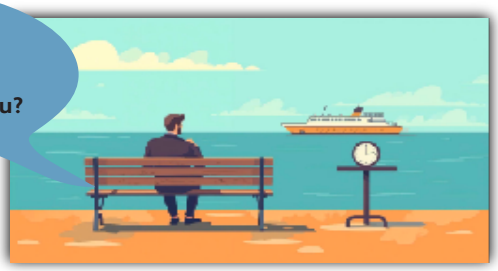


You came to school on foot yesterday, didn't you?

Use this to confirm a positive statement about a completed past action.

The Past Progressive Tense

You were waiting for the ferry at 2 o'clock yesterday, weren't you?



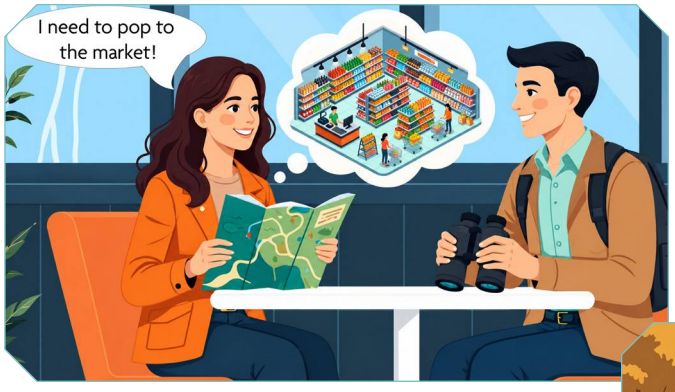
Use this to confirm an action that was in progress.



There wasn't a traffic jam two hours ago, was there?

Use this to confirm a negative statement about a past situation.

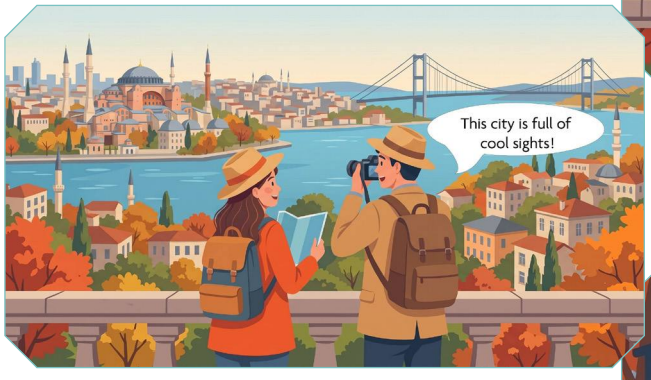
5.3. SOCIAL LANGUAGE



It is a casual way to say you are going somewhere for a short time.



It means a place is highly recommended, and you should definitely visit it.



We can use this to describe a city with many interesting things to see.



It is an informal way to suggest using public transportation.



We can use this when traffic is very slow or completely stopped.

ANSWER KEY

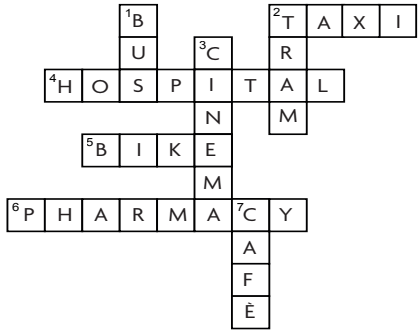
2.1.

1. taxi **2.** bike **3.** café **4.** tram **5.** hospital **6.** pharmacy **7.** cinema **8.** bus

2.2.

PLACES TO RELAX	PLACES TO GET HELP	TRANSPORTATION
café	hospital	taxi tram
cinema	pharmacy	bike bus

2.3.



3.1. LISTENING

a. Possible answers:

✓ **comfortable** ✓ **crowded** ☐ **reliable** ☐ **fast** ☐ **slow**

Public transportation is comfortable in my city because there is usually no traffic./Public transportation is often crowded in my city because it is cheaper and more convenient than driving.

b.

traffic jam (✓) accident (✓) late bus (✓)

d.

1. c **2.** b **3.** a **4.** b **5.** c

e.

Possible answers:

1. I use the bus/the underground/the ferry/my e-scooter./I go on foot. Because it is fast/cheap/relaxing./Because I can chill out/read books./Because there is no traffic.

2. There is a chemist's right next to my building. I usually go there to buy medicine if I have a cold, or sometimes I just browse the shelves for vitamins or shampoo./There is a small health centre nearby. I go there when I need a routine check-up.

3. While e-scooters are time-saving and environmentally friendly, they are not safe and reliable.

3.2. PRONUNCIATION

b. In the park across the street, I saw a crying boy because he fell off his bike. The poor kid looked pale and scared. A man helped him. A nurse stopped too. She said the clinic was open. Everything was fine, so I went to catch the football game.

c.

1. b **2.** a **3.** c **4.** b

3.3. VOCABULARY

a.

1. e-scooter **2.** pros & cons **3.** ask for advice **4.** check blood pressure
5. bandage **6.** first-aid kit **Extra:** underground

b.

1. c **2.** a **3.** e **4.** g **5.** d **6.** b **Extra:** f

c.

1. efficient **2.** time-consuming **3.** prone to delays **4.** affordable **5.** browse **6.** convenient

d.

Vlogger	Transportation	Why (Pros)	Why Not (Cons)	Health Problem/Service Used
Sarah	underground	efficient/affordable	crowded (rarely)	dizziness/headache/check blood pressure
Mike	e-scooter	time-saving/convenient	unsafe/chaos (traffic)	scrape/buy a bandage and some antiseptic
Brian	ferry	eco-friendly/comfortable/ relaxing	time-consuming	sickness/browse/ask for advice

e.

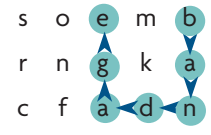
1. b **2.** f **3.** e **4.** a **5.** d **Extra:** c

f.

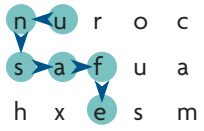
(1) This city is full of cool sights
(2) I need to pop to the market
(3) Let's catch.
(4) What a traffic jam! **Extra:** It is a must-see.

g.

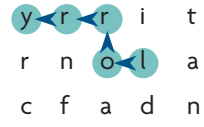
1. bandage



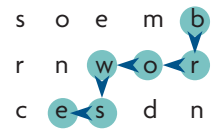
2. unsafe



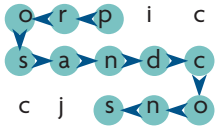
3. lorry



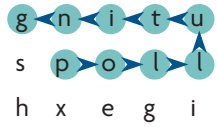
4. browse



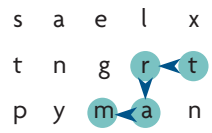
5. pros and cons



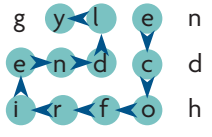
6. polluting



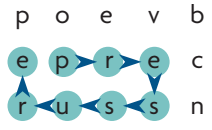
7. tram



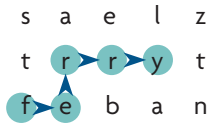
8. eco-friendly



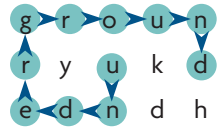
9. pressure



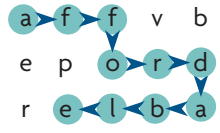
10. ferry



11. underground



12. affordable



3.4. STRUCTURE

a. Possible answers:

There is an old lady holding her dog. The woman is taking photos. There is a man and he is reporting the news. The apples are on the ground. The old man and the boy are surprised.

b.

(Live Transcript: Channel 5 News)

Dan Daily: This is Dan Daily, reporting live. A few minutes ago, this street was very peaceful. The sun was shining, and the birds were singing. But then, chaos struck! I'm here with Mrs Sue, and she saw everything. Mrs Sue, you were here when it happened, weren't you?

Sue: Yes, I was! It happened so fast. I was walking my dog, Buster, on the pavement. We were going to the park. Suddenly, Buster saw a pigeon. He pulled the leash so hard!

Dan Daily: And that's when he hit the fruit cart?

Sue: Exactly. The owner was arranging the apples, and Buster bumped into the wheel. The cart tipped over instantly!

Dan Daily: Incredible. And you, sir? You are on a bike. What were you doing?

Paul: I was riding to work. I wasn't going very fast, but when the apples rolled into the street, I had to brake immediately! It was quite dangerous.

Dan Daily: I see a young lady here with a camera. Were you a part of the accident?

Betty: No, no! I was taking photos of the old buildings for my blog. I was looking through my lens when I heard the crash. I didn't expect to get a photo of flying apples!

Dan Daily: Finally, we have Tim. You were inside the pharmacy, right?

Tim: Yes. The pharmacist was checking my blood pressure when we saw the cart fall. We both ran to the window to look.

Dan Daily: Well, as you can see, life in the neighbourhood is never boring! Back to you in the studio.

c.

1. b **2.** c **Extra:** a

d.

1. were buying/ran **2.** were asking/started **3.** was checking/went **4.** was driving/pulled **5.** was looking/fell

e.

1. did it **2.** didn't he **3.** didn't we **4.** did they **5.** was it

f.

1. The fire alarm suddenly rang while the nurse was putting a bandage on the patient's arm.
2. Our neighbour was using public transportation last year, wasn't she?
3. John was riding his bike when the accident happened.
4. While we were waiting for the ferry, the rain started.
5. I was browsing in the chemist's when my cousins saw me.
6. Two lorries were on their way while the tram was moving slowly.
7. You came to school on foot yesterday, didn't you?
8. I was surfing the Net in the canteen when my friends joined the table.

3.5. READING

a.

1. a ship **2.** a train **3.** a car **4.** a bike **5.** a bus **6.** a tram **7.** an underground **8.** a taxi **Extra:** a lorry

b.

A 2 **B** 1 **C** 3 **Extra:** 4

c.

1. Traffic became heavier on main roads yesterday.	✓
2. People travelled faster than usual that day.	
3. Some people left their homes earlier to avoid delays.	✓
4. Public transportation was completely empty during rush hours.	
5. Buses and the underground were popular because they were affordable and eco-friendly.	✓
6. Passengers felt comfortable standing for long periods.	
7. Walking and cycling helped some people avoid traffic.	✓
8. Taxis were cheap and practical for daily use.	
9. Weather affected transportation choices.	✓
10. One type of transportation worked well for everyone.	

d.

1. difficult **2.** earlier **3.** Public transportation **4.** discomfort **5.** flexibility **6.** personal needs

e.

1. People often face traffic jams, crowded buses, long waiting times, and delays. Sometimes roads are closed, and it is hard to find parking.

2. During busy hours, many people prefer buses or the underground because they are cheaper and faster than driving in heavy traffic.

3. No, it is not always comfortable because it can be very crowded, noisy, and hot.

4. I recommend taking the bus because you stay dry and safe, and you do not have to walk much in the rain.

3.6. WRITING

a.

Saturday

Places: a café, the cinema

Activities: surfing the Net, chilling out, walking to the cinema, talking about film preferences, buying popcorn and snacks, preparing dinner

Transportation: by bus, on foot, by tram

Sunday

Places: gym, pharmacy, home

Activities: attending a fitness class, asking for advice at the pharmacy, checking blood pressure, resting, preparing the school bag

Transportation: by bus

b. Possible answer:

On Friday, Vera went to a café to have breakfast in the morning. Then she walked to the bookstore and bought books for her studies. In the afternoon, Vera went to school by bus and attended classes. Later, she studied at the library. In the evening, she took the underground to the gym and did Pilates. After she went home, Vera did her homework and went to bed.

4.1. LISTENING

a.

Sentence	Tom	Ms Yılmaz
1. The bus is usually affordable.	✓	
2. The bus is too time-consuming during rush hour.		✓
3. I tripped and hurt my ankle.	✓	
4. The underground is much more efficient and reliable.		✓
5. I popped to the chemist's on the corner.	✓	
6. You should chill out for five minutes.		✓

b.

1. F/Tom arrived at the office 9.45.
2. T
3. NM
4. F/Tom asked for advice and bought some bandage.
5. T

4.2. VOCABULARY
a.

1. convenient **2.** eco-friendly **3.** attend check-ups **4.** first-aid kit **5.** prone to delays **6.** ask for advice **7.** time-saving
Extra: browse

b.

1. What a traffic jam! **2.** This city is full of cool sights! **3.** Let's catch the bus! **4.** I need to pop to the market!
Extra: The Topkapı Palace is a must-see in İstanbul!

4.3. READING

1. He went because he was feeling tired and wanted to buy vitamins and ask for advice.
2. No, it wasn't. The pharmacy was very crowded when he arrived.
3. The pharmacist was checking an elderly man's blood pressure.
4. A small child dropped a box of bandages on the floor.
5. He bought vitamins and a first-aid kit.

4.4. STRUCTURE

a.

1. At 08.30, Mr Demir was waiting for the underground at the underground station.
2. The two teenagers were riding e-scooters on the coastal road.
3. The city ship wasn't at the dock; it was crossing the sea.
4. At 08.30, Mrs Yılmaz was getting on the bus at the city centre stop.

b.

1. were doing **2.** While **3.** didn't you **4.** were buying **5.** wasn't it

4.5. WRITING
Possible answer:
In my city, the underground is mostly efficient and reliable, but it can feel uncomfortable when it is crowded. One day, the underground was running late, so the platforms were full of people. While I was standing in the carriage, passengers were holding onto the rails and trying to make space for others. Still, when the train finally started moving, it travelled quickly. I reached my destination faster than by car.

AUDIO SCRIPTS

L 5. 3. 1. b/c

(*School bell rings.*)

Mert: Paul! Is that a bandage on your arm?
Paul: Yeah. I had a crazy Saturday.
Mert: What happened? You were going to the gym, weren't you?
Paul: I was trying to! But the bus was late and honestly, when it came, everyone got on. It became uncomfortable. So, I took an e-scooter instead.
Mert: Oh, those are super-fast.
Paul: And unsafe! I was riding the scooter, and I couldn't keep my balance. Then, I fell off, of course.
Mert: Ouch! You didn't go to the hospital, did you?
Paul: No. I went to a chemist's. The chemist helped me clean the wound, and I bought some bandages.
Mert: Did you go home after that?
Paul: No, I needed to chill out. I went to a café to surf the Net and eat some snacks.
Mert: Good plan.
Paul: Then I took the ferry back. It's reliable, and the view was great. It was amazing. Plus, there was no traffic jam.
Mert: I agree. Ferries are really time-saving in İstanbul. And, you are right. This city is full of cool sights! Anyway, I hope you get well soon! Now, I need to pop to the market across the street very quickly. See you in class!
Paul: Thank you. Bye!

L 5. 3. 2. a

1. The bus stopped suddenly.
2. Paul had a big problem with the public transport.
3. I went to buy medicine for my arm.
4. My neighbourhood is near the gym.
5. Let's go home quickly; it is raining.

L 5. 3. 2. b

In the park across the street, I saw a crying boy because he fell off his bike. The poor kid looked pale and scared. A man helped him. A nurse stopped too. She said the clinic was open. Everything was fine, so I went to catch the football game.

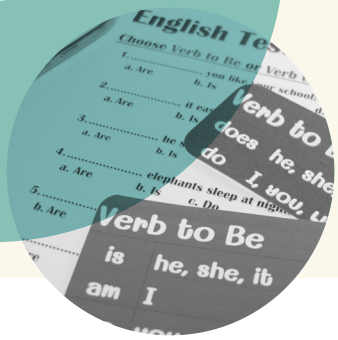
L 5. 3. 2. c

1.	**a)** party	**b)** phone	**c)** place	**d)** post office
2.	**a)** autumn	**b)** train	**c)** green	**d)** station
3.	**a)** post	**b)** close	**c)** shop	**d)** home
4.	**a)** coffee	**b)** open	**c)** lorry	**d)** stop

L 5. 4. 1.

Ms Yılmaz: Tom, look at the time! It's 9.45. You are late for the meeting.
Tom: I'm so sorry, Ms Yılmaz. It was a terrible morning.
Ms Yılmaz: Let me guess. You took the bus, didn't you?
Tom: Yes, I did. I usually take it because it's affordable, but today it was a disaster. It was so prone to delays. We were stuck for ages near the city centre.
Ms Yılmaz: I told you before. The bus is too time-consuming during rush hour. The underground is much more efficient and reliable.
Tom: I know, I know. But that's not the only problem. While I was sitting on the bus, I started feeling very dizzy. It was so crowded and uncomfortable.
Ms Yılmaz: So, did you get off?
Tom: Yes. I got off at the next stop to get some fresh air. But while I was getting off, I tripped and hurt my ankle.
Ms Yılmaz: Oh dear. You went to a doctor, didn't you?
Tom: No, I didn't have time for hospital. I just popped to the chemist's on the corner. The chemist was very helpful.
Ms Yılmaz: What did she do?
Tom: She checked my blood pressure because I was pale. Then I asked for advice about my ankle. She gave me this bandage and told me to rest.
Ms Yılmaz: Well, you are here now. Grab a coffee and chill out for five minutes before you start working. But tomorrow, please take the underground!

Daha fazlası için karekodu okutunuz.



YEAR 10

LIFE IN THE WORLD & CULTURE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world. You will also answer the following questions:

- How do you describe actions that began in the past and continue into the present?
- Which modals describe necessary, not necessary, or obligatory events?
- How do we use countable nouns and uncountable nouns?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about continents, countries, and nationalities, as well as shopping for food and personal food preferences, and the food and food culture from different parts of the world.	
2	I can describe actions that began in the past and continue into the present and that happened recently but have an impact on the present.	
3	I can describe an unspecified amount and uncertainty or absence and express large quantities.	
4	I can confirm information, encourage agreement, and seek reassurance.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about continents, countries, and nationalities, as well as shopping for food and personal food preferences, and the food and food culture from different parts of the world, you can make sentences like...** Many tourists come here to taste traditional Turkish dishes and try new international flavours.
2	**To describe actions that began in the past and continue into the present, and that happened recently and has an impact on the present, you can make sentences like...** I have eaten Italian food since I was a child. / I have just tried Mexican food, and now it is my favourite cuisine.
3	**To describe an unspecified amount and uncertainty or absence, and express large quantities, you can make sentences like...** There isn't any fresh bread left at the bakery. / This market sells some kinds of fruit from around the world.
4	**To confirm information, encourage agreement, and seek reassurance, you can make sentences like...** You have tried food from different countries, haven't you? / You haven't tried Japanese food yet, have you?

LIFE IN THE WORLD & CULTURE

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Look at the flags and write each person's country and nationality.

1 

Ewan: I am from _____. I am _____.

2 

Lukas: I am from _____. I am _____.

3 

Elias: I am from _____. I am _____.

4 

Giulia: I am from _____. I am _____.

5 

Lucia: I am from _____. I am _____.

2.2. Look at the pictures below and match the words with the pictures. One is extra.

creamy	fried	sweet	sour	savoury	hot	juicy

1 

_____

2 

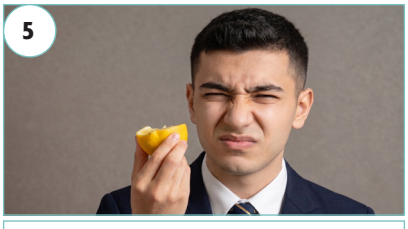
_____

3 

_____

4 

_____

5 

_____

6 

_____

Go to page 143 to receive feedback on the 'I am making connections' **section.**

LIFE IN THE WORLD & CULTURE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Match the words with the pictures. One is extra.

baklava	salad	croissant	grilled steak	kebab	chopsticks


1 ----------


2 ----------


3 ----------


4 ----------


5 ----------

b. Listen to the audio and circle the correct answer.

L 6. 3. 1. b

1. **Elif** / **Lucas** is a student at the host school.
2. Clara can cook foods from **Spanish** / **Turkish** local cuisine.
3. Jason is a **vegetarian** / **vegan**.
4. Hana is able to eat with **a fork and knife** / **chopsticks**.
5. Lucas' favourite is **baklava** / **Turkish kebab**.

WHO...	NAME
1. chooses food carefully because of a personal eating lifestyle?	----------
2. enjoys flavours similar to those in their own country?	----------
3. wants to try a traditional dish but is worried about how to eat it?	----------
4. mentions hospitality while talking about Turkish food?	----------
5. mentions a special dietary requirement?	----------
6. is interested in discovering different cultures through food?	----------
7. pays attention to how healthy or light the food is?	----------

L 6. 3. 1. c

d. Answer the following questions about yourself.

1. What is your favourite food?
   ----------.
2. Have you ever tasted a dish from an international cuisine? If so, what is it?
   ----------.
3. What kind of flavours do you like? Spicy, sour, or sweet?
   ----------.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

L 6. 3. 2. a

Today, I'm at the shop to buy some healthy food. I'm **putting** a few things into my **trolley** because I need some ingredients for my dinner—some **garlic** and fresh grapes, as well as some gluten-free products. I also look for foods that are rich in protein because they help me stay healthy and energetic. When I finish my shopping, I have to wait in the **queue** for a few minutes. Before paying and receiving my receipt at this shop, I always buy a pair of high-**quality** kitchen gloves in size "**S**" because they fit my hands **better**. I've prepared my own meals and cleaned the **dishes** for years. I try to avoid fried and very **salty** snacks, such as French **fries** or biscuits. I usually prefer **something** grilled or barbecued because it's healthier.

b. Listen and repeat the words.

L 6. 3. 2. b

putting trolley	garlic better	queue quality	size "S"	salty something	dishes fries

c. Listen to the given words and circle the word with a different sound in each group.

L 6. 3. 2. c

1. today / ingredient / this / starter

2. grapes / fries / snacks / spice

3. garlic / grape / receipt / grilled

4. salt / trolley / traditional / nation

d. Listen to the audio. Then, read the tongue twister aloud as fast as possible.

L 6. 3. 2. d



The tired shopper tried to queue quickly for traditional grilled treats, while the cashier carefully checked the receipt for fresh grapes, garlic, and other important ingredients.

3.3. VOCABULARY

a. Look at the pictures below and tick (✓) the healthy ones.













b. Read the text and match the highlighted words and phrases with the pictures. One is extra.

Emma: Leo, I'm glad you came shopping with me today. This new world food market is huge!
Leo: Definitely! Thanks for inviting me. My bag is already heavy, though... Could you lend a hand with this?
Emma: Of course! Let's get a trolley so we don't have to carry everything.
Leo: Good idea. Oh, look! The vegan section has so many new products.
Emma: And they finally have fresh gluten-free bread. I haven't bought it for weeks.
Leo: Nice! And these snacks are at a discount today. Should we buy a few? I like savoury ones.
Emma: Sure! I like salty snacks. I will buy some cereal, too. They're perfect for breakfast. Let's walk to the cashier.
Leo: Don't forget to take the receipt after we pay.
(*They finish shopping and walk outside.*)
Leo: I'm starving. Do you want to grab a bite?
Emma: Yes! I really don't want to cook tonight. We could have pizza or a hamburger, but let's eat out instead. I have discovered a new Croatian restaurant nearby. I tried their cuisine when I was in Croatia. Let's go there.
Leo: Great! I'll pick up a salad when we get there. But remember, I'm not into spicy food!
Emma: No problem. The restaurant has delicious traditional dishes. We can even order a small starter before the main course. They also serve a very good steak if you want something filling.
Leo: Sounds perfect. Let's go!

1  _____

2  _____

3  _____

4  _____

5 

_____

6  _____

7  _____

8  _____

9  _____

c. Complete the sentences with the suitable words and phrases in 'Exercise b'.

1. My sister can't eat wheat, so she always buys _____ bread.
2. I put all my groceries into the shopping _____ at the supermarket to carry them easily.
3. After paying for the shopping, I always take the _____ and keep it in case I need it later.
4. Alex has bought the coat cheaply because there is a 30% _____ at the store.
5. Ahmet ordered a perfectly cooked, juicy _____ served with mashed potatoes.
6. At breakfast, Lucy likes eating _____ pancakes instead of sweet ones.
7. When I feel a bit hungry, I generally have some _____ between meals.
8. I have tried some _____ like *Basler Läckerli* and *Soupe de Chalet* in Switzerland.

d. Match the social language expressions with their definitions. One is extra.

____ **1.** Do you want to grab a bite?	**a.** to say that you do not like or are not interested in a particular type of food
____ **2.** I'll pick up a salad!	**b.** to suggest going to a restaurant instead of eating at home
____ **3.** Let's eat out tonight!	**c.** to offer to buy or get some food
____ **4.** I'm not into spicy food!	**d.** to ask someone if they want to eat something quickly or casually
____ **5.** Could you lend a hand with this?	**e.** to talk about a meal you ate in the past in detail
	f. to ask someone for help

e. Read the situations below and choose the suitable expressions from the box. One is extra.

Do you want to grab a bite?	Could you lend a hand with this?	Let's eat out tonight!
I'm not into spicy food!	I'll pick up a salad!	

1. We've been studying all afternoon, and no one feels like cooking.

---.

2. We're getting ready for a family feast, and there's a lot to do in the kitchen.

---.

3. Everyone at the table is enjoying the hot peppers, but I'll skip them.

---.

4. I've already had a heavy meal today, so I don't want anything fried or sweet.

---.

f. Find the words in the word search in every direction.

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

TROLLEY

GLUTEN-FREE

SAVOURY

DISCOUNT

SNACKS

RECEIPT

TRADITIONAL DISHES

STEAK

3.4. STRUCTURE

a. Look at the pictures and describe what you see.





---

b. Read the phone call dialogue and underline the time expressions and actions connecting the past with the present.

Lisa: Hi, Max! You sound excited today.
Max: I am! I have just arrived in Portugal, and I am visiting a local food market right now.
Lisa: Really? How long have you been in Portugal?
Max: I have been here for ten days so far. I have loved it since the first day.
Lisa: You enjoy discovering food from different countries, don't you?
Max: Definitely. I have travelled to a lot of countries in Europe, Asia, and North America for several years. I have been to almost all continents except for Antarctica. Travelling and trying food has always been my favourite activity.
Lisa: Have you bought anything interesting at the market?
Max: Yes, I have. I have already bought some fresh fish, local cheese, and traditional bread. I have just talked to a Portuguese seller about how they prepare seafood.
Lisa: That sounds great. You prefer local food to fast food, don't you?
Max: Of course. I have never liked fast food very much. I think local food tells more about a culture.
Lisa: You haven't tried every Portuguese dish yet, have you?
Max: Not yet, but I will. I have learned a lot about Portuguese food habits since I arrived here.
Lisa: It seems you have had an amazing experience so far, haven't you?
Max: Yes, I have. Travelling and tasting food have changed the way I see the world.

c. Read the sentences with underlined words or phrases again and choose the correct option to complete the rule. One is extra.

1. We use the Present Perfect Tense ____.	**a.** to confirm information or ask for agreement
2. We use 'How long' ____.	**b.** to describe actions that happened in the past or recently and affect the present or continue into the present
3. We use 'already' ____.	**c.** to show that an action has happened sooner than expected
4. We use 'just' ____.	**d.** to say or ask whether something has happened up to the present time, mainly in negative sentences and questions
5. We use 'yet' ____.	**e.** to say that something happened a short time ago
6. We use 'since' ____.	**f.** to ask about the duration of an action or situation
7. We use 'for' ____.	**g.** to show how long something has lasted
	h. to show the starting point of an action in time

d. Circle the correct option.

1. **How long** / **When** have you been interested in Asian food culture and traditions?
2. Sue has **just** / **yet** bought some local cheese from a traditional French market.
3. They **have tried** / **tried** street food from three different continents on this trip so far.
4. They have travelled across the Southern Ocean **since** / **for** three years to discover traditional foods.
5. They have **already** / **yet** visited five different continents this year, so they aren't planning another trip.
6. I **have lived** / **live** in Europe for five years, and I still enjoy discovering new national dishes.
7. Maria has lived in South America **since** / **for** 2018 and has learned a lot about local food culture.

e. Read the text and underline the words referring to quantity and necessity or lack of necessity.

The International Food Market Project

Elena: Okay, team, we are ready for the festival! As I'm Brazilian, I want to make some homemade sweets. Let's check the trolley. Do we have any garlic and mushrooms for the savoury dishes?
Kenji: Yes, we have some garlic, but we don't have any mushrooms. We should find them on the healthy food shelf. We also need some rice for the sushi.
Ali: We don't have much rice in the kitchen, so we need to buy more. Also, we don't have much vinegar. We need to get some sushi rice.
Elena: Is there any dairy-free milk? One of our friends is vegan.
Ali: There isn't any in the store right now. We don't have many snacks at home. Should we buy some?
Kenji: No, we needn't buy those. We will serve traditional dishes like falafel and kebab, not unhealthy cookies.
Elena: You're right. Oh, I forgot! We need chopsticks.
Kenji: Japan is surrounded by the Pacific Ocean, so we usually eat seafood with chopsticks, but for this festival, we needn't get expensive ones. Simple wooden ones are fine.
Ali: Perfect. We have some money left, so let's go to the cashier now. Don't forget to take the receipt!

f. Read the sentences with underlined words or phrases again and match the correct option to complete the rule. One is extra.

1. We use 'some' ____.	**a.** in negative sentences and questions with plural countable or uncountable nouns
2. We use 'any' ____.	**b.** with countable nouns to express a large number in negative sentences and questions
3. We use 'many' ____.	**c.** for positive statements, requests, and offers with plural or uncountable nouns
4. We use 'much' ____.	**d.** to talk about necessity and lack of necessity
5. We use 'need/needn't' ____.	**e.** with uncountable nouns to express a large amount in negative sentences and questions
	f. to talk about abilities and probabilities

g. Circle the correct option.

1. She bought **some** / **any** local spices while shopping at the street market in India.
2. How **much** / **many** countries have you visited to discover different food cultures?
3. You **need to** / **needn't** book a table in advance because the restaurant is usually quiet.
4. We don't have **many** / **any** fresh fruit left, so let's go to the market.
5. Is there **much** / **many** sugar in this traditional dessert?
6. You **need to** / **needn't** try the local food to understand the culture better.

h. Read the sentences and choose the correct answer to find the right exit.



3.5. READING

a. Write the names of the foods under the pictures and tick the ones you have tried so far.


1 ----------


2 ----------


3 ----------


4 ----------


5 ----------

b. Read the text and answer the questions below.

Exploring the World Through Food

For the last three years, I have travelled across different continents, crossing oceans such as the Atlantic Ocean and the Arctic Ocean, to learn about world food culture. I have visited Asia, Europe, and South America, and I was able to try a lot of traditional dishes along the way. I have already tasted sushi in Japan, kebab and baklava in Türkiye, and a delicious Belgian waffle in Belgium. I have just arrived in Portugal, and I am staying with a friendly Portuguese family who love cooking.

Since I came here, I have eaten mostly homemade and healthy food. My host mother is able to cook some local dishes, and she has taught me a few recipes as well. I don't need to buy much from the shop, but when I do, I usually pick up some vegetables, a snack, or a sugar-free dessert. I never buy many unhealthy items, and I don't eat any French fries because I'm not into fried food.

Yesterday, I went to a traditional market with my host family's son. We didn't need to take a trolley because we only bought some grapes, some mushroom sauce, a fresh loaf of bread, and a few spices. I have kept the receipt because there is a small discount on the vegetables for the next shopping trip. The food here is simple, fresh, and very savoury, and I'm sure I will be able to cook these dishes for my friends when I return home. Travelling has helped me understand the connection between food and people from different cultures.

1. How long has the writer been travelling around the world?

---.

2. What foods has the writer already tasted in different countries?

---.

3. Why didn't they need to take a trolley to the market?

---.

4. What can you understand about the writer's eating habits based on the text?

---.

5. Why do you think the writer enjoys staying with local families instead of hotels?

---.

c. Read the text again and choose the correct option to complete the sentence.

The overall purpose of the text is to ___.

a) teach readers how to shop in foreign markets

b) describe different food recipes in the world

c) warn readers about unhealthy eating habits

d) share different cultural and food experiences

e) introduce Portuguese family life in detail

d. Answer the following questions.

1. Do you think homemade food provides a more authentic cultural experience than restaurant food?

---.

2. If a foreign friend visited your country, which traditional food would you introduce first? Why?

---.

3. How do you think food connects people from different cultures?

---.

3.6. WRITING

a. Read the paragraph and complete the table.

Hi, I'm Elif. I have visited Kayseri and Adana recently, and I have tried some traditional foods from these cities. I have already eaten *mantı*, kebab, and *künefe* dessert, and I really enjoyed them. I like almost all kinds of food, and I am open to trying new tastes.

Since I started paying attention to my health, I have preferred homemade and healthy food. I usually eat some fresh vegetables and fruit, and I don't eat much fast food. I needn't eat fried food every day to enjoy my meals. I haven't tried sushi yet, but I would like to try it one day.

Cities she has visited	
Traditional food she has tried	
Food she likes/doesn't like	
Healthy food habits	
Something she hasn't tried yet	

b. Complete the table for yourself and write a paragraph as in 'Exercise a'.

Cities you have visited	
Traditional food you have tried	
Food you like/don't like	
Healthy food habits	
Something you haven't tried yet	

Go to pages 143, 144, 145, and 146 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN THE WORLD & CULTURE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

L 6. 4. 1. a

a. Listen to the interview and complete the sentences below.

1. Lena hasn't eaten much _____ food, but I've tasted some _____ snacks recently.
2. In South America, Lena needed some special _____ for Brazilian dishes, but she didn't need many ingredients for simple snacks.
3. For _____ sushi, Lena has needed chopsticks and very fresh _____.
4. Lena hasn't been able to taste Argentinian traditional _____ yet, but she really wants to.

b. Listen again and match the countries with the related food item or ingredient. One is extra.

L 6. 4. 1. b

Countries	Food Items or Ingredients
1. Argentina ____	**a.** dairy-free products
2. Poland ____	**b.** traditional steak
3. Brazil ____	**c.** special spices
4. Japan ____	**d.** mushrooms
	e. fresh fish

4.2. VOCABULARY

a. Answer the questions below by writing the corresponding numbers in the boxes. You can use the same box as an answer to more than one question.

1 discount	2 main course	3 dessert
4 savoury	5 vegan	6 delicious
7 falafel	8 surrounded	9 the Netherlands

a. In which of the box(es) can you find a word that refers to a country? ----
b. In which of the box(es) can you find a word that describes the taste or type of food? ----
c. In which of the box(es) can you find a word that refers to a type of dish or meal? ----
d. In which of the box(es) can you find a word that refers to a food item? ----
e. In which of the box(es) can you find a word related to shopping or prices? ----
f. In which of the box(es) can you find a word that describes a place or location? ----

b. Fill in the blanks with the sentences in the box. One is extra.

do you want to grab a bite?	could you lend a hand with this?	let's eat out tonight!
I'm not into spicy food!	I'll pick up a salad!	

Alex: I can't believe how long today was. I skipped lunch and now I'm really hungry.
Mia: Same here. I don't have the energy to cook anything when I get home.
Alex: Then **(1)**_____ There's a nice place near the school.
Mia: That actually sounds great. What kind of food do they serve?
Alex: Mostly international dishes, but just to let you know, **(2)**_____
Mia: No worries. I'm fine with something light.
Alex: Me too, **(3)**_____
Mia: Good choice. Oh, before we leave, **(4)**_____ I need to carry these boxes.
Alex: Of course. Let's finish up and go.

4.3. READING

Read the text and answer the questions.

Nancy has always loved exploring world cultures, especially through food, because she believes food connects people. She has been able to travel to a lot of countries in Europe, like Poland, Portugal, and Czechia. She has tried traditional dishes! She says she has never needed to eat meat because she often finds delicious vegetarian options, like falafel or mushroom risotto.

Last week, she went shopping for ingredients to make a homemade meal. She wasn't able to find any gluten-free pasta at first, but she finally saw some on a high shelf. She didn't need many things, just some garlic, tomatoes, and fresh herbs. She also bought some baklava for dessert. At the cashier, she got a discount with her receipt from last time!

Nancy hasn't been able to visit South America yet, so she really needs to try Argentinian food soon. She thinks she will be able to go next year. For now, she says you needn't travel far to enjoy world food; you just need curiosity and a good recipe!

1. Why does Nancy enjoy exploring world cultures through food?

---.

2. Which European countries has Nancy been able to visit?

---.

3. What kind of food does Nancy often choose when she travels?

---.

4. How did Nancy get a discount at the cashier?

---.

5. Why hasn't Nancy tried Argentinian food yet?

---.

4.4. STRUCTURE

a. Circle the correct answer.

1. Ayşe has bought **some** / **any** fresh vegetables to cook a traditional meal from her country.
2. How **many** / **much** time do we have left before the local food market closes?
3. We don't have **many** / **any** rice left in the kitchen. There is not a single grain of rice.
4. How **many** / **much** traditional recipes do you know from your culture?
5. In big cities **some** / **much** shops sell products from different cultures and countries, so you can find anything easily.

b. Complete the sentences using 'for, since, just, already, yet'.

1. I have been interested in different food cultures _____ I started travelling to other countries with my family.
2. We have _____ arrived at the market, so we haven't started shopping for fresh vegetables and fruit.
3. She has lived in the UK _____ more than three years and has learnt a lot about local food habits there.
4. I haven't tasted vegan food _____, but I would like to try it during my next trip abroad.
5. They have _____ tried a lot of traditional dishes from Asia and Europe, so they are excited to discover new tastes.

c. Circle the correct answer.

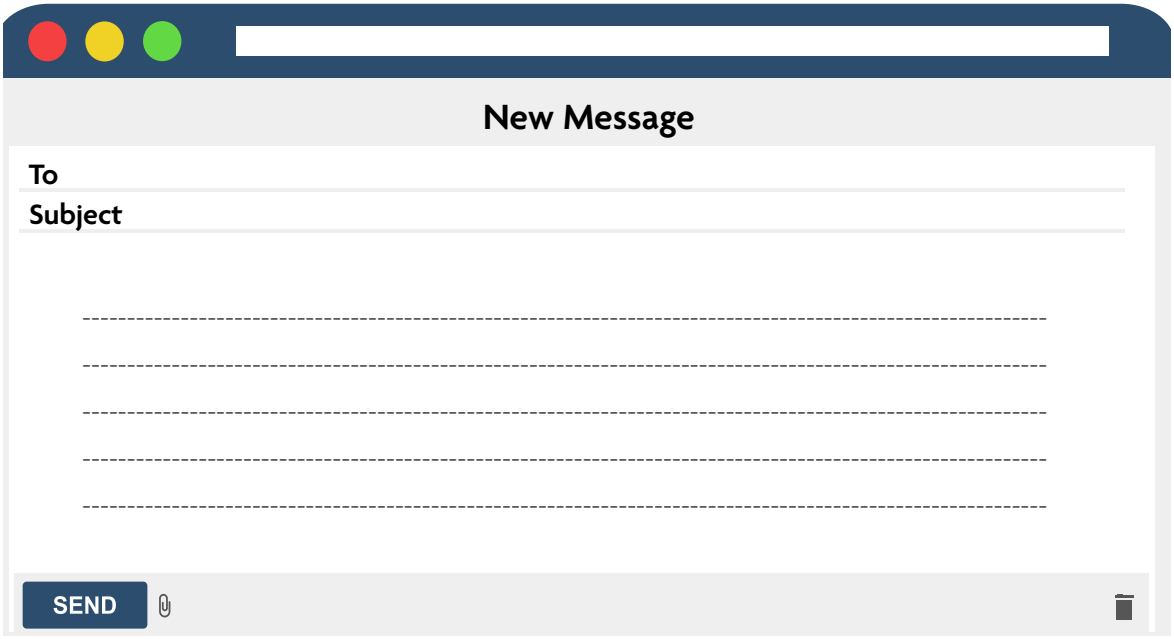
1. I **have visited** / **visited** three different continents since I started travelling with my family during school holidays.
2. He has **already** / **yet** tasted several traditional dishes from different countries, including Italy and Mexico.
3. We **need to** / **needn't** buy some fresh fruit and vegetables because we have almost nothing left in the fridge.
4. I don't want **some** / **any** sugary snacks because I'm trying to eat more healthily these days.
5. They have **just** / **yet** tried traditional Korean food at a local restaurant near their school.
6. How **much** / **many** food items do you usually put in your basket when you go grocery shopping with your parents?
7. He hasn't tasted any traditional dishes from different countries **already** / **yet**.
8. How long **have you lived** / **did you live** in another country and learned about its food culture?
9. You **need to** / **needn't** travel to another continent to try international food because lots of cultures meet in big cities.
10. Since changing my eating habits, I **am able to** / **have been able to** enjoy vegetables that I didn't like before.

4.5. WRITING

Imagine that a foreign friend is coming to visit your city/town for one week. Write an email to your friend.

In your email, you should:

- welcome him/her and say how long you have known each other,
- suggest 2–3 typical/local dishes he/she must try and say why,
- tell him/her about your food preferences or any special diet (vegetarian, gluten-free, halal, etc.) and how long you have followed it,
- recommend one good place to shop for food or eat out,
- ask one or two questions to find out about his/her food preferences.



Go to pages 146 and 147 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

2. In which real-life situations can you use the 'The Present Perfect Tense' and 'Quantifiers (some, any, much, many)'?

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

4. This theme is about continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world. Where and how can you use this knowledge in your daily life?

5. What are your thoughts and feelings about this theme?

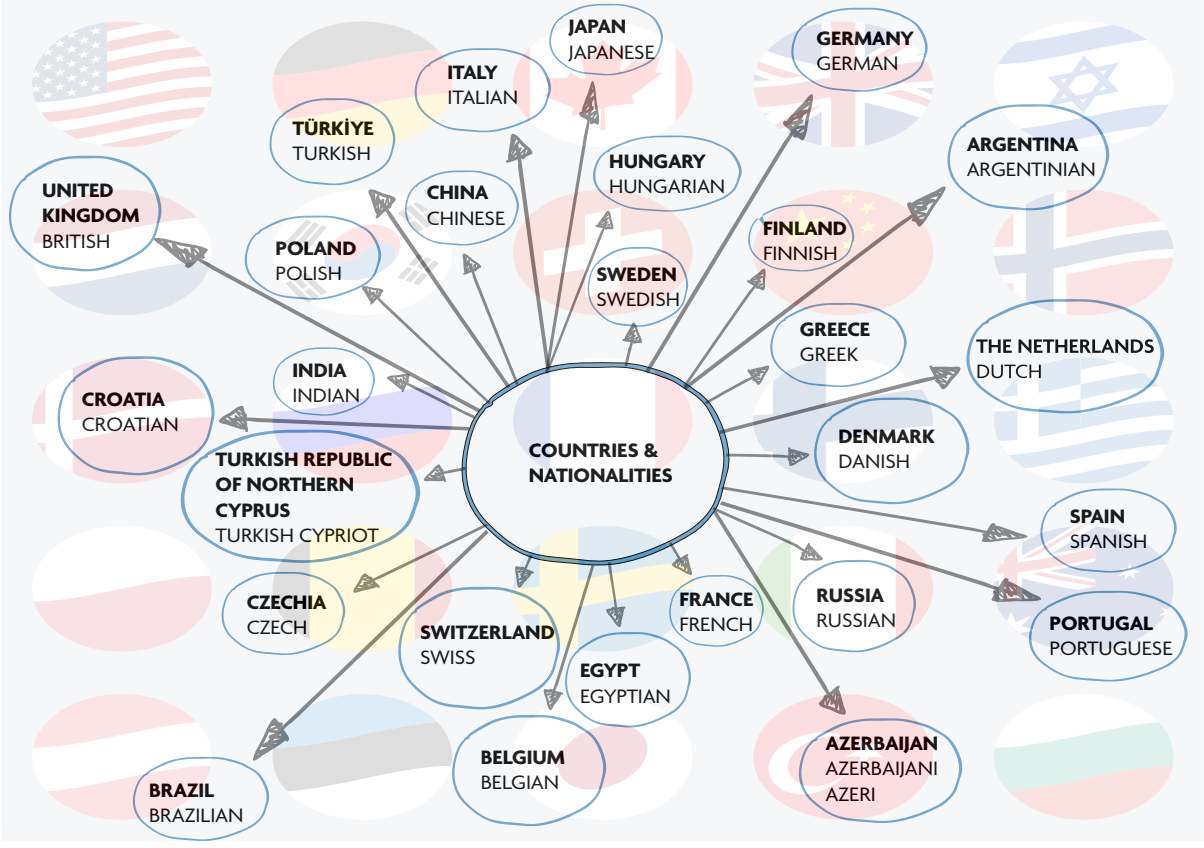
LIFE IN THE WORLD & CULTURE

WHAT I HAVE LEARNED

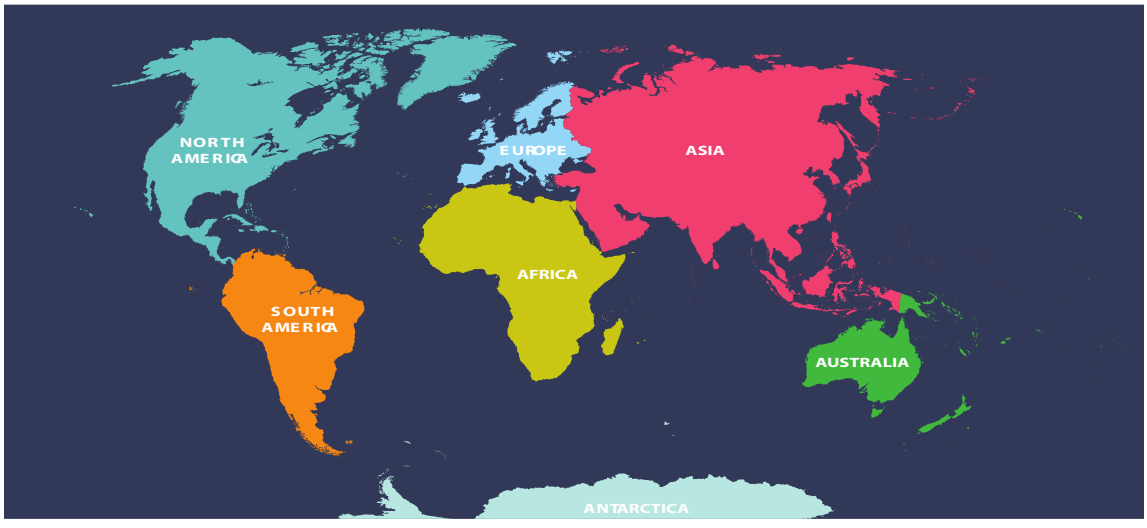
Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

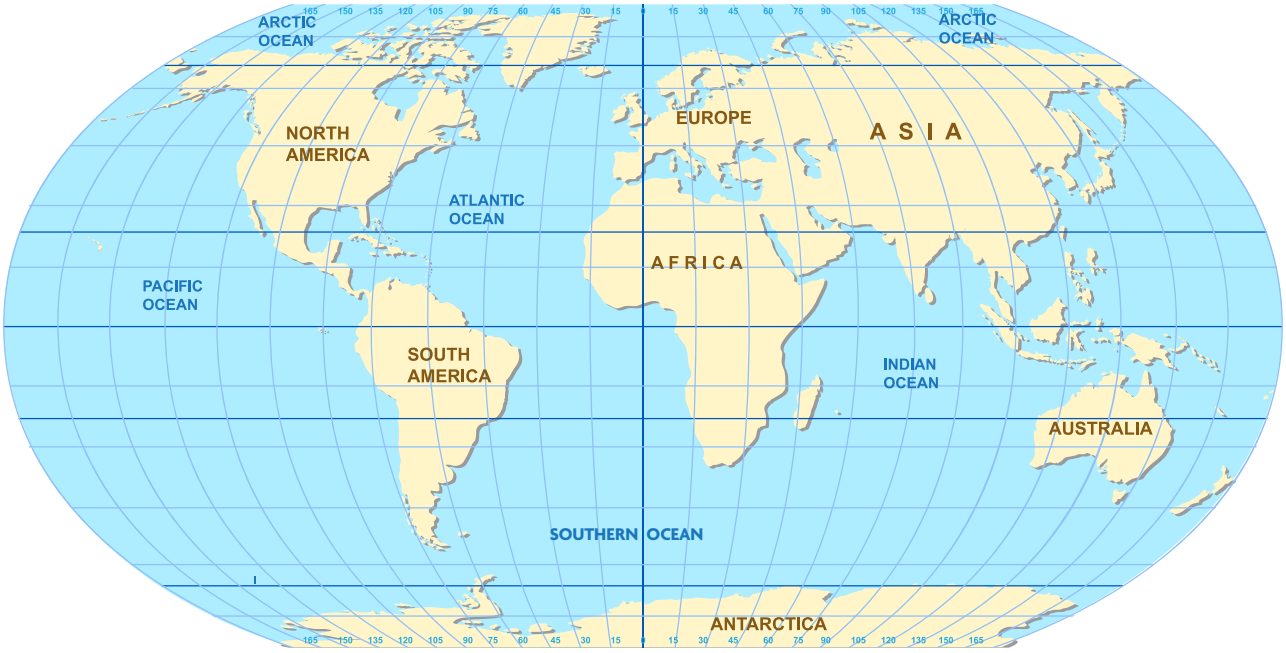
a. Countries & Nationalities



b. Vocabulary for Continents



c. Vocabulary for Oceans



d. Vocabulary for Personal Food Preferences

Healthy Food
garlic, grapes, mushroom

Cooking Method (Adjectives)
fried, baked, grilled, homemade

Unhealthy Food
a burger, a biscuit (cookie-AmE), cereal, a dessert, and french fries

Taste & Flavour
spicy, salty, bitter, sour, savoury (savory-AmE), delicious

Dietary/Special
gluten-free, dairy-free, sugar-free, halal

e. Vocabulary for Shopping



f. Vocabulary for Food and Food Culture From Different Parts of the World



5.2. STRUCTURE

a. The Present Perfect Tense

Function	Example
Actions that started in the past and continue into the present	I have lived here for 10 years.
Actions that happened recently and affect the present	She has just finished her homework.

b. Time Expressions

How long	**How long** have you been a vegetarian?
Since	I have been gluten-free **since** I was sixteen.
For	He has been to Ireland **for** six years.
Already	They have **already** ordered fast food.
Just	We have **just** bought some mushrooms.

c. Question Tags: Confirming information, encouraging agreement, seeking reassurance.

Statement	Tag
You've eaten falafel before,	haven't you?
His mum has been gluten-free for years,	hasn't she?
We have been vegan since 2020,	haven't we?
I haven't been able to eat sushi with chopsticks skillfully,	have I?

d. 'Be able to' (Present, Past, Future, Perfect)

Present	She **is able to cook** traditional dishes from Türkiye.
Past	They **were able to find** the shop despite the heavy rain.
Future	We **will be able to buy** the ingredients for the recipe tomorrow.
Present Perfect	I **have been able to visit** many countries since last year.

e. Countable and Uncountable Nouns (some, any, much, many): Describing an unspecified amount and uncertainty or absence and expressing large quantities

	Used with	Use	There aren't many snacks. Example
Some	Countable&Uncountable nouns	Positive sentences	She bought **some** vegetables from the market.
Any	Countable&Uncountable nouns	Questions&negatives	Do you have **any** idea where the shop is? We don't need **any** milk.
Much	Uncountable nouns	Questions&negatives	How **much** time do we have left? There isn't **much** cereal.
Many	Countable nouns	Questions&negatives	How **many** friends do you have in this city? There aren't **many** snacks.

f. Need, Needn't for Obligation: Describing that something is required/necessary or is not necessary/obligatory.

	Meaning	Use	Example
Need to	Obligation/necessity	Something is necessary; it must be done	We need to buy some vegetables for dinner.
Needn't	Lack of obligation/ not necessary	Something does not have to be done	She needn't worry about the project; it's already finished.

5.3. SOCIAL LANGUAGE

Social Language Expressions in Use

INVITING & SUGGESTING
Do you want to grab a bite?
Would you like to eat something together?

INVITING & SUGGESTING
Let's eat out tonight!
I'm too tired to cook.

EXPRESSING PERSONAL PREFERENCES
I'm not into spicy food.
I'll choose something mild.

ASKING FOR HELP
Could you help me?
Could you lend a hand?

CHOOSING/EXPRESSING A DECISION
I'll pick up a salad!
I want something light.



ANSWER KEY

2.1.

1. Scotland/Scottish **2.** Germany/German **3.** Greece/Greek **4.** Italy/Italian **5.** Spain/Spanish

2.2.

1. hot **2.** sweet **3.** juicy **4.** creamy **5.** sour **6.** savoury **Extra:** fried

3.1. LISTENING

a. **1.** chopsticks **2.** kebab **3.** salad **4.** grilled steak **5.** baklava **Extra:** croissant

b. **1.** Elif **2.** Turkish **3.** vegetarian **4.** chopsticks **5.** baklava

c. **1.** Jason **2.** Clara **3.** Hana **4.** Lucas **5.** Lucas **6.** Lucas **7.** Mikel

d. **Possible answers:**

1. My favourite food is pizza/hamburger/spinach/pasta, etc.

2. Yes, I have. I tried Asian falafel and French croissant./No I haven't.

3. I like sweet flavours the most, especially in desserts.

3.2. PRONUNCIATION

c. **1.** this **2.** fries **3.** garlic **4.** nation

3.3. VOCABULARY

a. **3.** ✓ **4.** ✓ **6.** ✓

b.

1. steak **2.** trolley **3.** savoury **4.** receipt **5.** discount **6.** traditional dishes **7.** snacks **8.** gluten-free **9.** salad **Extra:** cashier

c. **1.** gluten-free **2.** trolley **3.** receipt **4.** discount **5.** steak **6.** savoury **7.** snacks **8.** traditional dishes

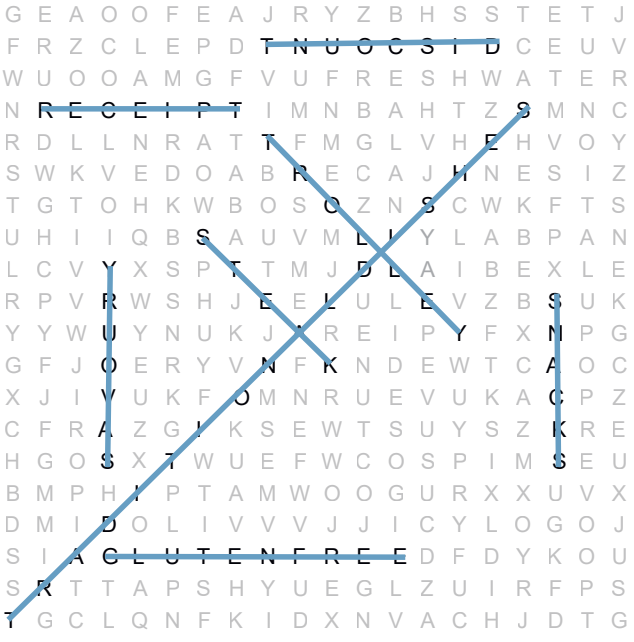
d. **1.** d **2.** c **3.** b **4.** a **5.** f **Extra:** e

e.

1. Let's eat out tonight! **2.** Could you lend a hand with this? **3.** I'm not into spicy food!

4. I'll pick up a salad! **Extra:** Do you want to grab a bite?

f.



3.4. STRUCTURE

a.

Possible answer: In the first picture, there are ingredients of sushi and a chef is making sushi. The sushi is ready, a chef has made sushi in the second picture.

b.

Lisa: Hi, Leo! You sound excited today.
Max: I am! I have just arrived in Portugal, and I am visiting a local food market right now.
Lisa: Really? How long have you been in Portugal?
Max: I have been here for ten days so far. I have loved it since the first day.
Lisa: You enjoy discovering food from different countries, don't you?
Max: Definitely. I have travelled to a lot of countries in Europe and Asia for several years, and trying food has always been my favourite activity.
Lisa: Have you bought anything interesting at the market?
Max: Yes, I have. I have already bought some fresh fish, local cheese, and traditional bread. I have just talked to a Portuguese seller about how they prepare seafood.
Lisa: That sounds great. You prefer local food to fast food, don't you?
Max: Of course. I have never liked fast food very much. I think local food tells more about a culture.
Lisa: You haven't tried every Portuguese dish yet, have you?
Max: Not yet, but I will. I have learned a lot about Portuguese food habits since I arrived here.
Lisa: It seems you have had an amazing experience so far, haven't you?
Max: Yes, I have. Travelling and tasting food have changed the way I see the world.

c.

1. b **2.** f **3.** c **4.** e **5.** d **6.** h **7.** g **Extra:** a

d.

1. How long **2.** just **3.** have tried **4.** for **5.** already **6.** have lived **7.** since

e.

The International Food Market Project

Elena: Okay, team, we are ready for the festival! As I'm Brazilian, I want to make some homemade sweets. Let's check the trolley. Do we have any garlic and mushrooms for the savoury dishes?
Kenji: Yes, we have some garlic, but we don't have any mushrooms. We should find them on the healthy food shelf. We also need some rice for the sushi.
Ali: We don't have much rice in the kitchen, so we need to buy more. Also, we don't have much vinegar. We need to get some sushi rice.
Elena: Is there any dairy-free milk? One of our friends is vegan.
Ali: There isn't any in the store right now. We don't have many snacks at home. Should we buy some?
Kenji: No, we needn't buy those. We want to serve traditional dishes like falafel and kebab, not unhealthy cookies.
Elena: You're right. Oh, I forgot! We need chopsticks.
Kenji: Japan is surrounded by the Pacific Ocean, so we usually eat seafood with chopsticks, but for this festival, we needn't get expensive ones. Simple wood ones are fine.
Ali: Perfect. We have some money left, so let's go to the cashier now. Don't forget to take the receipt!

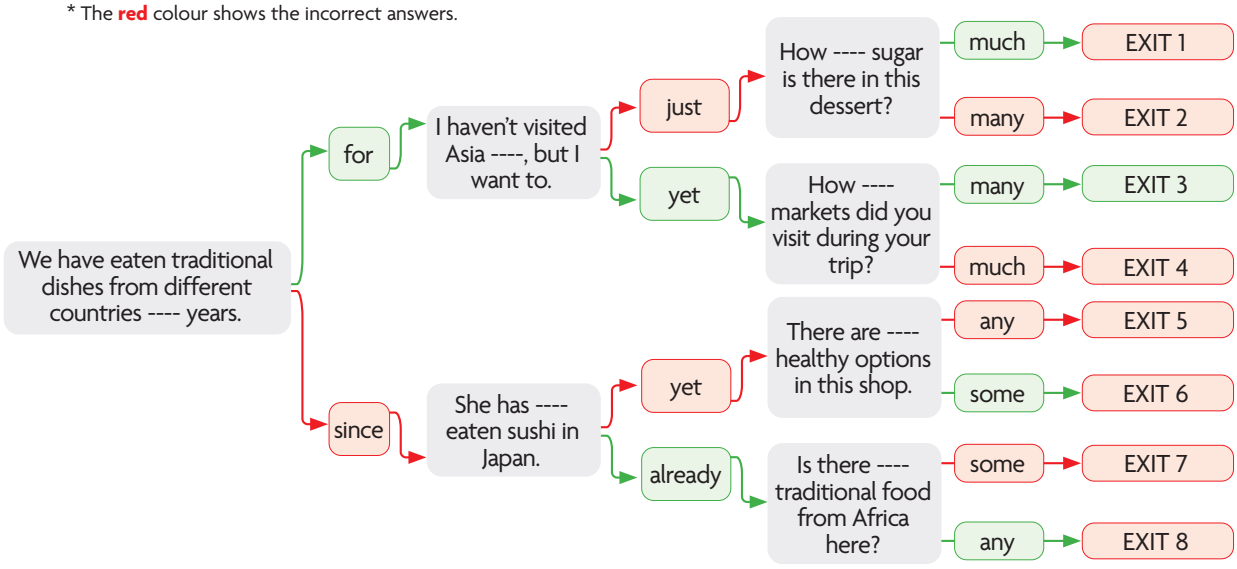
f.

1. c **2.** a **3.** b **4.** e **5.** d **Extra:** f

g.

1. some **2.** many **3.** needn't **4.** any **5.** much **6.** need to

h. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a.

1. sushi **2.** kebab **3.** fried potatoes **4.** baklava **5.** waffle

b.

1. For the last three years.

2. Sushi, kebab, baklava, and a Belgian waffle.

3. Because they bought only a few items.

4. The writer prefers healthy, homemade, and non-fried foods; avoids unhealthy items.

5. Because staying with local families helps the writer experience culture more deeply and learn about local food traditions.

c.

d) share different cultural and food experiences

d. Possible Answers:

1. Yes, I think homemade food is more meaningful because it shows local traditions and people prepare them with care.

2. I would introduce kebab because it is a well-known traditional dish and represents Turkish food culture. It is also very tasty and popular with visitors.

3. Food connects people because sharing a meal helps them communicate and learn about each other's traditions. It brings people together in a friendly way.

3.6. WRITING

a.

Cities she has visited	Kayseri, Adana
Traditional food she has tried	*manı*, kebab, *künefe* dessert
Food she likes/doesn't like	almost all kinds of food/none
Healthy food habits	homemade food, fruit, and vegetables
Something she hasn't tried yet	sushi

b. Possible answers:

Cities you have visited	İstanbul, İzmir
Traditional food you have tried	*döner*, *börek*, stuffed peppers
Food you like/don't like	I like spicy food, but I don't like very salty food.
Healthy food habits	I usually cook at home and eat some vegetables every day.
Something you haven't tried yet	Indian curry

I have visited İstanbul and İzmir, and I have tried several traditional foods in these cities. I have already eaten *döner*, *börek*, and stuffed peppers, and they were very delicious. I like spicy food, but I don't like very salty food.

For a long time, I have tried to eat healthily. I usually cook at home, eat some vegetables every day, and don't eat much fast food. I haven't tried Indian curry yet, but I am curious about different food cultures.

4.1. LISTENING

a.

1. Argentinian – Brazilian **2.** spices **3.** Japanese – fish **4.** steak

b.

1. b **2.** d **3.** c **4.** e **Extra:** a

4.2. VOCABULARY

a.

a. 9 (the Netherlands)
b. 4, 5, 6 (savoury, vegan, delicious)
c. 2, 3 (main course, dessert)
d. 7 (falafel)
e. 1 (discount)
f. 8, 9 (surrounded, the Netherlands)

b.

1. let's eat out tonight!
2. I'm not into spicy food!
3. I'll pick up a salad!
4. could you lend a hand with this?
Extra: do you want to grab a bite?

4.3. READING

1. Because she believes food connects people.
2. She has visited Poland, Portugal, and Czechia.
3. She often chooses vegetarian dishes, such as falafel or mushroom risotto.
4. She got a discount by using her receipt from last time.
5. Because she hasn't been able to visit South America yet.

4.4. STRUCTURE

a.

1. some **2.** much **3.** any **4.** many **5.** some

b.

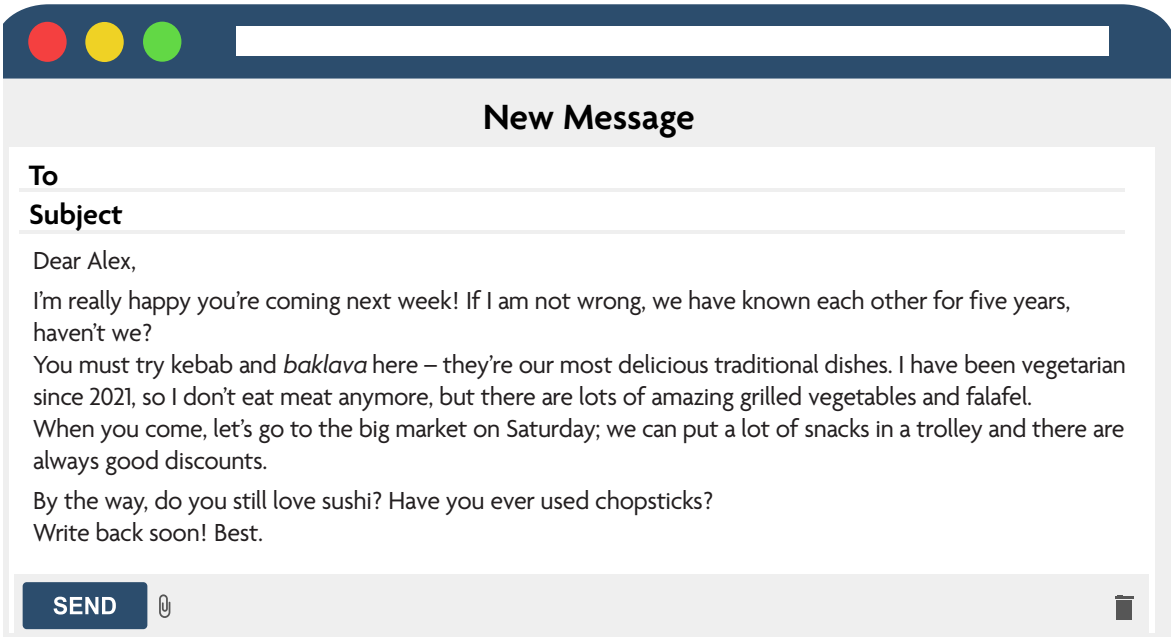
1. since **2.** just **3.** for **4.** yet **5.** already

c.

1. have visited **2.** already **3.** need to **4.** any **5.** just
6. many **7.** yet **8.** have you lived **9.** needn't **10.** have been able to

4.5. WRITING

Possible answer:



AUDIO SCRIPTS

L 6. 3. 1. b/c

Hello everyone, I am Elif from Türkiye. Welcome to our school! Today, we are celebrating 23rd April National Sovereignty and Children's Day, and we are very happy to host students from different countries in our Food Festival. Please feel at home and enjoy our Turkish cuisine. Let's meet our friends.

Hi, I am Clara from Spain. I've always been curious about Asian cuisine. I am able to cook some Turkish local dishes. I like spicy, sour, and savoury tastes because they are similar to Spanish cuisine.

Hello everybody, I am Jason from Scotland. I am Scottish, and I have been a vegetarian for two years, so I try to choose my meals carefully. I see baked and grilled meat dishes here, but I'll pick up a salad!

Hello, I'm Hana, and I'm from Japan. In Japanese culture, we are able to eat with chopsticks, but today I want to try Turkish kebab. I hope it won't be difficult, will it?

Hello everyone, I'm Lucas from the Netherlands. I've always loved eating and discovering different cultures. While trying Turkish food, I feel as if I were in heaven, and baklava is my favourite. I especially loved the gluten-free one. We are grateful to our Turkish friends for their hospitality.

Hi, I'm Mikkel from Denmark. I usually prefer simple and healthy meals, so I pay attention to how food is prepared. I really liked the olive oil dishes here because they were light but full of flavour. Turkish food surprised me in a good way.

L 6. 3. 2. a

Today, I'm at the shop to buy some healthy food. I'm putting a few things into my trolley because I need some ingredients for my dinner—some garlic and fresh grapes, as well as some gluten-free products. I also look for foods that are rich in protein because they help me stay healthy and energetic. When I finish my shopping, I have to wait in the queue for a few minutes. Before paying and receiving my receipt at this shop, I always buy a pair of high quality kitchen gloves in size "S" because they fit my hands better. I've prepared my own meals and cleaned the dishes for years. I try to avoid fried and very salty snacks, such as French fries or biscuits. I usually prefer something grilled or barbecued because it's healthier.

L 6. 3. 2. b

putting trolley	garlic better	queue quality	size "S"	salty something	dishes fries

L 6. 3. 2. c

1. today / ingredient / this / starter
2. grapes / fries / snacks / spice
3. garlic / grape / receipt / grilled
4. salt / trolley / traditional / nation

L 6. 3. 2. d

The tired shopper tried to queue quickly for traditional grilled treats, while the cashier carefully checked the receipt for fresh grapes, garlic, and other important ingredients.

L 6. 4. 1. a/b

Interviewer: Today, we are with Chef Lena, a famous Swiss gourmet who has travelled across several continents. Lena, I think you have tasted dishes from all around the world, haven't you?

Lena: Sure! I have tried a lot of European dishes, but I've also been able to explore food from Asia and South America. I haven't eaten much Argentinian food, but I've tasted some Brazilian snacks recently, and they were delicious.

Interviewer: If I am not wrong, you have also looked for some ingredients from different countries, haven't you? What can you say about it?

Lena: Yes, that's right. I've looked for ingredients in countries I've been to, and I've been able to find most of what I needed. For example, I've found some fresh mushrooms and grapes in Poland and Portugal, but I haven't found many dairy-free products in some parts of Asia. In South America, I needed some special spices for Brazilian dishes but I didn't need many ingredients for simple snacks.

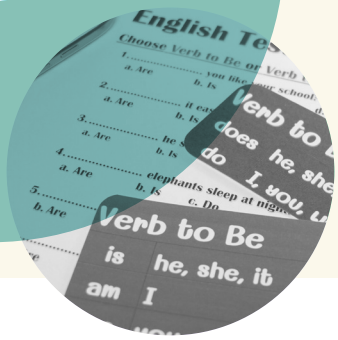
Interviewer: What about cooking? Have you ever had difficulty preparing traditional dishes from around the world?

Lena: Sometimes. For Japanese sushi, I've needed chopsticks and very fresh fish. But for pasta or kebab, you don't need much—you just need some basic items and good cooking skills.

Interviewer: It seems you've been able to experience a lot. As the last question, what dish would you like to try next?

Lena: I'd love to try more Argentinian food. I haven't been able to taste their traditional steak yet, but I really want to.

Daha fazlası için karekodu okutunuz.



YEAR 10

LIFE IN NATURE & GLOBAL PROBLEMS

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about natural resources, global problems related to natural resources, and protecting natural resources. You will also answer the following questions:

- What are natural resources, and why are they important?
- What global problems affect natural resources today?
- What can we do to protect natural resources?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about natural resources and their importance.	
2	I can talk about global problems related to natural resources.	
3	I can talk about how to protect natural resources.	
4	I can describe people and things using defining clauses.	
5	I can talk about causes, effects, and consequences.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about natural resources and their importance, we can make sentences like...** Water is a very important natural resource for life.
2	**To talk about the global problems related to natural resources, we can make sentences like...** Pollution causes serious problems for water and air.
3	**To talk about how to protect natural resources, we can make sentences like...** We should save water and electricity.
4	**To describe people and things, we can make sentences like...** Forests are places which give animals a home. / People who cut down trees harm nature.
5	**To talk about causes, effects, and consequences, we can make sentences like...** The weather is getting warmer, so the ice is melting.

LIFE IN NATURE & GLOBAL PROBLEMS

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Look at the pictures. Write the correct word from the box under each picture. One is extra.

water	wind	sun	flood	volcano	tornado	drought

1


_____

2


_____

3


_____

4


_____

5


_____

6


_____

2.2. Complete the table with the words and phrases in 'Exercise 2.1'.

Natural Resources	Natural Disasters

Go to page 167 to receive feedback on the 'I am making connections' **section.**

LIFE IN NATURE & GLOBAL PROBLEMS

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the picture. What do you think the listening text will be about? Tick (✓) the possible topics.



solar energy	
freshwater	
deforestation	
global warming	
renewable energy	
environmental consciousness	

b. Listen to the audio and decide who says each sentence. Write the correct name next to the sentence.

Speakers: Ms Bennett (the teacher), Mira (the girl student), Alex (the boy student)

L 7. 3. 1. b

1. "Rivers and lakes are getting dirtier." _____
2. "Water is one of the most precious resources that support life." _____
3. "Deforestation destroys the habitats of local animals." _____
4. "Using fewer resources helps limit the pressure on the environment." _____
5. "We can prepare posters or short videos about climate change." _____
6. "We can plant trees around the school garden." _____

c. Listen to the audio again and choose the correct option.

L 7. 3. 1. c

1. Solar energy is renewable and helps _____.
   a) reduce our carbon footprint
   b) protect animal habitats
2. Access to clean water is becoming harder to find because of _____.
   a) deforestation
   b) climate change
3. According to the students, _____ means producing less waste.
   a) reusing materials
   b) taking new precautions
4. Environmental clubs should organise campaigns to _____.
   a) raise awareness
   b) change habitats
5. _____ helps reduce pressure on the environment.
   a) Organising campaigns
   b) Using fewer resources

d. Answer the following questions.

1. Which natural resource do you use the most every day?

---

2. What is one simple action you can take to protect the environment?

---

3. What can be a good slogan for the environment club's poster?

3.2. PRONUNCIATION

a. Listen to the audio and pay attention to the underlined sounds in the text.

L 7. 3. 2. a

Host: Welcome to our programme! Today, we discuss global problems and how we can protect our planet. Can you tell us the main threats to our **environment**?

Expert: Certainly. **Pollution**, **industrialisation**, and excessive **consumption** lead to the destruction of biodiversity and harm to wildlife. **Global warming** also affects freshwater resources, underground water, **wind** patterns, and rural areas.

Host: That sounds alarming. What can we do to reduce these impacts?

Expert: We can raise awareness, **save** energy, **use** renewable resources, and practise reuse. **Human** actions, even small ones, help reduce pollution and provide a healthier environment.

b. Listen and repeat the words and phrases.

L 7. 3. 2. b

environment	**global warming**	**pollution**	**industrialisation**	**use**
save	**wind**	**rural**	**consumption**	**human**

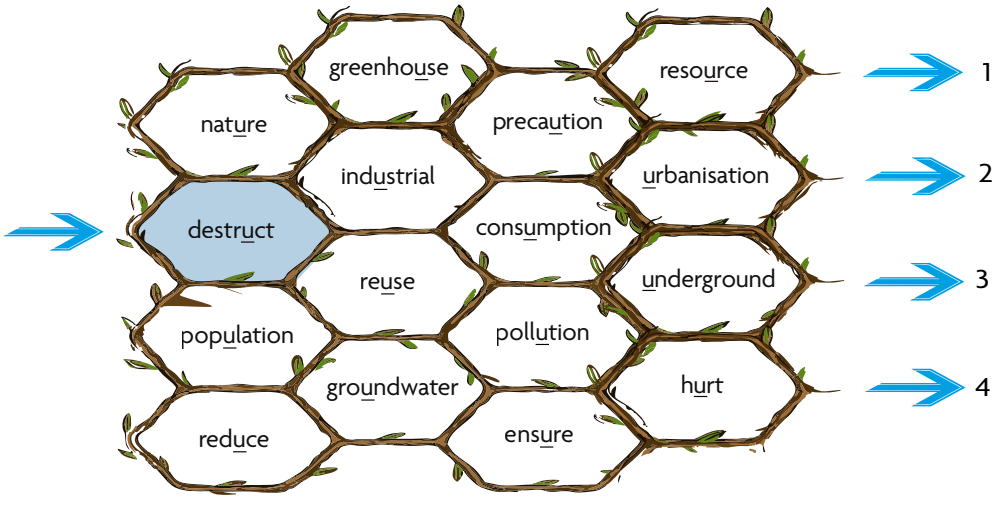
c. Listen and write the words below with the same sounds into the correct column.

L 7. 3. 2. c

poverty	renewable	destruction	wildlife	industrialisation	biodiversity
freshwater	underground	awareness	lunar	save	human

environment	global warming	pollution	consumption	reuse

d. Find your way from 'START' to '1', '2', '3', or '4' by choosing the correct pronunciation path. Follow and mark the words that have the same sound.



3.3. VOCABULARY

a. Look at the pictures and guess the topic of the text.

The text is about _____.





b. Read the text and match the highlighted words and phrases with their definitions. One is extra.

Today, our planet faces many serious environmental problems related to the use of natural resources. While renewable resources such as solar, wind, and geothermal energy can be used again and again, non-renewable resources are limited and cause serious damage when they are overused. Freshwater and groundwater sources, which are essential for all living beings, are now under great threat due to water shortage and pollution.

Problems like deforestation, soil pollution, habitat destruction, global warming, climate change, landslides, and floods directly affect nature and living creatures. These issues lead to biodiversity loss and make many species struggle to survive. At the same time, the growing energy crisis and rising greenhouse gases increase our carbon footprint and lead to climate-related disasters.

As urbanisation, industrialisation, and overpopulation continue to increase, more natural areas are destroyed, and poverty becomes a deeper problem for many communities. For this reason, people must learn how to use energy efficiently, reduce consumption, and be environmentally conscious in their daily lives. It is also important to raise awareness, take precautions, reuse, and limit the harm we cause to nature. Only in this way can we protect natural resources and create a safer, healthier future for the next generations.

____ **1.** non-renewable resources	**a.** the increase in the Earth's temperature because of pollution
____ **2.** deforestation	**b.** water that is stored below the surface of the earth
____ **3.** global warming	**c.** energy sources that cannot be replaced after we use them
____ **4.** biodiversity	**d.** the variety of all living things—plants and animals in nature
____ **5.** carbon footprint	**e.** the process of more people moving to cities
____ **6.** urbanisation	**f.** the act of cutting down or burning the trees in an area
____ **7.** poverty	**g.** the amount of carbon dioxide produced by a person or activity
	h. the state of being very poor and having little money

c. Put the words and phrases below in the correct category.

raise awareness	geothermal energy	climate change	wind energy	reduce consumption
solar energy	use energy efficiently	soil pollution	habitat destruction	

Renewable Resources	Environmental problems	Solutions

d. Match the expressions in bold with their meanings. One is extra.

____ **1.** People need to take care of **Mother Nature's bounty**.	**a.** a moment when a small change can cause serious and big problems
____ **2.** Our planet works like **a well-oiled machine**.	**b.** a call to protect the Earth and the environment
____ **3.** We're **at the tipping point** with the loss of our ecosystem.	**c.** a phrase used to talk about enjoying nature
____ **4. Let's save our planet!**	**d.** something that works very smoothly and efficiently
____ **5.** Let's be **green thumbs** and plant trees!	**e.** the natural resources and gifts of nature
	f. being good at gardening and growing plants

e. Complete each sentence using the correct expression from the box. One is extra.

tipping point	save our planet	green thumbs	Mother Nature's bounty	well-oiled machine

1. Thanks to cooperation between humans and nature, our planet can work like a _____ when we respect the environment.

2. Scientists warn that climate change is pushing us to a dangerous _____ if we do not take action soon.

3. Many young people join environmental projects because they want to _____.

4. People who love gardening and enjoy planting trees are often called _____.

f. Find the words in the word search puzzle in every direction.

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

FRESHWATER

GROUNDWATER

LANDSLIDES

FLOODS

ENERGY CRISIS

WATER SHORTAGE

OVERPOPULATION

GREENHOUSE GASES

3.4. STRUCTURE

a. Look at the title and read the text quickly. Then, choose what the text is about.

1. How human activities cause environmental problems
2. The uneven distribution of natural resources and its causes
3. The types of natural resources around the world
4. Ways to protect the environment for future generations
5. Farming and mining practices in resource-rich areas

Why Natural Resources are Different Around the World

The distribution of natural resources that we use today is not even around the world. This uneven distribution directly affects people's lifestyles, so scientists who study natural resource patterns have tried to identify several important factors for this situation. First, climate strongly affects the distribution. Temperate climates with mild temperatures and enough rainfall offer fertile soil. These areas support productive farming and help farmers who depend on this soil for agriculture.
Earth's history is another factor that shapes the distribution of natural resources. Ancient plants and animals form fossil fuels, and these fuels appear in regions which once supported dense vegetation or marine life. There are many valuable natural resources in these areas, so people who live there mainly depend on mining and drilling to earn a living.
However, human activities also negatively influence the spread and use of natural resources. Overpopulation, industrialisation, deforestation, habitat destruction, and soil pollution place heavy pressure on food and clean water, so many regions face serious shortages. Societies must use natural resources responsibly and support sustainable practices for future generations.

b. Look at the sentences from the text and answer the questions below by writing the corresponding numbers in the boxes. You can use the same box as an answer to more than one question.

1 The distribution of the natural resources that we use today is not even around the world.	**2** This uneven distribution directly affects people's lifestyles, so scientists who study natural resource patterns have tried to identify several important factors for this situation.	**3** These areas support productive farming and help farmers who depend on this soil for agriculture.
4 Earth's history is another factor that shapes the distribution of natural resources.	**5** Ancient plants and animals form fossil fuels, and these fuels appear in regions which once supported dense vegetation or marine life.	**6** There are many valuable natural resources in these areas, so people who live there mainly depend on mining and drilling to earn a living.
7 Overpopulation, industrialisation, deforestation, habitat destruction, and soil pollution place heavy pressure on food and clean water, so many regions face serious shortages.	**8** People who live in areas with limited resources often struggle to meet their basic needs.	**9** Many countries use natural resources too quickly, so future generations may face serious shortages.

1. In which box(es) can you find a clause describing people? _____
2. In which box(es) can you find a clause describing things or objects? _____
3. In which box(es) can you find a clause explaining consequences? _____

c. Circle the best option(s) to complete the sentences. You can choose more than one option.

1. We use **who** / **which** / **that** to describe people.
2. We use **who** / **which** / **that** to describe things or objects.
3. We use **who** / **which** / **that** to describe people, things, or objects.
4. We use defining relative clauses to add **essential** / **extra** information to the noun.
5. In defining relative clauses, we **use** / **do not use** commas.
6. We use **and** / **so** to explain consequences.

d. Combine the sentences using the word in parentheses.

1. Some regions have natural gas. These regions are near oil reserves. **(which)**

_____.

2. Biodiversity hotspots include many species. They are in tropical areas. **(that)**

_____.

3. Some areas have fertile soil. Farmers depend on these areas. **(which)**

_____.

4. Human activities damage many regions. These regions face shortages. **(so)**

_____.

5. Scientists try to understand resource distribution. They work in different regions. **(who)**

_____.

6. Everyone should reuse materials and limit waste. We can reduce our carbon footprint. **(so)**

_____.

e. Answer the questions by using 'who', 'which', 'that', or 'so'.

1. What kind of people help protect the environment? Describe them.

_____.

2. What is one of the most important natural resources? Describe it.

_____.

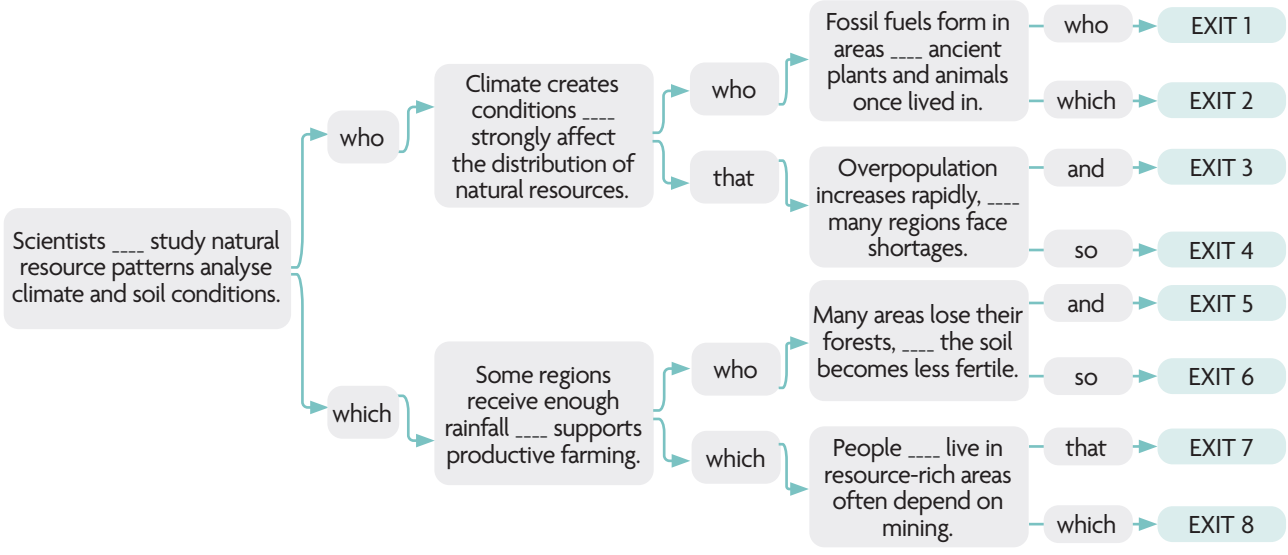
3 What kind of tool(s) or object(s) do people use to save energy or water? Describe them.

_____.

4. What is one of the consequences of air pollution in your opinion?

_____.

f. Read the sentences and choose the correct answer to find the right exit.



3.5. READING

a. Scan the text and find two environmental problems which become more serious.

Conserving Earth's Natural Resources

Life on Earth depends on natural resources, so we must use them wisely to keep our planet healthy and balanced. These resources that we use every day include air, freshwater, groundwater, soil, plants, and animals. We also depend on energy sources which come from the Sun and the wind, such as solar energy and wind energy. These resources renew themselves, but fossil fuels, the resources that are non-renewable, never return once people use them up.

Today, human activities like deforestation, soil pollution, and habitat destruction are damaging our world. These actions increase our carbon footprint which makes global warming and climate change more serious. As a result, we are facing more floods, landslides, and the loss of biodiversity. We're at a tipping point for our ecosystem!

Overpopulation, urbanisation, and industrialisation also cause an energy crisis and water shortage. These are the issues that worry scientists. To protect natural resources, people need to be environmentally conscious. We can use energy efficiently, reduce consumption, reuse materials, and take steps to limit waste. Let's be green thumbs and plant trees to protect habitats and reduce the effects of climate change.

Everyone has a role in conservation. Schools and governments should work to raise awareness, and volunteers should organise events like clean-up days and water-saving campaigns that encourage people to take action. Small steps, such as turning off lights, fixing leaks, or recycling, help protect the natural resources which future generations will need. Let's take care of Mother Nature's bounty!

b. Read the text carefully and answer the following questions.

1. What does the text say about renewable resources and how they behave in nature?

---.

2. Why does the text describe global warming and climate change as becoming more serious?

---.

3. What are the major causes of the energy crisis and water shortage?

---.

4. What actions does the text recommend to reduce waste?

---.

5. What is one simple action individuals can do to protect natural resources?

---.

c. Read the text again. Complete the table by matching each item with the correct information from the passage Write the correct letter (A–G) next to each number (1–5). There are two extra options.

No	Item from the Text	Correct Information
1	Renewable energy sources	
2	Fossil fuels	
3	Human activities	
4	Environmental awareness	
5	Community actions	

Information (A–G)
A) lead to global warming and climate change
B) organise clean-up days and saving campaigns
C) include solar and wind power
D) do not return once they are used
E) help reduce consumption and waste
F) depend on energy sources like the Sun and the wind
G) increase food consumption

d. Answer the following questions according to the pictures.





1. What can you see in the pictures? What are people doing? _____.

2. How do these actions help the environment? _____.

3. Which of these actions do you think is most effective? Why? _____.

3.6. WRITING

a. Answer the questions.

1. What natural resources do we use every day? _____

2. What global problems do you see in the world or on the news? _____

3. What can we do to protect nature? _____

b. Look at the poster below and design a similar one by following the clues.

1. Your poster must be about natural resources, global problems, and protecting natural resources.

2. Your poster must include: a main title/subtitles and related vocabulary (natural resources, global problems, environmental problems, reasons, solutions)/at least 2 social slogan expressions below.

Let's save our planet!/ 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 be green thumbs and plant trees!



Go to pages 167, 168, 169, and 170 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN NATURE & GLOBAL PROBLEMS

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

Listen to the radio programme on environmental issues and choose the best answer for the questions.

L 7. 4. 1

1. What is the main problem caused by burning coal, oil, and gas?

a) More heating expenses **b)** Global warming **c)** More forest areas

2. According to Mr Martinez, which issue causes waste and air pollution?

a) Burning fossil fuels **b)** Using plastic products **c)** Wasting energy

3. What should students do to reduce energy use at home?

a) Avoid electronic devices **b)** Use water wisely **c)** Use solar light bulbs

4. What is one solution Mr Martinez offers to fight emissions?

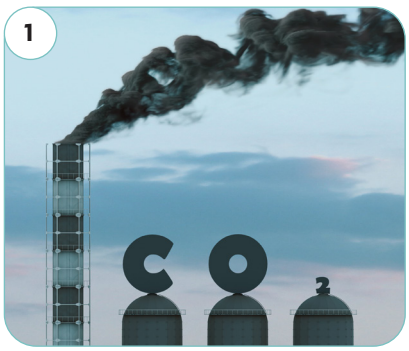
a) Buying appliances **b)** Planting trees **c)** Driving less

4.2. VOCABULARY

a. Match the pictures with the suitable words and phrases below. One is extra.

wind turbines	greenhouse gases	solar panels	soil pollution	deforestation	overpopulation

1



2



3



4



5



---

b. Read the following situations and complete them with the expressions in the box. One is extra.

Let's save our planet!	People need to take care of Mother Nature's bounty!
Let's be green thumbs and plant trees!	We're at the tipping point with the loss of our ecosystem!
Our planet works like a well-oiled machine!	

Situation 1

You are giving a short talk in class about forests, rivers, clean air, and natural resources. You want to remind people that nature gives us many valuable things and that humans must protect them.

You say: _____

Situation 2

You are watching a documentary about climate change. Scientists say that if people don't act soon, the damage to the ecosystem will become irreversible. You want to warn your friends about the seriousness of the situation.

You say: _____

Situation 3

Your school is organising an environmental campaign. You want to motivate your friends and encourage them to protect the Earth together.

You say: _____

Situation 4

Your teacher asks the class to come up with a long-term environmental project that students can actively participate in and take responsibility for at school. You want to suggest a practical activity.

You say: _____

4.3. READING

Read the text and answer the following questions.

The Green Initiative

A quiet revolution is starting in Sunnyside Valley, a place that used to rely heavily on coal power. Local people who recently partnered with an environmental group launched the 'Green Initiative' aimed at tackling local environmental problems.

Their first step was to use renewable resources. They installed large panels that turn sunlight into solar energy across the main industrial park. Additionally, they erected a few wind turbines which capture wind energy on the western hills. So, the town started to reduce its reliance on fossil fuels significantly. This apparently helps lower its collective carbon footprint.

The council is also actively fighting deforestation in the nearby municipal forest, a critical area that suffered from illegal logging last year. They are urging residents who own land near the river to avoid using chemicals that could cause soil pollution. As the area becomes more crowded, overpopulation is putting additional pressure on land and natural resources.

People need to take care of Mother Nature's bounty! The most important thing we can do is to reduce consumption and to use energy efficiently. So, everyone should take action and be more environmentally conscious. Let's save our planet!

1. Why did people launch the Green Initiative?

---

2. How do the solar panels and wind turbines help the town?

---

3. Is the council doing something to protect the forest?

---

4. Why should riverbank residents avoid using chemicals?

---

5. How does the initiative reduce the town's carbon footprint?

---

6. What should people do to be more environmentally conscious?

4.4. STRUCTURE

Read the texts about global problems related to natural resources. Complete their sentences using 'who/which/that' or 'so'.

1

Many communities work hard to protect freshwater resources. **The volunteers ____ clean riverbanks help reduce pollution in my town**. This work makes the water safer for everyone.

Aiko

2

Solar energy reduces greenhouse gases in many regions. **It is a renewable resource ____ provides clean power for homes**. More families choose it each year.

Mateo

3

Groundwater is becoming limited in many rural areas. **There has been less rain in recent years, ____ people worry about the water shortage**. Farmers try to save as much water as possible.

Leila

4

Wind farms are becoming common across Europe. **Engineers ____ work on these projects study weather patterns carefully**. They try to increase energy efficiency.

Jonas

5

Industrialisation increases air pollution in crowded cities. **Air pollution is a serious problem ____ harms people's health**. This is why many groups try to raise awareness.

Sara

6

Rainforests are home to thousands of species. **Trees are disappearing quickly, ____ many animals lose their habitats**. Scientists say this increases the loss of biodiversity.

Daniel

7

Countries adopt clean energy systems to reduce greenhouse gases. **Many scientists ____ study climate change support geothermal energy**. It can help keep the planet cooler.

Mila

8

Urbanisation changes the natural landscape in big cities. **Habitat destruction is an issue ____ affects wildlife**. Protecting green areas is becoming more important.

Yusuf

9

Farmers look for new ways to protect the soil. **There is heavy soil pollution, ____ crops grow poorly in some regions**. This creates economic problems.

Chloe

4.5. WRITING

Look at the picture and write a paragraph (5-6 sentences) explaining what the picture shows, what global problem it represents, how it affects natural resources, and what we can do to solve this problem.



---.

Go to page 171 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use the defining relative clauses and 'so'?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about natural resources, global problems related to natural resources, and protecting natural resources. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

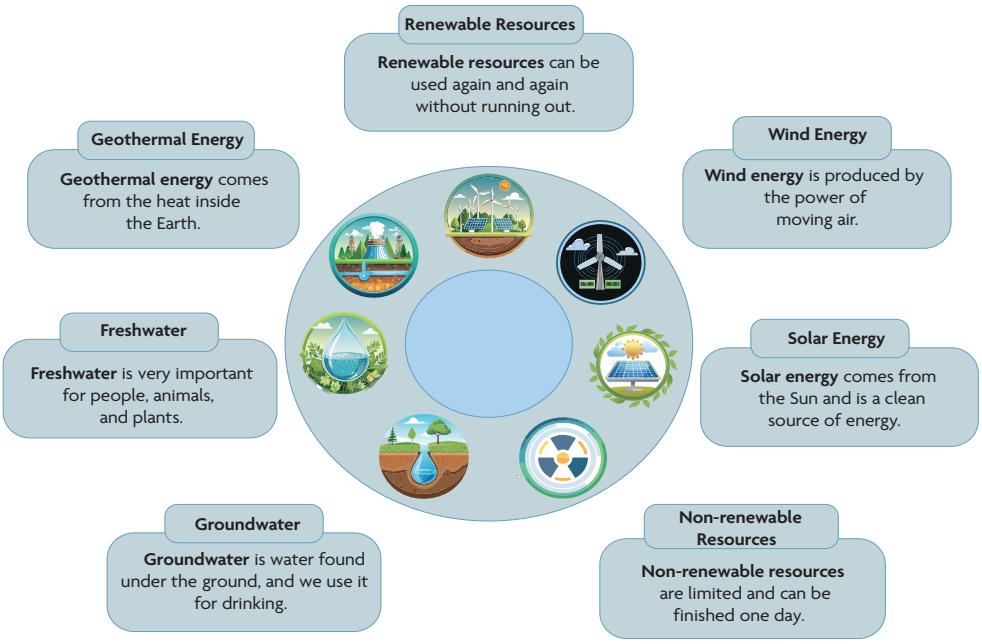
LIFE IN NATURE & GLOBAL PROBLEMS

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Vocabulary for Natural Resources



b. Vocabulary for Global Problems Related to Natural Resources

deforestation
Deforestation damages nature and wildlife.

soil pollution
Soil pollution makes the land unhealthy for farming.

habitat destruction
Animals are in danger as a result of **habitat destruction**.

global warming
Global warming leads to higher temperatures on Earth.

climate change
Climate change affects the weather and human life.

landslides
Landslides happen after heavy rain and deforestation.

floods
Floods destroy houses and farmland.

loss of biodiversity
Loss of biodiversity is a serious problem for the environment.

energy crisis
The **energy crisis** affects daily life and industry.

water shortage
Water shortage is common in many parts of the world.

overpopulation
Overpopulation causes environmental problems.

urbanisation
Urbanisation reduces green areas in cities.

industrialisation
Industrialisation increases air and water pollution.

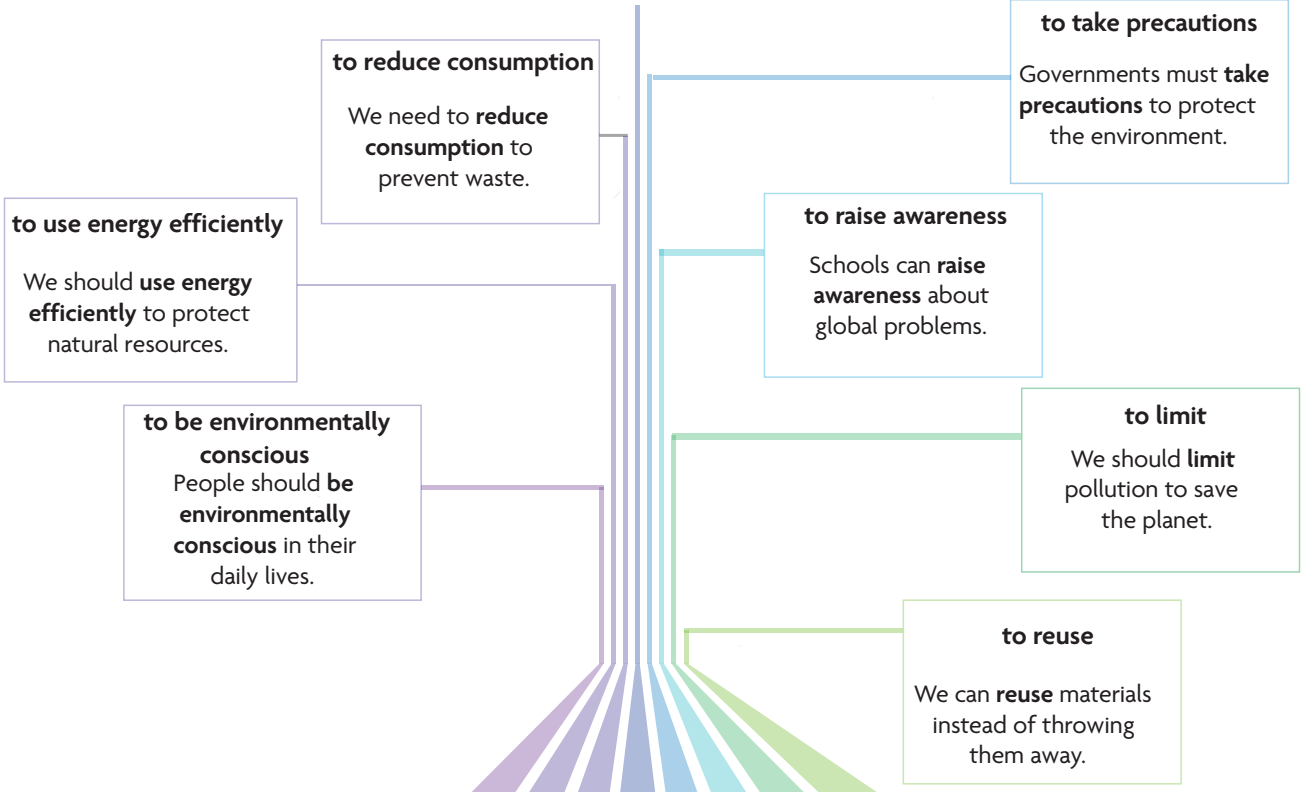
poverty
Poverty makes environmental protection difficult.

carbon footprint
A big **carbon footprint** harms the planet.

greenhouse gases
Greenhouse gases cause global warming.

environmental problem
Pollution is a major **environmental problem** today.

c. Vocabulary for Protecting Natural Resources



5.2. STRUCTURE

a. Defining Relative Clauses

Relative Pronoun	Used For	Example Sentence
who	people	People **who protect nature** save the future.
which	things	Natural resources **which provide energy** are valuable.
that	people/things	Students **that care about the environment** recycle more. Materials **that we reuse** help protect nature.

b. Connecting Words (So)

***So** is used for expressing cause and effect and explaining consequences.

People cut down trees, **so** animals lose their homes.

The factories pollute rivers, **so** the water is dirty.

We use too much plastic, **so** the environment is polluted.

There is global warming, **so** the ice is melting.

We save energy, **so** we protect natural resources.

5.3. SOCIAL LANGUAGE

1



People need to take care of Mother Nature's bounty!

It is used to say that people should protect and respect the natural resources the Earth gives us, such as water, forests, and animals.

2



Our planet works like a well-oiled machine!

It is used to say that the Earth's natural systems work smoothly and in balance when humans do not harm them.

3



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

It is used to say that we are very close to serious and possibly irreversible damage to the environment.

4



Let's save our planet!

It is used to encourage people to take action to protect the Earth from environmental problems.

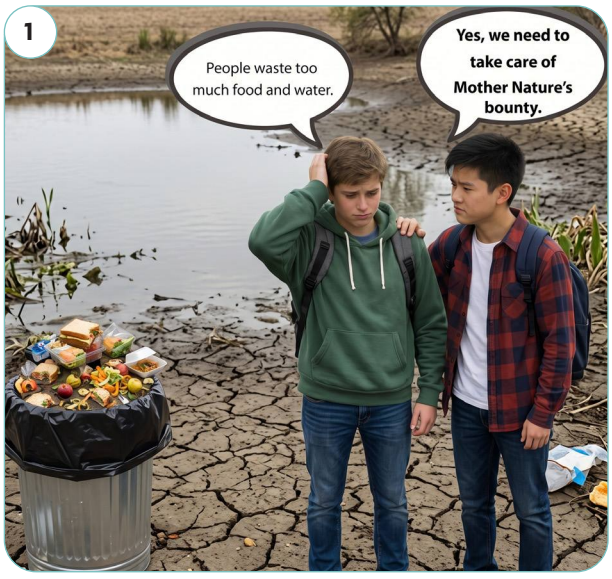
5



Let's be green thumbs and plant trees!

It is used to describe people who care about nature and do activities like planting trees and gardening.

1


People waste too much food and water.
Yes, we need to take care of Mother Nature's bounty.

2


How does our planet survive for millions of years?
It works like a well-oiled machine when nature is balanced.

3


The forests are disappearing very fast.
Yes, we are at the tipping point with the loss of our ecosystem.

4


The Earth is getting more polluted every day.
Then let's save our planet together.

5


What can we do to help the environment?
Let's be green thumbs and plant trees.

ANSWER KEY

2.1.

1. sun **2.** drought **3.** water **4.** tornado **5.** flood **6.** wind **Extra:** volcano

2.2.

Natural Resources	Natural Disasters
sun wind water	tornado flood drought

3.1. LISTENING

a.

solar energy, renewable energy, environmental consciousness

b.

1. Alex **2.** Ms Bennett **3.** Alex **4.** Ms Bennett **5.** Mira **6.** Alex

c.

1. a **2.** b **3.** a **4.** a **5.** b

d.

Possible answers:

1. I use freshwater the most because I need it for drinking, cooking, and cleaning.

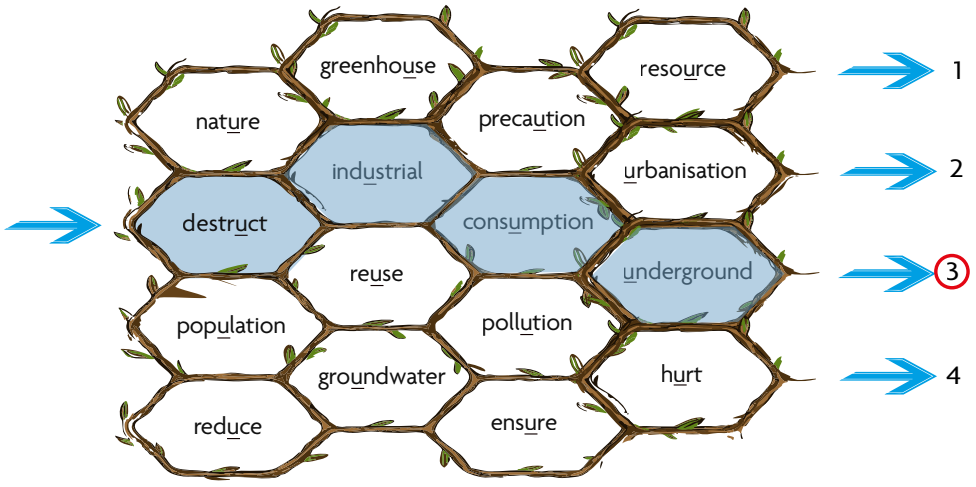
2. I can reuse items and reduce my daily consumption to create less waste.

3. Let's Save Our Planet Together!/Be Green, Be Clean!/Protect Nature, Protect the Future!

3.2. PRONUNCIATION

environment	global warming	pollution	consumption	reuse
poverty biodiversity save	wildlife freshwater awareness	lunar	industrialisation destruction underground	renewable human

d.



3.3. VOCABULARY

a.

Possible answer:

The text is about natural resources and environmental problems.

b.

1. c **2.** f **3.** a **4.** d **5.** g **6.** e **7.** h **Extra:** b

c.

Renewable Resources	Environmental Problems	Solutions
solar energy	soil pollution	use energy efficiently
wind energy	habitat destruction	reduce consumption
geothermal energy	climate change	raise awareness

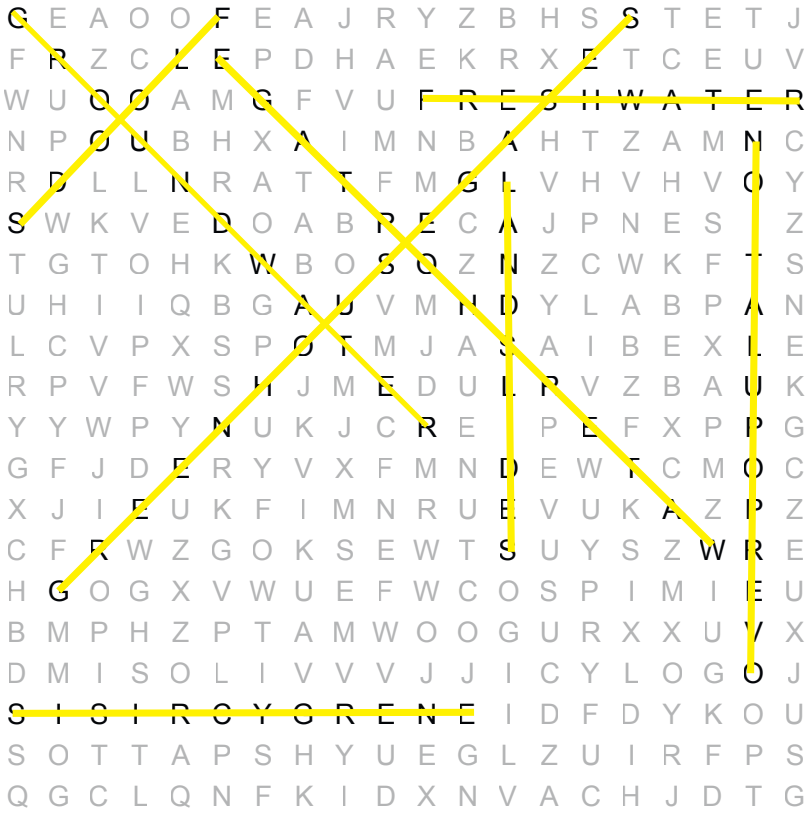
d.

1. e **2.** d **3.** a **4.** b **5.** f **Extra:** c

e.

1. well-oiled machine **2.** tipping point **3.** save our planet **4.** green thumbs **Extra:** Mother Nature's bounty

f.



3.4. STRUCTURE

a. 2

b.

1. describing people **2, 3, 6, 8**

2. describing things or objects **1, 4, 5**

3. explaining consequences **2, 6, 7, 9**

c.

1. We use **who** / **which** / **that** to describe people.

2. We use **who** / **which** / **that** to describe things or objects.

3. We use **who** / **which** / **that** to describe people, things or objects.

4. We use defining relative clauses to add **essential** / **extra** information to the noun.

5. In defining relative clauses, we **use** / **do not use** commas.

6. We use **and** / **so** to explain consequences.

d.

1. Some regions which are near oil reserves have natural gas.

2. Biodiversity hotspots that are in tropical areas include many species.

3. Some areas which farmers depend on have fertile soil.

4. Human activities damage many regions, so these regions face shortages.

5. Scientists who work in different regions try to understand resource distribution.

6. Everyone should reuse materials and limit waste, so we can reduce our carbon footprint.

e. Possible answers:

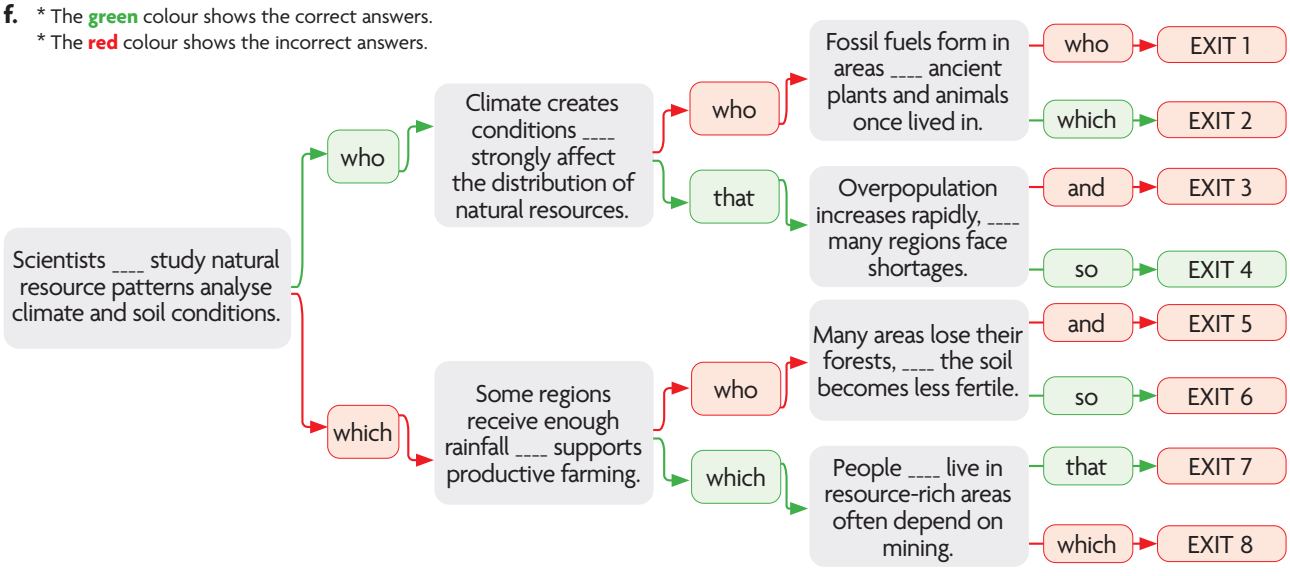
1. People who care about the environment/who organise clean-up events/who have habits to reduce waste/who join clean-up events and plant trees help protect the environment.

2. Water is a natural resource that people need for drinking and cleaning./Soil is a natural resource that farmers use to grow crops./Sunlight is a natural resource that provides energy and light.

3. A solar lamp is a tool that uses sunlight to produce light./A solar water heater is a device that warms water using sunlight./A low-flow faucet is a tool that controls water flow to help people use less water./A rain collector is a simple tool that gathers rainwater from roofs to water plants and gardens.

4. Air pollution is getting worse, so many people have breathing problems/so children often get sick/so some plants and animals cannot survive easily/so outdoor activities become unsafe for some people.

f. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a.
global warming and climate change

b.

1. Renewable resources are resources that renew themselves.

2. They are becoming more serious because people leave a larger carbon footprint.

3. Overpopulation, urbanisation, and industrialisation are the causes of the energy crisis and water shortage.

4. The text recommends using energy efficiently, reducing consumption, reusing materials, and taking steps to limit waste.

5. People can turn off lights/fix leaks/recycle.

c. **1.** C **2.** D **3.** A **4.** E **5.** B **Extra**: F, G

d. Possible Answers:

1. In the first picture, people are planting trees. In the second picture, people are recycling plastic bottles/putting plastic into a recycling bin.
2. Planting trees helps clean the air and reduce carbon dioxide./Trees protect habitats for animals and help prevent soil erosion./Recycling reduces waste and pollution./Recycling saves natural resources and energy.
3. I think planting trees is most effective because trees absorb carbon dioxide and help fight climate change./In my opinion, recycling is most effective because people can do it every day at home or at school./I think both are effective because they protect natural resources in different ways.

3.6. WRITING

a. Possible answers:

1. We use freshwater/sunlight/wind/natural gas, etc. every day.
2. I see global warming and climate change in the news./Pollution and deforestation are global problems today./There are floods, wildfires, and water shortages in many countries.
3. We can reduce consumption and reuse materials, use renewable energy and save water, plant trees and protect wildlife, raise awareness and be more environmentally conscious.

b. Possible answer:



4.1. LISTENING

1. b **2.** a **3.** b **4.** b

4.2. VOCABULARY

a.

1. greenhouse gases **2.** soil pollution **3.** solar panels **4.** wind turbines **5.** deforestation **Extra:** overpopulation

b.

1. People need to take care of Mother Nature's bounty!
2. We're at the tipping point with the loss of our ecosystem!
3. Let's save our planet!
4. Let's be green thumbs and plant trees!
Extra: Our planet works like a well-oiled machine!

4.3. READING

1. They launched it to tackle local environmental problems and reduce dependence on coal power.
2. People provide renewable energy by turning sunlight and wind into power, helping the town rely less on fossil fuels.
3. Yes, the council is fighting deforestation and trying to protect the municipal forest from illegal logging.
4. Because chemicals could pollute the soil and harm the river ecosystem.
5. By using renewable energy sources and decreasing fossil fuel consumption, the town lowers its carbon footprint.
6. People should reduce consumption, use energy efficiently, and be more environmentally conscious.

4.4. STRUCTURE

1. who/that **2.** which/that **3.** so **4.** who/that **5.** which/that
6. so **7.** who/that **8.** which/that **9.** so

4.5. WRITING

Possible answer:

The picture shows a healthy forest on the left and a destroyed, dry forest on the right, which clearly represents the problem of deforestation. This global problem causes habitat destruction and leads to the loss of biodiversity, which harms both wildlife and the ecosystem. It also reduces freshwater resources and affects the balance of natural resources that we depend on. To solve this problem, we should limit the cutting of trees, raise public awareness, and use our resources more efficiently.

AUDIO SCRIPTS

L 7. 3. 1. b/c

Ms Bennett: Welcome, everyone! Today we're discussing natural resources we use every day and the global problems that threaten them.
Mira: I watched a documentary about people using solar energy. It's renewable and helps reduce our carbon footprint.
Alex: In our science class, we learned that rivers and lakes are getting dirtier. Also, climate change makes clean water harder to find.
Ms Bennett: That's right. Water is one of the most precious resources that supports life, and climate change affects everyone.
Alex: My grandparents live near a forest that has lost many trees. They say deforestation destroys the habitats of local animals.
Mira: That's sad. People need to take care of Mother Nature's bounty! For example, we can reuse materials. If we reuse things, we produce less waste.
Alex: And environmental clubs like ours should organise campaigns to raise awareness.
Ms Bennett: Great idea. We should also reduce consumption. Using fewer resources helps limit the pressure on the environment.
Mira: Maybe we can prepare posters or short videos about climate change.
Alex: Or we can plant trees around the school garden.
Ms Bennett: Excellent ideas. Our planet works like a well-oiled machine, but only if we all work together. Let's save our planet!

L 7. 3. 2. a

Host: Welcome to our programme! Today, we discuss global problems and how we can protect our planet. Can you tell us the main threats to our environment?

Expert: Certainly. Pollution, industrialisation, and excessive consumption lead to the destruction of biodiversity and harm to wildlife. Global warming also affects freshwater resources, underground water, wind patterns, and rural areas.

Host: That sounds alarming. What can we do to reduce these impacts?

Expert: We can raise awareness, save energy, use renewable resources, and practise reuse. Human actions, even small ones, help reduce pollution and provide a healthier environment.

L 7. 3. 2. b

environment - save - global warming - wind - pollution - rural - industrialisation - consumption - use - human

L 7. 3. 2. c

poverty	renewable	destruction	wildlife	industrialisation	biodiversity
freshwater	underground	awareness	lunar	save	human

L 7. 4. 1

Maya: Welcome to the Eco-Aware Hour! Today, we're discussing global environmental problems. Our guest is Mr Martinez, an Environmental Science teacher.

Mr Martinez: Thanks, Maya. It's crucial for students to realise that we need to take care of Mother Nature's bounty!

Maya: Absolutely. What is the biggest threat today?

Mr Martinez: Our heavy use of non-renewable resources like coal, oil, and gas. Burning these fossil fuels releases greenhouse gases and causes global warming. It also leads to waste, air pollution, and water pollution. We all need to reduce our energy use as much as we can.

Maya: And how can students help?

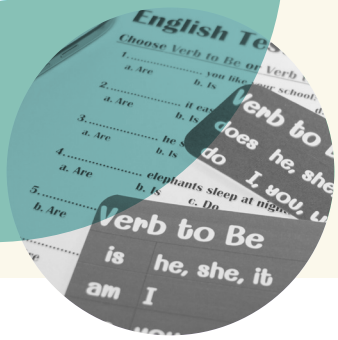
Mr Martinez: First, by using energy efficiently at home. They can turn off lights when they leave a room, unplug devices they're not using, and avoid wasting water. Small daily actions like these help reduce overall energy consumption.

Maya: Anything else?

Mr Martinez: Yes. They should encourage their parents to reduce consumption. We're at the tipping point with the loss of our ecosystem! But we have solutions like solar and wind energy. And of course—planting trees! It's one of the easiest ways to fight emissions.

Maya: Thank you, Mr Martinez. Let's save our planet!

Daha fazlası için karekodu okutunuz.



YEAR 10

LIFE IN THE UNIVERSE & THE FUTURE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about planets and space, life in the universe, and space explorations. You will also answer the following questions:

- Which words and phrases are used to talk about planets and space?
- Which words are used about space explorations?
- Which structures do we use to express conditionals?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about planets and space by using vocabulary such as the Sun and galaxy.	
2	I can talk about space explorations by using words and phrases such as space travel and rocket.	
3	I can make sentences about scientific facts, general truths, and things that are always true by using the Zero Conditional.	
4	I can make sentences about real possibilities in the future, such as plans, promises, warnings, and predictions by using the First Conditional.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about planets and space, you can make sentences like...** The Earth revolves around the Sun in an elliptical orbit. Our solar system is located inside the Milky Way galaxy.
2	**To talk about space explorations, you can make sentences like...** The engineers are ready to launch the rocket into the sky. The spacecraft successfully landed on the dark side of the Moon.
3	**To talk about scientific facts, general truths, and things that are always true by using the Zero Conditional, you can make sentences like...** If a meteor enters the atmosphere, it usually burns up. If a planet is too far from the Sun, it freezes.
4	**To talk about real possibilities in the future, such as plans, promises, warnings, and predictions by using the First Conditional, you can make sentences like...** If we find water on Mars, we will build a space colony there. If you want to become an astronaut, you must study science and maths.

LIFE IN THE UNIVERSE & THE FUTURE

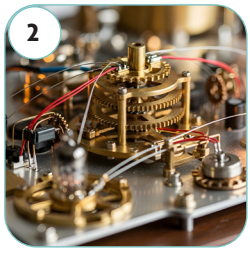
I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Look at the following pictures and write their names from the box. One word/phrase is extra.

invention	galaxy	Earth	telescope	rocket	the Sun	astronaut	crew	space station	UFO

1 

2 

3 

4 

5 

_____ _____ _____ _____ _____

6 

7 

8 

9 

_____ _____ _____ _____

2.2. Find the words in 'Exercise 2.1' in every direction.

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

Go to page 189 to receive feedback on the 'I am making connections' **section.**

LIFE IN THE UNIVERSE & THE FUTURE

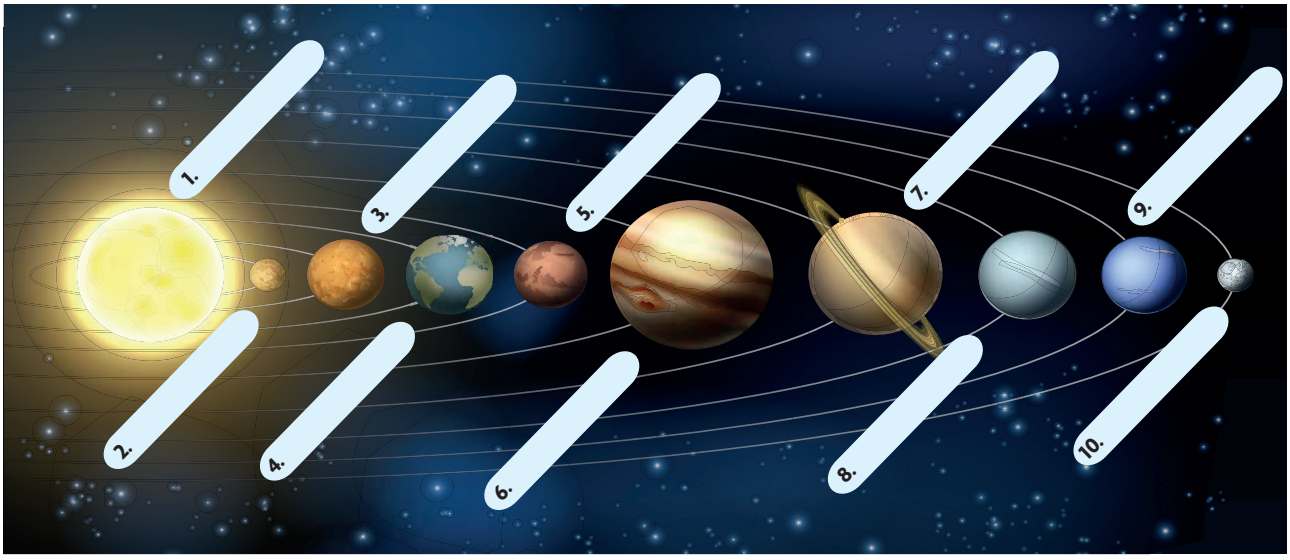
I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the picture of the solar system and write the names of the celestial bodies.

Uranus	Mars	Jupiter	Venus	Mercury	Earth	the Sun	Pluto	Saturn	Neptune



b. Listen to the audio to check your answers in 'Exercise a' and write the celestial body that is NOT mentioned.

L 8. 3. 1. b

---

c. Listen to the audio again and choose the best option to complete the sentences.

L 8. 3. 1. c

1. Eight planets ____ in orbits around the Sun in the solar system.

a) collect **b)** conduct **c)** revolve

2. Space is full of ____ objects, such as meteors and asteroids.

a) celestial **b)** magnificent **c)** giant

3. If a meteoroid enters the _____, it usually burns up and becomes a shooting star.

a) galaxy **b)** atmosphere **c)** sky

4. Sometimes we can even see a ____ with its long tail.

a) comet **b)** star **c)** dwarf planet

5. Humanity invented the ____ and sent rockets into space.

a) spacecraft **b)** telescope **c)** space shuttle

6. If we explore further, we might discover unknown secrets of the _____.

a) Milky Way **b)** galaxy **c)** universe

d. Answer the following questions.

1. Do you think there are other life forms in the universe? Why?

---.

2. Do you think humans will live on another planet in the future, and which planet could it be?

---.

3.2. PRONUNCIATION

a. Listen to the audio and pay attention to the pronunciation of the underlined sounds.

L 8. 3. 2. a

Alex is an **expert** explorer in the **exciting** zone of deep space. She floats in space much better than she walks on Earth. She is definitely not from this planet! **Every** day, she loves to **gaze** at the amazing **horizon**. Yesterday, while floating in **zero** gravity, she saw a very strange **yellow** object **fly** by. It was **mysterious**! Was it a glitch in the navigation **system**? By using the ship's telescope, she **examined** it closely to see if alien life could **exist** there. "Is it a new **galaxy**?" she wondered."**Yes**," beeped her robot with a low **buzz**. Are you **ready** for an adventure in the **sky**?

b. Listen and repeat the following words.

L 8. 3. 2. b

explorer	**galaxy**
exist	**examine**
yellow	**yes**
by	**sky**
system	**mysterious**
ready	**gravity**
zone	**buzz**

c. Listen and circle the word with a different sound in each row.

L 8. 3. 2. c

1.	**a)** example	**b)** oxygen	**c)** experiment	**d)** extraterrestrial
2.	**a)** zodiac	**b)** freeze	**c)** pizza	**d)** size
3.	**a)** dry	**b)** cry	**c)** reply	**d)** tiny
4.	**a)** young	**b)** year	**c)** beyond	**d)** very
5.	**a)** Mercury	**b)** try	**c)** body	**d)** colony
6.	**a)** exhaust	**b)** complex	**c)** exam	**d)** exact
7.	**a)** enjoy	**b)** physics	**c)** symbol	**d)** crystal

d. Listen to the audio. Then, read the tongue twisters aloud as fast as possible.

L 8. 3. 2. d

Alex, the expert, explores the complex galaxy, examining if aliens exist exactly on the axis.

Why fly beyond the yellow sky? A tiny mystery in gravity, yes, year by year, we try.

Zero Z-bots freeze in the zone, gazing at the size of the horizon.

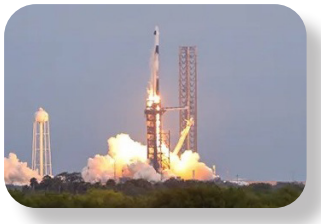
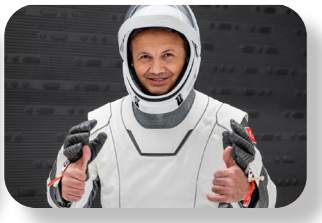
Alex gazes at the yellow sky, examining why oxygen levels are high.

Beyond the zero-gravity zone, a complex galaxy exists alone!



3.3. VOCABULARY

a. Look at the pictures below and choose the topic of the text.



1. How to become an astronaut in Türkiye

2. 14 days of science in zero gravity

3. The launch of the Dragon capsule

4. Türkiye's first manned space mission

b. Read the text and match the highlighted words and phrases to their definitions. One is extra.

TÜRKİYE'S FIRST STEPS IN SPACE

Alper Gezeravcı made history as the first Turkish astronaut. His journey was a very important moment for Türkiye's goals in space travel. On 18 January 2024, the ground team launched the giant rocket from Florida, and millions of people watched it. As the rocket began to take off with a huge bright fire, he was inside a modern space capsule named 'Dragon'.

After a long journey, his spacecraft reached the International Space Station. This was a whole new world, and he had a serious space mission. During his 14 days in space, he did not leave the station to go on a spacewalk. His main duty was to conduct experiments. He worked on thirteen different scientific projects to collect data for Turkish universities. He studied biology, genetics, and rare plants in a zero-gravity environment. He tried to understand the unknown reactions of the human body in space.

Finally, it was time to come home. The space capsule left the station and managed to land safely in the ocean. He said, "The experience was magical: it felt like being a man on the moon!" Alper Gezeravcı's success showed that space exploration is not a dream anymore. Maybe in the future, Turkish engineers will build a space colony or design a new robot for Mars!

1. _____: to leave the ground and begin to fly

2. _____: the activity of using science and technology to travel beyond the Earth's atmosphere to discover and learn about the universe

3. _____: to arrive on the ground or water after moving down through the air

4. _____: to send something out, such as a spacecraft into space

5. _____: to leave the spacecraft in space to perform tasks outside

6. _____: to perform scientific tests or procedures in order to discover new things or to prove theories

7. _____: to gather information, facts, or numbers from observations or research to analyse them later

c. Complete the following sentences with the correct words and phrases in 'Exercise b'.

1. Scientists sent a rover to Mars to _____ about the soil and send the numbers back to Earth for analysis.

2. If the weather conditions are not perfect to _____ the new satellite into orbit, they will cancel the mission.

3. Because of a technical problem with the solar panels outside the station, the astronaut decided to put on his suit and _____ to fix it.

4. Thanks to the development of _____, we now know much more about distant galaxies than we did fifty years ago.

5. The biologist on the space station plans to _____ to see how bacteria behave in zero gravity.

6. Everyone held their breath, and the massive rocket began to _____ towards the dark sky.

7. The pilot struggled to _____ the spacecraft safely because of the strong winds on the planet's surface.

d. Match the following expressions with their definitions. One is extra.

____	**1.** It's a small world!	**a.**	a funny or informal way to describe someone who behaves very strangely or has very unusual ideas that most people do not understand
____	**2.** S/he's so strange, s/he is definitely not from this planet!	**b.**	a situation or environment that is completely different from anything, often making you feel excited or confused
____	**3.** A star is born!	**c.**	feeling like a complete outsider or feeling very lonely because you are in a place where you do not know anyone or do not understand what is happening
____	**4.** This is a whole new world!	**d.**	an expression used to announce that someone has suddenly become successful or famous because they showed a great talent for the first time
		e.	an expression used when you are very surprised to meet someone you know in an unexpected place

e. Read the dialogue below and complete them with the expressions in 'Exercise d'. One is extra.

Sarah: Wow, Mark! This penthouse is incredible. **(1)** _____ compared to that tiny detached house you used to live in back in the village.
Mark: Thanks, Sarah! I love the city lights, but honestly, when I first moved in, I could barely sleep because of the noise. I was just watching the world from high up here and feeling completely alone.
Sarah: I can imagine. But hey, I saw your neighbour in the hallway. She was wearing a neon silver jacket and talking to a robot vacuum cleaner!
Mark: Oh, you mean Luna? **(2)** _____! But get this—she used to go to the same primary school as my cousin.
Sarah: No way! **(3)** _____. You find connections in the most unexpected places.

f. Read the signals from an alien and circle the extra word in each sentence. Then, write them below to find what the alien is trying to say.

Greetings from deep space!

1. Listen to our voice carefully, don't please.
2. You must be trust your own courage.
3. The universe is afraid huge, but it is safe.
4. We have watched of you for centuries.
5. Humanity the has great potential.
6. Sometimes you feel dark lost in space.
7. Hope is the your most powerful weapon.
8. You stars must follow your inner map.
9. Our signal travels across the only galaxy.
10. Your future is shine bright and exciting.
11. We will meet you when soon.
12. You need to the learn patience.
13. Open lights your eyes to see the truth.
14. We are wait for your signal.
15. Good luck on your out journey.

SECRET MESSAGE

_____(1) _____(2) _____(3) _____(4) _____(5)
_____(6) _____(7) ; _____(8) _____(9) _____(10)
_____(11) _____(12) _____(13) _____(14) _____(15).

3.4. STRUCTURE

a. Read the text and underline the conditional sentences in it.

Mars represents the next great step for humanity, but it has an incredibly hostile environment with strict physical laws. For instance, the atmosphere is toxic and thin. If an astronaut removes their helmet outside the base, they lose consciousness immediately due to the lack of oxygen. The temperature is another major threat. If water is exposed to the surface, it freezes instantly because of the extreme cold. The weak gravity also affects our biology. If the human body stays in low gravity for too long, muscles and bones weaken significantly over time.

Despite these dangers, space agencies are preparing a historic mission for the near future. If the colossal Starship rocket passes its final tests, it will carry the first crew to the Red Planet. The main challenge will be self-sufficiency. If the settlers manage to grow crops in the specialised greenhouses, they may not depend on food supplies from Earth. This is the key to success. If this project succeeds, humans can finally become a multiplanetary species. And if the path to the stars seems difficult to you, remember that the view is worth the climb.

b. Write the conditionals you have underlined in the text into the correct category.

Conditionals Describing Facts & Laws of Nature	
Conditionals Describing Plans, Predictions & Instructions	

c. Match the conditionals with their functions. You can choose more than one function.

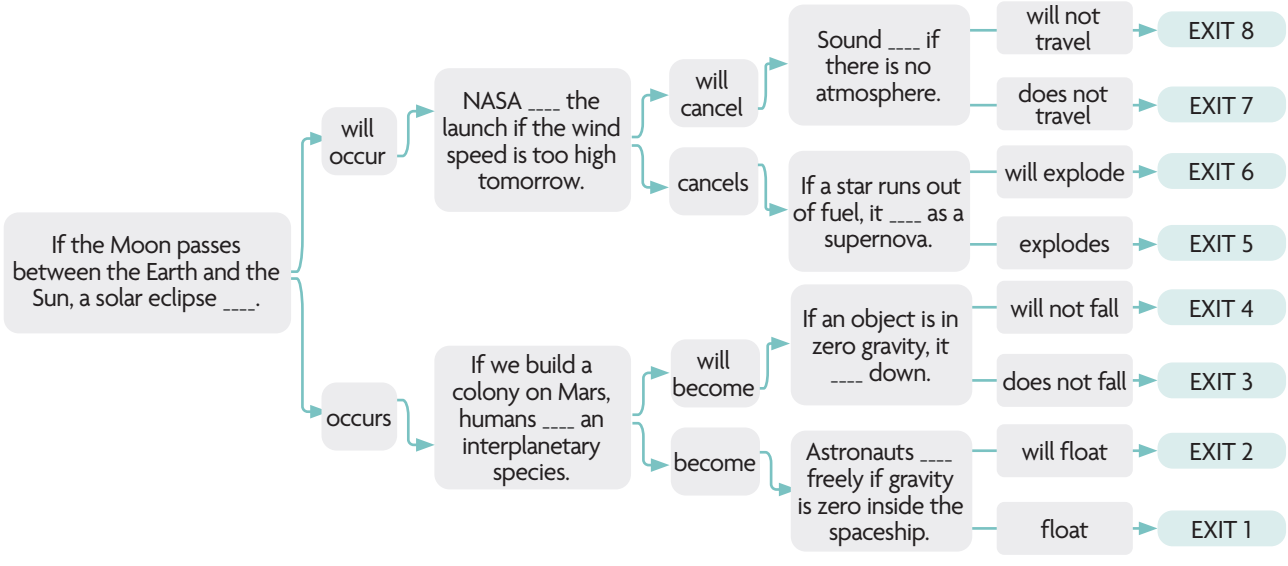
1. We use the 'Zero Conditional' to talk about ____.
2. We use the 'First Conditional' to talk about ____.

a. scientific facts
b. predictions about the future
c. future plans
d. possibilities in the future
e. nature laws and general rules
f. general truths

d. Complete the sentences with the correct forms of the verbs in parentheses. More than one answer is possible.

1. If an astronaut wears a spacesuit, they _____ oxygen safely. **(breathe)**
2. If aliens visit Earth one day, everything in human history _____. **(change)**
3. Maybe we _____ weird creatures if we explore the icy moons of Jupiter. **(discover)**
4. Water _____ in the air if you are in zero gravity. **(float)**
5. The crew _____ inside the modules for safety if a dust storm hits the station. **(stay)**
6. If an asteroid hits a planet, it _____ a crater. **(make)**
7. If you use a telescope, distant objects _____ bigger. **(look)**
8. The journey to Mars _____ only three months if we can build a faster engine. **(take)**
9. If the weather conditions are perfect, NASA _____ the rocket tomorrow. **(launch)**
10. You _____ billions of stars if you look at the Milky Way. (see)

e. Read the sentences and choose the correct answer to find the right exit.



3.5. READING

a. Look at the pictures below and answer the following questions.





1. What do you think the relationship between these two pictures is?

_____.

2. What do you think is under the ice on a planet covered completely in thick ice?

_____.

3. If a planet has liquid water, does it always mean that complex life exists there? What other sources and conditions may be necessary for life?

_____.

b. Read the text and circle the correct meanings of the highlighted words and phrases.

CAPTAIN'S MISSION LOG

Our journey to Jupiter took three years. Now, we are finally orbiting its moon, Europa. We are living inside our large space shuttle(1) and looking down at the white, frozen surface. It is very cold and dark out here, but our technology helps us see. We used a special satellite(2) to scan the deep ocean under the thick ice.

We know a basic rule of science: if there is liquid water, life is possible. Yesterday, our screens showed something incredible. The sensors detected a large object swimming in the water. It seemed totally unknown to us. It was not a fish or a whale; it was a weird(3), glowing shape with long arms. "Look at that!" shouted the captain. "It is a living creature(4)!" We couldn't believe our eyes. The animal moved elegantly in the dark water. It was mysterious(5) because we don't know how it survives in such cold water. Finding intelligent or complex life in space is extremely rare(6). Usually, scientists only expect to find simple bacteria, but this was huge.

Now, the team has a difficult plan. We want to send a small robotic probe down to the water. If we send the robot today, we will get high-quality photos. Everyone is nervous because if the robot scares the animal, it will swim away. We must be very quiet and careful. We are watching the monitors and waiting. This could be the most important day in human history!

1. a) a vehicle used to travel to space
b) a telescope to look at distant stars
c) a special suit that astronauts wear

2. a) a large star that burns in the sky
b) a person who travels to the Moon
c) a machine that moves around a planet

3. a) very common and normal
b) strange and unusual
c) beautiful and shiny

4. a) a living thing, like an animal or a strange being
b) a robot made of metal and wires
c) a type of heavy rock found in space

5. a) something difficult to explain or understand
b) something that everyone knows very well
c) something boring and slow

6. a) happening every day; very popular
b) dangerous and harmful to humans
c) not common; very hard to find

c. Answer the following questions according to the text.

1. Who is writing the mission log, and where is s/he now? _____.
2. Why does s/he think that life can exist there? _____.
3. What does the creature look like? _____.
4. Why are they surprised to find a creature there? _____.
5. For what reason do they want to send the robot on that specific day? _____.
6. What makes everyone nervous in the spacecraft? _____.

d. Complete the sentences about the possibilities waiting for humanity.

1. If there is liquid water under the ice, _____.
2. If the mission succeeds, _____.
3. If the creature attacks the robot, _____.
4. If the Earth runs out of resources, _____.

3.6. WRITING

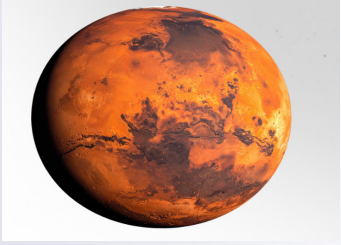
a. Read the short diary entry of an astronaut and complete the fact file below.

We are finally on the surface of Mars. Looking out of the window, everything is red and silent. We are preparing for our first spacewalk, but the weather is changing rapidly.

The sensors are showing high wind speeds. We know the dangers of this planet. If a dust storm hits the area, visibility drops to zero instantly. Also, the sand damages our equipment. If sand gets into the engines, they stop working.

We have made a decision for safety. If the storm gets worse tonight, we will cancel the mission. We are waiting inside the modules now. If the sky clears tomorrow morning, we will go out to collect soil samples. Until then, we are watching the red wind blow.

MISSION LOG: THE RED PLANET



1. **Current Location:** _____
2. **Visual Description:**
   Everything looks _____ and _____.
3. **Weather Status:**
   Sensors show _____ wind speeds.
4. **Environmental Dangers:**
   If a dust storm hits, visibility drops to _____ instantly.
   If _____ gets into engines, they stop working.
5. **Mission:**
   Plan A (Bad Weather): If the storm gets worse, the crew will cancel _____.
   Plan B (Good Weather): If the sky clears, the crew will go out to collect _____.

b. Imagine that you are on a space mission visiting Saturn or the Moon and write a similar diary entry including the following points.

- Location (Where are you?)
- Visual description (What do you see?)
- Weather status (Use the Zero Conditional)
- Environmental dangers (Use present tenses)
- Mission plans (Use the First Conditional)

Go to pages 189, 190, and 191 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN THE UNIVERSE & THE FUTURE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

L 8. 4. 1. a

a. Listen to the interview and match the first part of the sentences with their halves. One is extra.

1.	If there is no gravity, ____	**a.** its surface gets extremely hot.
2.	If a planet is too close to the Sun, ____	**b.** you must study science and maths hard.
3.	If we build a space colony, ____	**c.** objects float in the air.
4.	If you want to be an astronaut, ____	**d.** humans will live on Mars one day.
		e. it will land safely on Mars.

L 8. 4. 1. b

b. Listen to the interview again and choose the correct answer.

1. Why is life difficult on Mercury, according to Dr Aldrin?

a) Because it has too much gravity.

b) Because its surface burns due to the Sun.

c) Because there is no water.

2. What is the space agency planning to do next year?

a) They will launch a new space shuttle.

b) They will stop observing Mars.

c) They will close the space station.

3. Which sentence is a piece of advice for students?

a) If there is no gravity, objects float.

b) If you want to be an astronaut, you should study hard.

c) If we build a colony, we will live on Mars.

4. How does Sarah describe the future of space exploration?

a) She says it is very dangerous.

b) She says it is boring.

c) She says it is a whole new world.

4.2. VOCABULARY

a. Fill in the blanks with the words and phrases below. One is extra.

galaxy	space colony	space shuttle	astronaut	asteroid	telescope	comet	satellite	orbit



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

b. Read the following situations and complete them with the expressions in the box. One is extra.

It's a small world!	She's so strange, she is definitely not from this planet!	
A star is born!	This is a whole new world!	It feels like being a man on the moon!

1. After living in a quiet house in the mountains for twenty years, David moves to the centre of New York City. The noise, the lights, and the crowds are incredible. He says: _____

2. You are traveling in France, and suddenly you see your old high school friend from İstanbul in a local bakery. You both scream in surprise and say: _____

3. You go to a tech conference and everyone talks about complex coding languages and advanced physics. You don't understand a single word and feel completely disconnected. You say: _____

4. At the school talent show, a very shy student named Emily starts playing the violin, the entire audience stand up and cheer. The music teacher whispers: _____

4.3. READING

Read the text carefully and answer the questions.

MISSION TO THE UNKNOWN



The universe is full of mysterious secrets. Our solar system has eight planets, from huge Jupiter to tiny Mercury. But are we alone? Space agencies are preparing for a new space mission to find answers. Space travel is difficult and dangerous.

If a rocket launches into space, it escapes Earth's gravity. Engineers design special spacecraft to carry astronauts or robots. When a space capsule lands on a new planet, it sends signals back to Earth. The next target is the moon of Jupiter. Scientists want to conduct experiments there. They are looking for rare signs of life or weird creatures.

The plan is simple but risky: if the robot collects enough data, scientists will understand the planet's history. If we find a living creature in space, it will serve as proof that we are not alone. As they say, "This is a whole new world!"

1. What is the topic of the text?
- **a)** How to build a space shuttle at home
- **b)** The history of gravity on Earth
- **c)** A space mission to search for life
- **d)** The stars in the Milky Way

2. Which planet has a moon that scientists want to explore?
- **a)** Mars
- **b)** Jupiter
- **c)** Mercury
- **d)** Venus

3. What happens if a rocket launches into space?
- **a)** It escapes Earth's gravity.
- **b)** It floats in the ocean.
- **c)** It stops immediately.
- **d)** It becomes a star.

4. Which definition matches the phrase 'conduct experiments'?
- **a)** to travel to a different country
- **b)** to build a large house
- **c)** to do scientific tests to learn something
- **d)** to look at the stars with a telescope

5. Why are scientists looking for weird creatures?
- **a)** to bring them to a zoo on Earth
- **b)** to find proof that we are not alone in the universe
- **c)** to make a movie
- **d)** to keep the creatures away

6. Which social expression best fits the feeling of discovering a completely new planet?
- **a)** It's a small world!
- **b)** A star is born!
- **c)** This is a whole new world!
- **d)** Better late than never!

4.4. STRUCTURE

Read the text and complete the sentences with the correct forms of the verbs in parentheses.

What Might Happen in Space?

Humans dream about exploring distant planets and galaxies. If we ever build a space colony on Mars, people **(1)** _____ **(live)** under red skies and walk on dusty soil. If the colony **(2)** _____ **(have)** a strong atmosphere, the inhabitants **(3)** _____ **(breathe)** easily and grow plants. To make this mission possible a rocket **(4)** _____ **(launch)** from Earth. If all goes well, it **(5)** _____ **(land)** safely on Mars. Then the colonists **(6)** _____ **(begin)** a new life. Scientists suppose that if we **(7)** _____ **(use)** a powerful telescope, we **(8)** _____ **(see)** comets, asteroids or even unknown celestial bodies far away in space. If one of them **(9)** _____ **(come)** close to Earth, we **(10)** _____ **(watch)** it carefully. If everything **(11)** _____ **(work)** out, the new colony **(12)** _____ **(give)** hope to humanity.

4.5. WRITING

Imagine you are one of the first settlers on a planet and write a diary entry titled 'A Space Colony Diary–Year 2150' by following the steps below.

- Describe your daily routine and living conditions.
- Explain how you travel (shuttle/capsule) and what the sky and planet-day look like.
- Mention challenges (water, atmosphere, weather, alien neighbours, loneliness, etc.).
- End with a hope or dream by using a conditional sentence.

Go to page 192 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use the Zero Conditional and the First Conditional?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, or structure) do you think you improved the most? Why?

---

4. This theme is about planets and space, life in the universe and space explorations. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

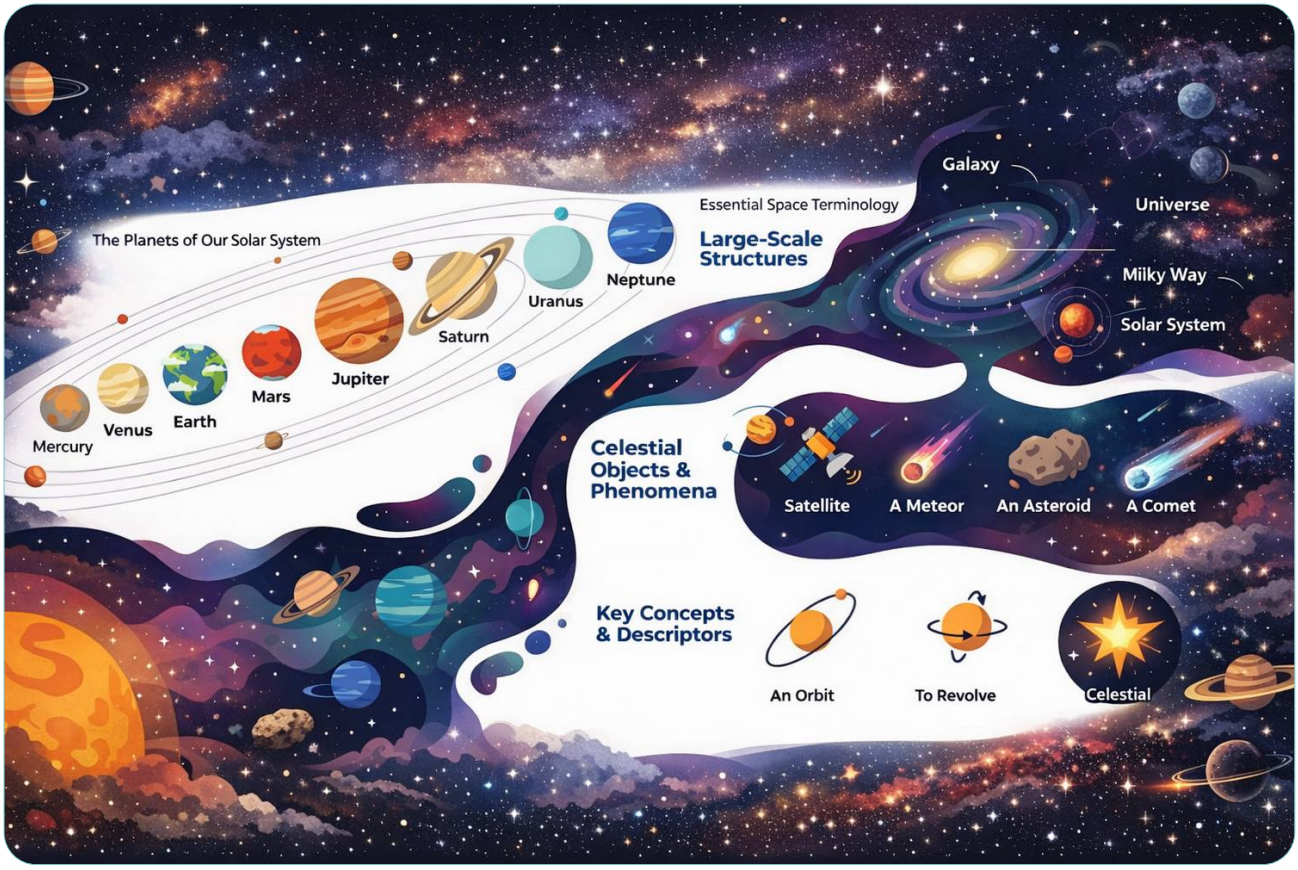
LIFE IN THE UNIVERSE & THE FUTURE

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

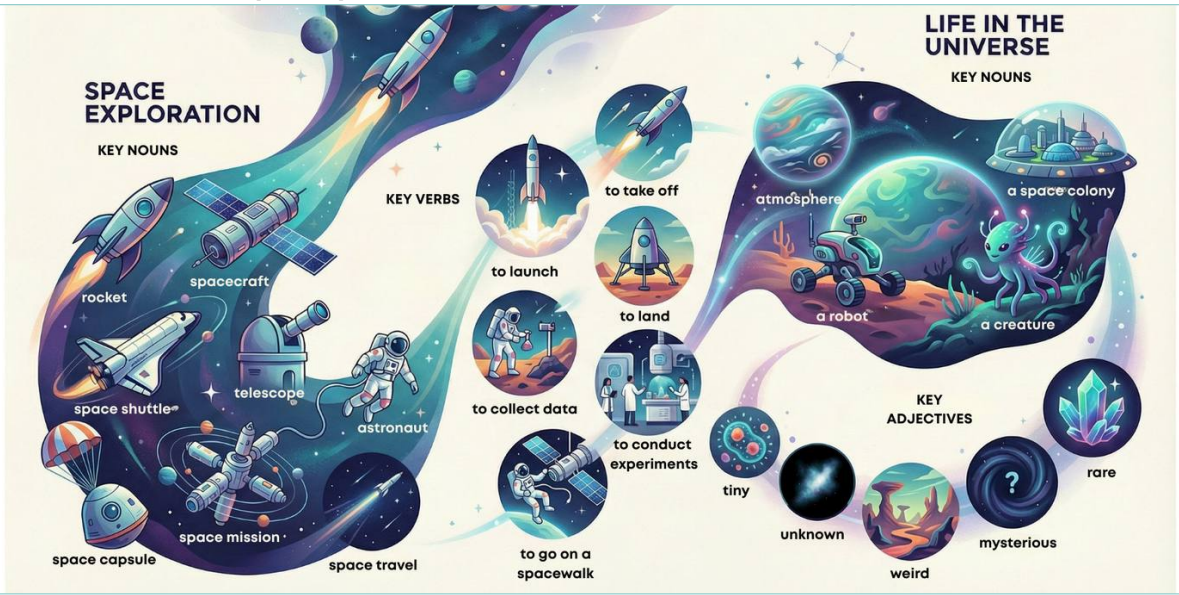
5.1. VOCABULARY

a. Planets and Space



- The **universe** contains billions of galaxies and continues to expand every day.
- If you look at the sky on a very dark night, you can sometimes see the shape of a distant **galaxy**.
- Our home is the **Milky Way**, which is a spiral collection of stars and gas.
- There are eight planets in our **solar system**, and they are all very different from each other.
- The moon is a natural **satellite** which moves around the Earth.
- Last night, I saw a bright **meteor** flash across the sky and then disappear.
- If an **asteroid** hits the Earth, it will cause a huge explosion.
- A **comet** is made of ice and dust, so it looks like a dirty snowball in space.
- It takes the Earth 365 days to complete one full **orbit** around the Sun.
- The Earth **revolves** around the Sun, while the Moon revolves around the Earth.
- If you study astronomy, you learn about many **celestial** objects like stars and planets.

b. Life in the Universe and Space Explorations



- Mars has a very thin **atmosphere**, so humans cannot breathe there without a suit.
- Scientists sent a **robot** to the surface of Mars to look for water last year.
- We have not found any living **creature** on other planets yet.
- The engineers are checking the **rocket** engines one last time before the flight.
- I bought a new **telescope** because I want to see Saturn's rings.
- If you want to become an **astronaut**, you must study science and engineering.
- If we build a **space colony**, people will live and work on the Moon.
- In the future, **space travel** will be accessible to normal people, not just governments.
- The **space mission** was successful, and the crew returned home safely.
- The **spacecraft** is currently travelling towards Jupiter to take photos.
- The **space shuttle** carried cargo to the International Space Station many times.
- The astronauts sat inside the small **space capsule** during their return to Earth.
- Space is full of **tiny** particles of dust that move at very high speeds.
- Much of the ocean on Earth is still **unknown**, just like deep space.
- Some planets have **weird** weather, like rain made of diamonds or acid.
- Black holes are very **mysterious** because light cannot escape from them.
- It is **rare** to see a comet with your own eyes; usually, you need a telescope.
- If the wind is too strong, they will not **launch** the rocket.
- The rocket **took off** at sunrise and disappeared into the clouds.
- We hope the probe **will land** safely on the surface of the asteroid.
- The rover has **collected data** about the soil for five years.
- Astronauts **conduct experiments** to see how plants grow without gravity.
- If there is a problem outside the station, an astronaut **goes on a spacewalk** to fix it.

5.2. STRUCTURE

a. Zero Conditional : Describing general and/or scientific facts which are generally true

Structure	Use	Example Sentence
Zero Conditional	To talk about facts, rules, or something that is always true If + Present Simple, Present Simple Present Simple + if + Present Simple	If you go to the Moon, everything floats in space.
		Everything floats in space if you go to the Moon.

If Clause (Condition)	Main Clause (Result)
If a planet is in orbit,	it travels around a star.
If you heat ice,	it melts.
If the Earth rotates,	day and night occur.
If water reaches 100°C,	it boils.

b. First Conditional : Describing a possible future situation

Structure	Use	Example Sentence
First Conditional (Type 1)	To describe a real/possible situation in the future If + Present Simple, Will Will + if + Present Simple	If we study hard, we will pass the exam.
		We will pass the exam if we study hard.

If Clause (Condition)	Main Clause (Future Result)
If you revise your notes,	you will remember the lesson better.
If we work as a team,	we will finish the project on time.
If the teacher explains again,	the students will understand it clearly.
If you use technology wisely,	learning will become more enjoyable.

5.3. SOCIAL LANGUAGE

Expression	Meaning/Function	Example
It's a small world!	Used when people are surprised to meet someone unexpectedly, or when connections appear between people/places.	I met my old friend at the astronomy museum today. It's a small world!
S/he's so strange, s/he is definitely not from this planet!	Used to describe someone who behaves in a very unusual or odd way. Humorous exaggeration.	She talks to her plants every day—she is definitely not from this planet!
A star is born!	Used to praise someone who shows great talent or success.	After his amazing science presentation, everybody said: "A star is born!"
This is a whole new world!	Used when something feels new, exciting, or very different from past experiences.	Learning with AI apps is a whole new world for our class.
It felt like being a man on the moon!	Used to describe an experience that feels exciting, unbelievable, or dreamlike.	When I won the scholarship, it felt like being a man on the moon!









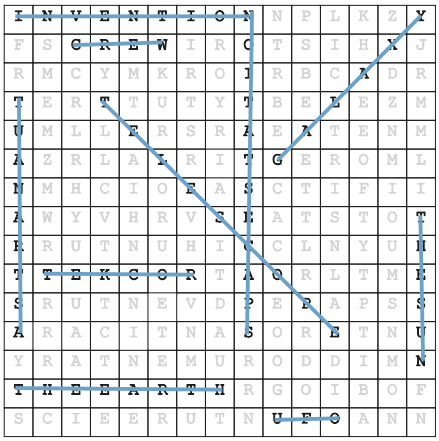


ANSWER KEY

2.1.

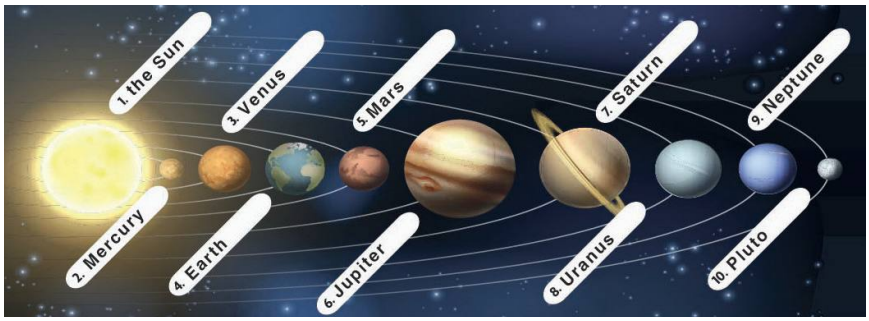
1. astronaut **2.** invention **3.** galaxy **4.** telescope **5.** rocket **6.** the Sun **7.** UFO **8.** space station **9.** crew **Extra:** Earth

2.2.



3.1. LISTENING

a.



b.

10. Pluto

c.

1. c **2.** a **3.** b **4.** a **5.** b **6.** c

d. Possible answers:

1. Yes, I believe they exist because it is impossible for us to be alone. Scientists must detect radio signals to prove this./I think simple life forms exist. Scientists need to find fossils or microorganisms on other planets./I am not sure, but if they exist, they are very far away. We need to find liquid water on another planet or see a UFO to be certain.
2. Yes, I think humans will establish colonies in the near future. Mars is the best candidate because scientists have found water ice there./If we ruin our environment, we will move. Mars seems like the only option right now./I think we will live in space stations or on the Moon because it is much closer to Earth than other planets.

3.2. PRONUNCIATION

c.

1. a **2.** c **3.** d **4.** d **5.** b **6.** b **7.** a

3.3. VOCABULARY

a.

4. Türkiye's first manned space mission

b.

1. to take off **2.** space exploration **3.** to land **4.** to launch **5.** to go on a spacewalk **6.** to conduct experiments **7.** to collect data **Extra:** space travel

c.

1. collect data **2.** launch **3.** go on a spacewalk **4.** space exploration **5.** conduct experiments **6.** take off **7.** land

d.
1. e **2.** a **3.** d **4.** b **Extra:** c

e.
1. It's a whole new world
2. She's so strange; she is definitely not from this planet!
3. It's a small world!
Extra: A star is born!

f.
SECRET MESSAGE: Don't be afraid of the dark; the stars only shine when the lights are out.

3.4. STRUCTURE

a.

If an astronaut removes their helmet outside the base, they lose consciousness immediately due to the lack of oxygen.
If water is exposed to the surface, it freezes instantly because of the extreme cold.
If the human body stays in low gravity for too long, muscles and bones weaken significantly over time.

If the colossal Starship rocket passes its final tests, it will carry the first crew to the Red Planet.
If the settlers manage to grow crops in the specialised greenhouses, they may not depend on food supplies from Earth.
If this project succeeds, humans can finally become a multiplanetary species.

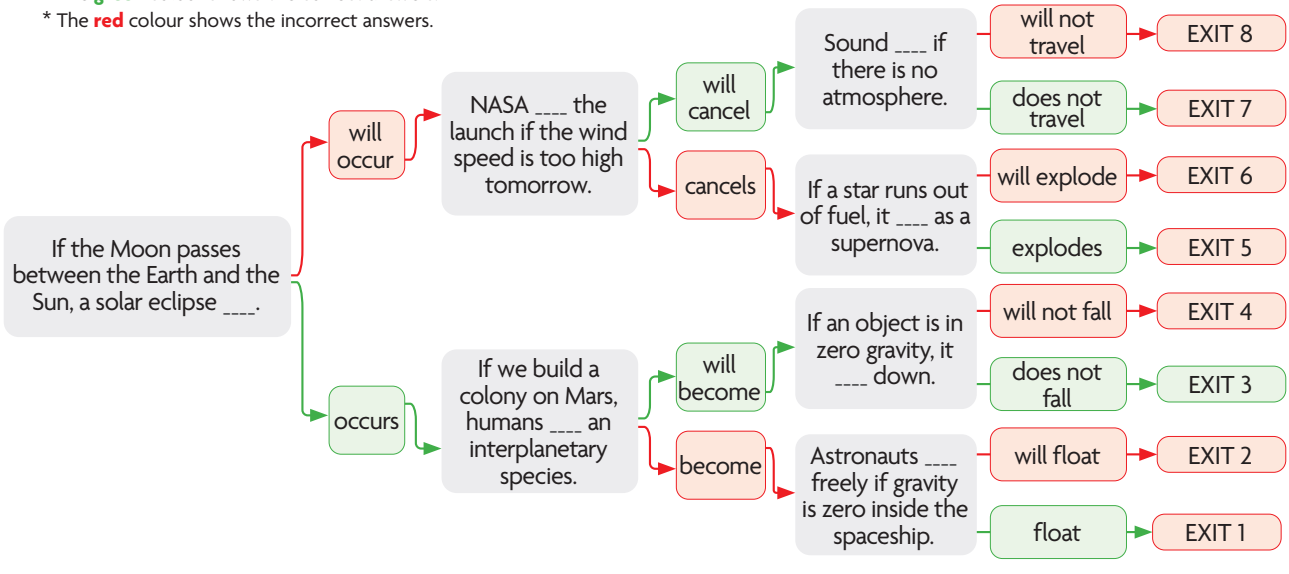
b.

Conditionals Describing Facts & Laws of Nature	• If an astronaut removes their helmet outside the base, they lose consciousness immediately due to the lack of oxygen. • If water is exposed to the surface, it freezes instantly because of the extreme cold. • If the human body stays in low gravity for too long, muscles and bones weaken significantly over time.
Conditionals Describing Plans & Predictions	• If the colossal Starship rocket passes its final tests, it will carry the first crew to the Red Planet. • If the settlers manage to grow crops in the specialised greenhouses, they may not depend on food supplies from Earth. • If this project succeeds, humans can finally become a multiplanetary species.

c.
1. a, e, f
2. b, c, d

d.
1. breathe **2.** will/can/may/might change **3.** will/can/may/might discover **4.** floats **5.** will/must stay
6. makes **7.** look **8.** will/can/may/might take **9.** will/can/may/might launch **10.** will/can see

e. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a. Possible answers:

1. I think the first picture is a planet or a moon, and the second one is an alien insect. Maybe this insect lives on that planet./The first picture looks like Europa, the frozen moon. The bug might represent the alien life forms that scientists are looking for under the ice./Perhaps astronauts visited the icy planet in the first picture and discovered this strange creature there. So, the relationship is habitat and inhabitant.
2. I believe there is a giant liquid ocean under the ice because water can stay liquid if the core is hot./There could be huge sea organisms or weird bacteria swimming in the dark water./I think there is just darkness and cold water. Maybe nothing lives there because there is no sunlight.
3. Yes, possibly. If a planet has liquid water and a stable energy source, simple life forms such as bacteria can develop naturally./No, not necessarily. Water is essential, but it is not the only thing necessary for life. If a planet has water but lacks these protective conditions, life does not survive. So, water does not guarantee the existence of life.

b.

1. a **2.** c **3.** b **4.** a **5.** a **6.** c

c.

1. The Captain is writing the log. He/She is inside a spacecraft orbiting Jupiter's moon, Europa.
2. Because there is liquid water under the ice./Because of the scientific rule that says if there is liquid water, life is possible.
3. It is a weird, glowing shape with long arms.
4. Because it is huge, complex and intelligent. Usually, scientists only expect to find simple bacteria./They don't know how it survives in such cold water.
5. To get high-quality photos.
6. They are afraid that the robot might scare the animal and it will swim away.

d. Possible Answers:

If there is liquid water under the ice, life is possible.
If the mission succeeds, it will be the most important day in history.
If the creature attacks the robot, they will lose the signal.
If the Earth runs out of resources, we will search for new homes in other galaxies.

3.6. WRITING

a.

MISSION LOG: THE RED PLANET



1. **Current Location: Mars / The surface of Mars**
2. **Visual Description:**
   Everything looks **red** and **silent**.
3. **Weather Status:**
   Sensors show **high** wind speeds.
4. **Environmental Dangers:**
   If a dust storm hits, visibility drops to **zero** instantly.
   If **sand** gets into engines, they stop working.
5. **Mission:**
   Plan A (Bad Weather): If the storm gets worse, the crew will cancel **the mission.**
   Plan B (Good Weather): If the sky clears, the crew will go out to collect **soil samples.**

b.

Possible answer:

We are finally on the dark surface of the Moon. Looking around, everything is grey and dusty. There is no sound because there is no air. High above us, the Earth looks like a bright blue marble in the black sky. The environment is very harsh. If the Sun goes down, the temperature drops to -173°C immediately. Also, the lunar dust is very dangerous. If this dust gets into our spacesuits, it damages our breathing systems. We have a busy schedule for tomorrow. We want to explore a large crater near the base. If the rover works properly, we will drive 10 kilometres north. However, safety is our priority. If the radiation levels rise, we will return to the ship instantly.

4.1. LISTENING

a.

1. c **2.** a **3.** d **4.** b **Extra:** e

b.

1. b **2.** a **3.** b **4.** c

4.2. VOCABULARY

a.

1. comet **2.** space colony **3.** satellite **4.** telescope **5.** asteroid **6**. galaxy **7.** space shuttle **8.** orbit **Extra:** astronaut

b.

1. This is a whole new world!

2. It's a small world!

3. It feels like being a man on the moon!

4. A star is born!

Extra: She's so strange, she is definitely not from this planet!

4.3. READING

1. c **2.** b **3.** a **4.** c **5.** b **6**. c

4.4. STRUCTURE

1. will/can/may/might live **2.** has **3.** will/can/may/might breathe **4.** launches **5.** will/can/may/might land **6.** will/can/may/might begin **7.** use **8.** will/can/may/might see **9.** comes **10.** will/can/may/might watch **11.** works **12.** will give

4.5. WRITING

Possible answer:

If humans build a space colony on Mars, I will join the first mission. As the rocket takes off, Earth fades into a blue dot. If the colony has a safe atmosphere, we can grow plants and perhaps meet strange creatures under red skies. I look through a telescope and watch distant galaxies and comets passing by. If we collect data and conduct experiments carefully, the new world might become a home for future generations. It will feel like a whole new world—a fresh start beyond Earth.

AUDIO SCRIPTS

L 8. 3. 1. b/c

Welcome, everyone, to the Planetarium. Today, we are looking at our magnificent solar system. As you know, we are located in the Milky Way galaxy. Look at the screen; here is our star, the Sun.

Eight planets revolve in orbits around it. First, the hot Mercury and cloudy Venus. Then comes our beautiful Earth. It is a small world? From out here in space, it looks like a tiny blue marble. And right next to it, we have the red planet, Mars. Moving further out, we see the gas giants: massive Jupiter and Saturn with its rings. Finally, the ice giants: Uranus and Neptune.

Space is full of celestial objects. Look there—that flash of light is a meteor. If a meteoroid enters the atmosphere, it usually burns up and becomes a shooting star. And that large rock moving through space is an asteroid. Sometimes, we can even see a comet with its long tail.

Humanity has always been curious. We invented the telescope to see further, and then we sent rockets into space. Astronauts travelled in spacecraft and landed on the Moon, collected data, and conducted experiments. If we explore further, we might discover unknown secrets of the universe. Perhaps the biggest discoveries are still waiting for us.

L 8. 3. 2. a

Alex is an expert explorer in the exciting zone of deep space. She floats in space much better than she walks on Earth. She is definitely not from this planet! Every day, she loves to gaze at the amazing horizon. Yesterday, while floating in zero gravity, she saw a very strange yellow object fly by. It was mysterious! Was it a glitch in the navigation system?

By using the ship's telescope, she examined it closely to see if alien life could exist there. "Is it a new galaxy?" she wondered. "Yes," beeped her robot with a low buzz. Are you ready for an adventure in the sky?

L 8. 3. 2. b

explorer, galaxy
exist, examine
yellow, yes
by, sky
system, mysterious
ready, gravity
zone, buzz

L 8. 3. 2. c

1.	example	oxygen	experiment	extraterrestrial
2.	zodiac	freeze	Mars	size
3.	dry	cry	reply	tiny
4.	young	year	beyond	very
5.	Mercury	try	body	colony
6.	exhaust	complex	exam	exact
7.	enjoy	physics	symbol	crystal

L 8. 3. 2. d

Alex, the expert, explores the complex galaxy, examining if aliens exist exactly on the axis.
Why fly beyond the yellow sky? A tiny mystery in gravity, yes, year by year, we try!
Zero Z-bots freeze in the zone, gazing at the size of the horizon.
Alex gazes at the yellow sky, examining why oxygen levels are high.
Beyond the zero-gravity zone, a complex galaxy exists alone!

L 8. 4. 1.

Sarah: Welcome back to 'The Cosmos'. Today, we are discussing the universe, our galaxy, and the future of humans. Our guest is Dr Aldrin.
Dr Aldrin: Hello, Sarah. It is wonderful to discuss the solar system with you.
Sarah: Let's start with some scientific facts. Space is very different from Earth, isn't it?
Dr Aldrin: Absolutely. For example, let's talk about gravity. If there is no gravity, objects float in the air. This is a general fact of physics.
Sarah: That must be fun to watch! What about the planets?
Dr Aldrin: Well, temperature is key. If a planet is too close to the Sun, its surface gets extremely hot. That is why life is difficult on Mercury.
Sarah: I see. So, what are our future plans? Are we going to send more humans out there?
Dr Aldrin: Yes. We plan to launch a new spacecraft next year to observe Mars better. We have a clear goal: if we build a space colony, humans will live on Mars one day.
Sarah: That is exciting! Do you have advice for young students listening to us?
Dr Aldrin: Certainly. Space travel is serious business. If you want to be an astronaut, you should study science and maths very hard.
Sarah: Thank you, Doctor. It really feels like a whole new world is waiting for us.

Daha fazlası için karekodu okutunuz.

MEBİ

OGM MATERYAL