T.C. MİLLÎ EĞİTİM BAKANLIĞI | ORTAÖĞRETİM | ÖĞRENCİ ÇALIŞMA KİTABI

ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ
GENEL MÜDÜRLÜĞÜ

TÜRKİYE YÜZYILI MAARİF MODELİ

İNGİLİZCE

10. SINIF

I. DÖNEM ÖĞRENME ETKİNLİKLERİ

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I. DÖNEM ÖĞRENME ETKİNLİKLERİ

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



İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

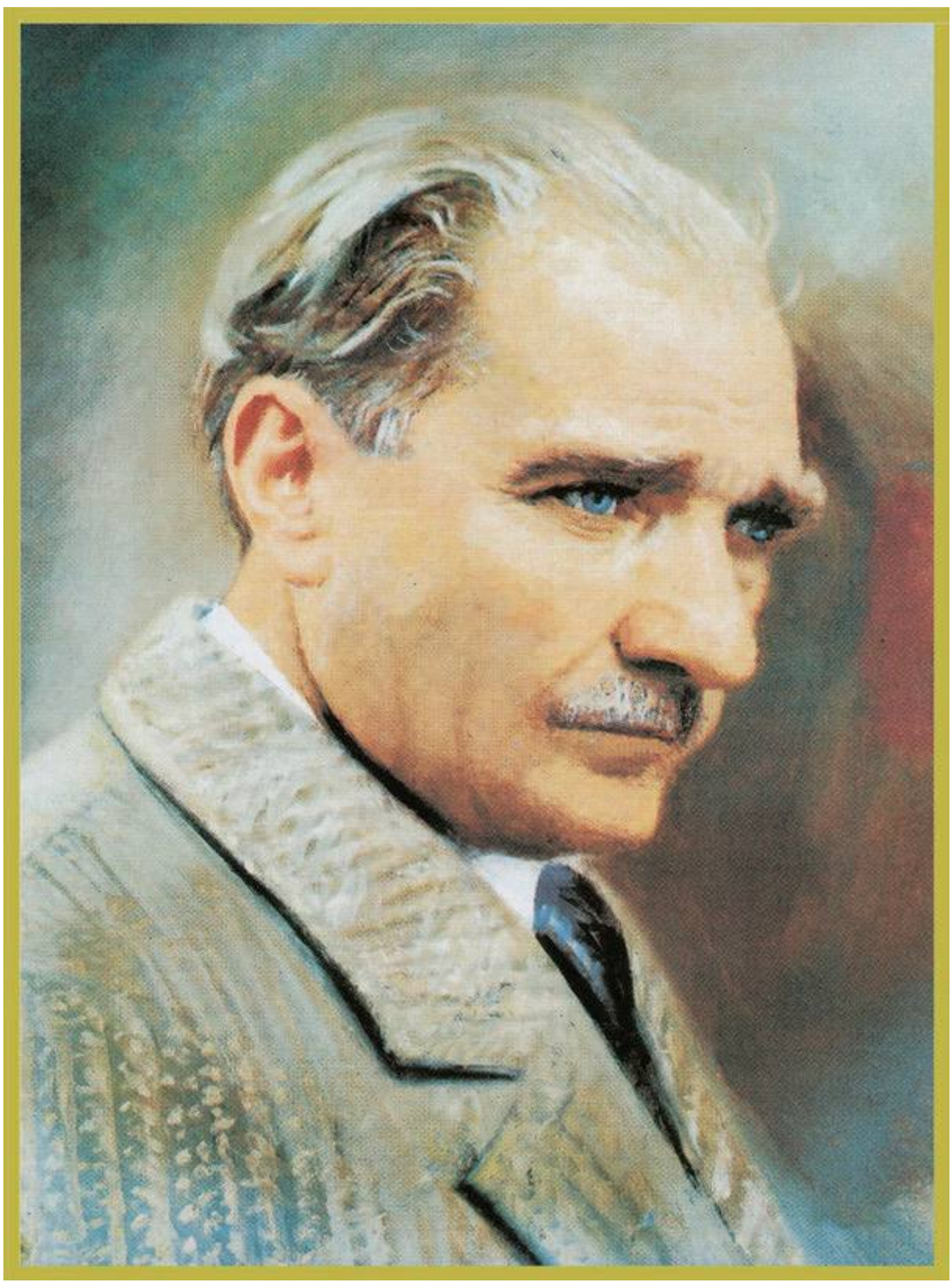
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 1

School Life & Education

LISTEN AND GROW

A. Leo is an exchange student who is studying in Türkiye through the Erasmus+ programme. He is starting Year 10 at his new school and feels a little anxious. Scan the QR code and listen to Leo's conversation with Selin, a senior student mentor. Then do the exercises below.

1. Listen to the conversation and complete the sentences with the words or phrases you hear.

a. Leo feels ---------- because everything is new.

b. His old school was much ----------.

c. Selin says that joining an ---------- helps students make friends.

d. Good ---------- helps students manage school stress.

e. They are preparing for the ---------- celebrations.

2. Listen to the conversation again, and choose the correct option to complete the sentences.

• Leo is worried because he ----.

a. doesn't like the teachers

b. thinks Year 10 will be difficult

c. misses the school bus

d. doesn't like sports

• According to Selin, joining extracurricular activities helps students ----.

a. finish homework faster

b. to become volunteers

c. make friends and reduce stress

d. get better grades immediately

• Selin recommends ---- to manage school stress.

a. studying all night

b. taking longer holidays

c. planning time and taking short breaks

d. leaving school early

● **The students are preparing for ----.**

a. Science Fair
b. Sports Day
c. Graduation Ceremony
d. Republic Day celebrations

● **Leo decides to join the event to ----.**

a. win a prize
b. meet the headmaster
c. become part of the school community
d. improve his English marks

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Listen and Grow** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Listen and Grow** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

EXPLORE AND USE WORDS

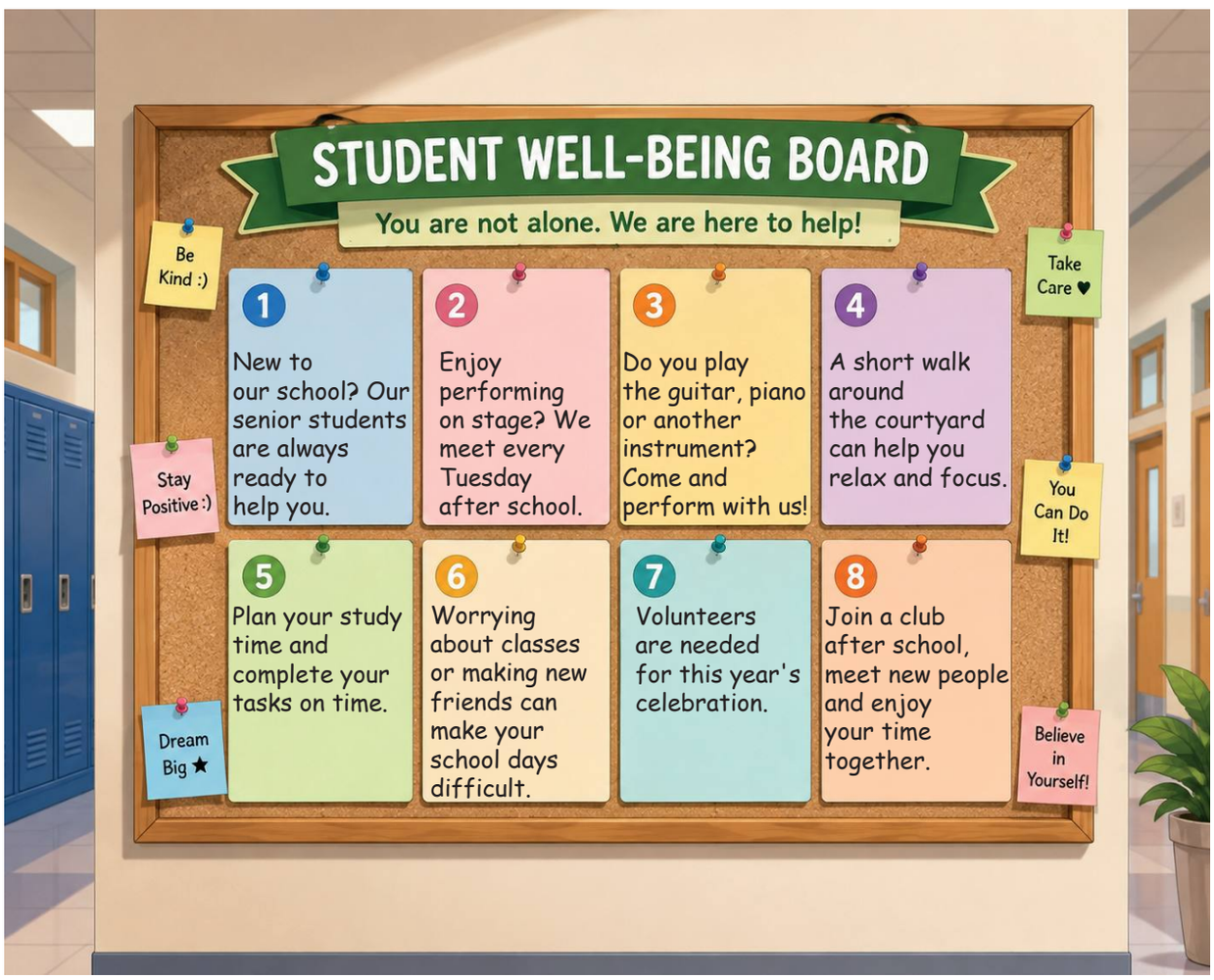
B. After their conversation, Selin takes Leo on a short tour of the school. Look at the campus map and write the correct facility names under the pictures One is Extra.

a basketball court, a prayer room, a staffroom, a canteen, a courtyard, a locker room, food technology room



C. While walking around the campus, Leo sees the Student Well-being Board. Read the notices and match them with the correct terms in the box. One term is Extra.

Terms		
Academic Workload	Drama Club	National Day Ceremony
School Anxiety	Peer Mentor	Music Band
Physical Break	Class Work	Extracurricular Activities



Notes	Term
1	
2	
3	
4	
5	
6	
7	
8	

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Explore and Use Words** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Explore and Use Words** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

DISCOVER GRAMMAR AND MORE

D. Leo writes a post on his personal blog about his first week, and how he deals with school stress. Read his blog post and do the exercises.

Leo's Blog

Sharing my journey, one day at a time.



15 years old
Exchange student
Türkiye
International High School

Recent Posts

- My first week at my new school
- Why I want to join the Drama Club
- My new journey
- Best friends

Be kind
Be you

My First Week at My New School

Leo · 14 October

School Life · Exchange Student · Well-being

Hi everyone!

I am an exchange student in Türkiye, and I am in Year 10. **(I) I usually have six lessons every day, and I often spend my lunch break with my new friends. (II) The teachers are friendly, and the students always help each other.**

(III) These days, I am getting used to my new school. (IV) The academic workload seems challenging. My lessons are difficult, but I'm learning how to manage my study time better. Selin is my peer mentor, and she always gives me useful advice on all kinds of topics.

There is something for everyone at this school. Students can join different extracurricular activities after school. **(V) I enjoy acting, so I am thinking about joining the Drama Club. (VI) Right now, many students are preparing for the 29 October Republic Day celebration, and I am helping them with the decorations.**

(VII) I usually study after school, but this week I am trying to balance my lessons and free time. Whenever I feel stressed, I take a short walk in the courtyard or talk to Selin. These are really helpful when I need to relax.

(VIII) Now nothing makes me feel anxious anymore. (IX) I am becoming more confident day by day and I believe I can succeed.

Leo

Likes · Comments · Save Post

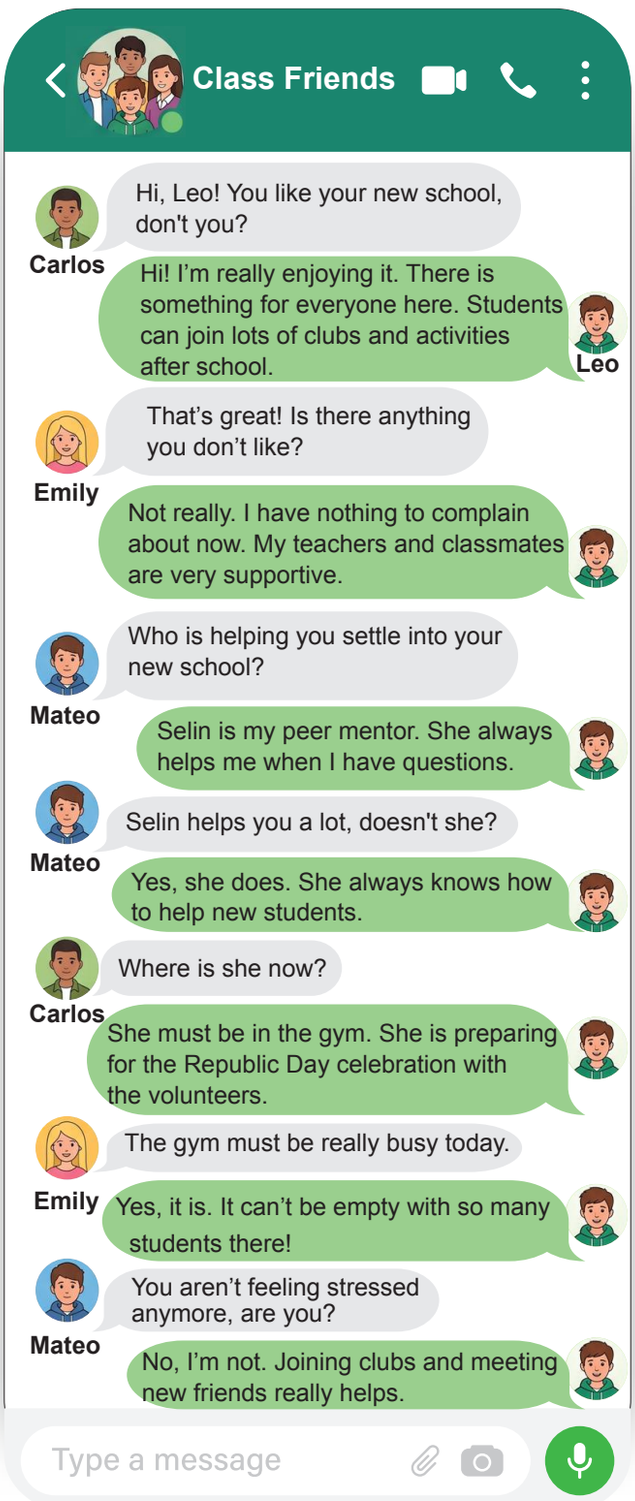
1. Complete the table with the correct statement numbers from the blog.

Which statements ----	
include a routine or habit?	
use an adverb of frequency?	
describe something happening now?	
describe a temporary situation?	
describe future plan or intention?	

2. Complete the sentences about yourself.

a. I usually - - -

E. Leo is chatting with his friends from his previous school after his first week in Türkiye. Read the messages and do the activities.



1. Read the conversation again and write one example for each function.

a. Making a deduction with "must":

b. Making a deduction with "can't":

c. Confirming information with a question tag:

2. Complete the sentences with *"must"* or *"can't"*

a. Selin is carrying posters to the gym. She ---------- be preparing for the Republic Day celebration.

b. The lights are off in the music room. The teacher ---------- be there.

c. Leo is smiling and talking with his classmates. He ---------- be feeling more confident.

d. The students are still in their classroom. They ---------- getting ready for a performance.

e. Selin ate lunch just fifteen minutes ago. She ---------- be hungry already.

3. Look at the *"question tags"* in the conversation above. Then complete the sentences below.

a. Leo enjoys his new school, ----------?

b. Selin is helping the volunteers, ----------?

c. The students aren't rehearsing now, ----------?

d. You like extracurricular activities, ----------?

e. Emily doesn't know Selin, ----------?

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Discover Grammar and More** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Discover Grammar and More** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

READ AND LEAD

F. Three students from different types of schools share their daily routines and the ways how they manage school stress. Read the articles from the school's digital student newsletter, and do the exercises.



ARDA
Science High School Student

People think science high schools are all about non-stop studying. However, students at these schools also have time for fun and other activities. To be honest, life in my first year wasn't so enjoyable because I experienced school anxiety. I felt like I had to be perfect in math and physics all the time. Now, I manage my stress by setting realistic daily goals. I never study without taking a 15-minute physical break every hour. I am also playing basketball in the courtyard these days, which keeps my mind fresh.





LEO
International High School Student

Moving to a new country is exciting, but it can also be difficult. During my first few weeks in Türkiye, I sometimes feel nervous because everything is different. Fortunately, my peer mentor always supports me. I also join school activities and spend time with my classmates after lessons. These days, we are getting ready for the Republic Day celebration together. Working with my new friends helps me feel happier and more confident each day.





CAN
Vocational High School Student

At our Vocational High School, we learn by doing different projects. We spend a lot of time in technical workshops to create useful items, so we don't just sit at desks all day. However, students can find it difficult to do projects and study for exams at the same time. To reduce my stress, I join the school's drama club. Acting allows me to express my emotions and relax after a busy week. My advice to everyone is simple: find a creative hobby to balance your school life with your social life.



1. Complete the table according to the text.

Student's name	Type of School	Main Challenge	How does he manage school stress?
Arda			
Leo			
Can			

2. Read the text again and write the correct student's name.

a. ---------- spends a lot of time in technical workshops at school.

b. ---------- believes that setting realistic daily goals helps manage school stress.

c. ---------- thinks creative hobbies can help students balance school life with social life.

d. ---------- is still getting used to a new school environment.

e. ---------- feels more confident when spending time with new friends.

3. Answer the questions.

a. Why does Arda set realistic daily goals?

b. What does Leo do when he feels stressed?

c. Why does Can think creative hobbies are important for students?

d. Which student's way of managing school stress do you find the most effective? Why?

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Read and Lead** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Read and Lead** part.	☐	☐	☐

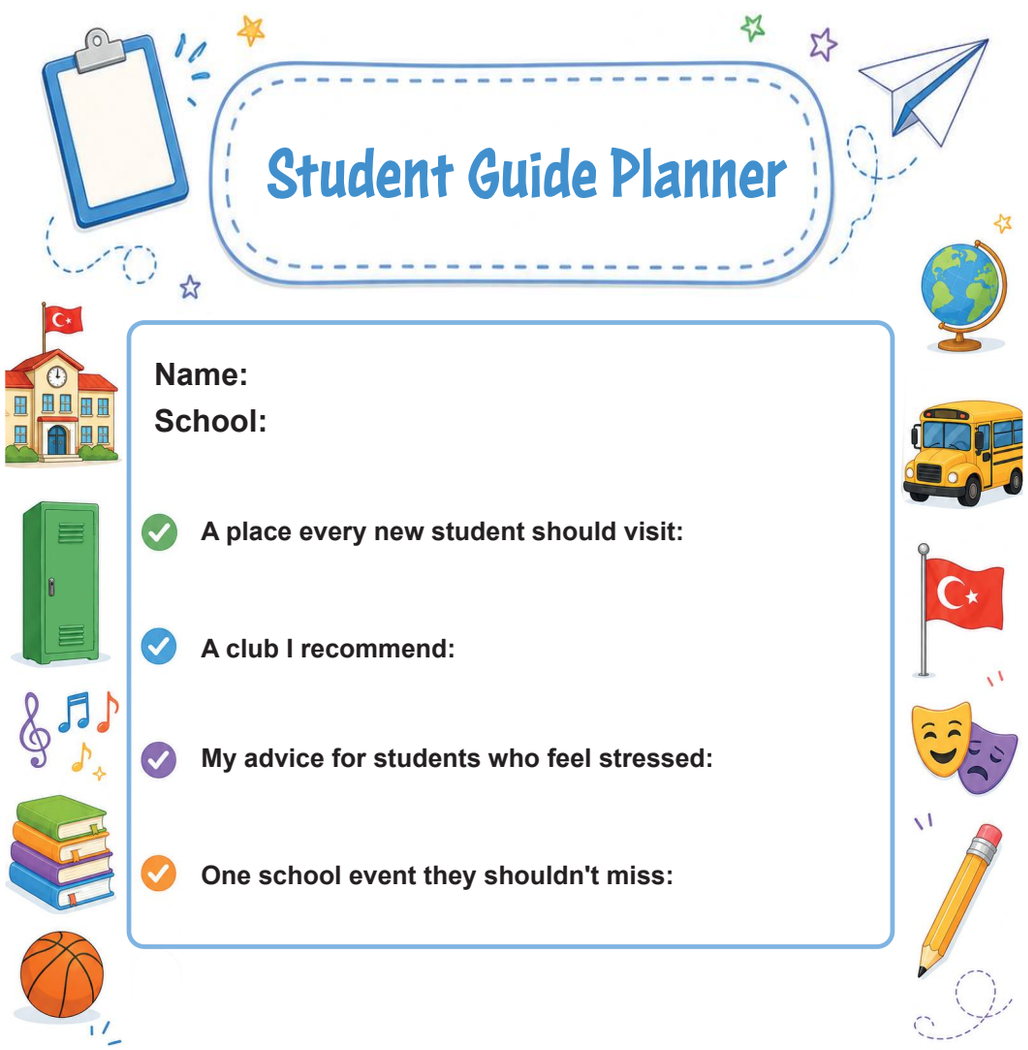
I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

WRITE AND SHARE

G. Imagine you are a student mentor at your school. New exchange students are arriving next week.

1. Complete the Student Guide Planner below.



LANGUAGE USE BOX

You can always ask for help.
I recommend...
Why don't you...?
It helps you...
You'll enjoy...
Don't worry.
You are not alone.
See you soon!

2. Write a paragraph of at least ten sentences to welcome the new exchange students. Include all the information from your student guide planner.

3. Check your writing and complete the form below.

Self-Assessment Checklist	YES	NO
I included all the information from my notes.		
I used present simple and present progressive tense correctly.		
I used appropriate school-related vocabulary.		
I gave useful advice to the new students.		
I wrote at least 10 sentences.		
I organised my ideas clearly.		
I was careful with spelling and punctuation.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Write and Share** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Write and Share** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

SPEAK AND SHINE

H. Imagine your school is welcoming new exchange students.

1. Work in pairs and complete the school tour. Answer all your partner's questions and recommend at least one extracurricular activity.

Student A:
You are showing the school to a new exchange student.



Use the campus map on page 5 to:

- introduce the school facilities.
- describe regular and extracurricular activities.
- answer the student's questions.
- give advice about school life and school stress.



Student B:
You are visiting the school for the first time.



Use the campus on page 5 to ask about:

- school facilities.
- daily routines.
- clubs and activities.
- ways to manage school stress.



LANGUAGE USE BOX

1. Asking Questions
Where is the ...?
What do students do here?
What kind of clubs does the school offer?
When do students usually ...?
How do students manage school stress?
Which activity do you recommend?

2. Giving Information
This is the ...
Most students usually ...
Right now, students are ...
You can join ...
I recommend ...
It helps you ...
Don't worry. You'll get used to it soon.

2. Complete the School Tour Card while listening to your partner.

School Tour Card

Place	What do students usually do there?

3. Think about your friend's performance during the school tour and complete the checklist.

Peer Assessment Checklist	YES	NO
My friend introduced the school facilities clearly.		
My friend answered my questions appropriately.		
My friend described regular or extracurricular activities.		
My friend recommended at least one extracurricular activity.		
My friend gave useful advice about school life or managing school stress.		
My friend listened to my questions carefully.		
My friend responded appropriately during the conversation.		
My friend used the Present Simple and Present Progressive correctly.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Speak and Shine** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Speak and Shine** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

Scan the QR Code for answers.



THEME 2

Classroom Life & Learning

READ AND LEAD

A. Answer the questions below.

1. Which learning activities do you know? Tick (✓) the ones you know.



2. How do you usually learn something new?

3. What helps you learn better?

a. working alone
b. working with others
c. using technology
d. using pictures and diagrams

B. Read what the students think about different ways of learning below, and do the exercises.



Ece

I like learning with mind maps. I can see the main idea and connect it to other ideas. I also use colours and pictures to visualise information. This helps me remember things better.



Mert

I enjoy role-play and brainstorming activities. I learn better when I work with other students and share my ideas. I think interactive activities make lessons more interesting.



Zeynep

I prefer note-taking when I study. I write the important points in my own words and use repetition to remember them. I also like self-assessment because I can check what I know and what I need to practise.



Arda

I like using technology for learning. I often use my computer to find information and organise my schoolwork. I can also use AI to get ideas, but I should always check the information before using it.

1. Read the students' ideas and complete the table below.

Student	Favourite learning activity	Why?
Ece		
Mert		
Zeynep		
Arda		

2. Do all the students learn in the same way? Give examples from the text.

3. Which student's learning method is most similar to yours? Why?

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Read and Lead** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Read and Lead** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

LISTEN AND GROW

C. The students decide to organise a Learning Fair for their classmates. Each student is going to prepare a learning station and introduce their favourite learning activity. Now, they are planning the details of their stations. Scan the QR code to listen to the students plans for their Learning Fair stations and do the exercises.

1. Listen and tick (✓) the learning activities you hear.

- ◯ mind mapping
- ◯ note-taking
- ◯ role-play
- ◯ group discussion
- ◯ brainstorming
- ◯ self-assessment
- ◯ using technology
- ◯ problem-solving

2. Listen to the audio again and complete the sentences with the correct words/phrases.

a. At Ece's station, students will turn a short text into a ----------.

b. At Mert's station, students will choose roles and ----------.

c. Zeynep's checklist helps students check what they understand and what they need to ----------.

d. Arda will save the activity on his ---------- as a backup.

3. Listen to the audio again and answer the questions.

a. What is Arda's backup plan?

b. What has Mert already prepared for his station?

c. What will students use to visualise the information at Ece's station?

d. How many copies of the checklist does Zeynep need?

e. Which station is good for students who like working with others?

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Listen and Grow** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Listen and Grow** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

EXPLORE AND USE WORDS

D. The students are getting ready to explore different learning stations. Read the information and do the exercises below.

1. Read the definitions and write the correct words from the box. One word is Extra.

note-taking / self-assessment / mind mapping / repetition / brainstorming / analyse / conclude / summarise / define / role-play / visualise

a. A learning activity in which students act out a situation → ----------

b. The process of writing down important information → ----------

c. A way of organising ideas with lines, colours and pictures → ----------

d. Producing many ideas about a topic → ----------

e. Checking your own progress and understanding → ----------

f. To look at information carefully to understand it → ----------

g. To give the main points of something briefly → ----------

h. To give the meaning of a word or idea → ----------

i. To make a final decision after thinking about information → ----------

j. To imagine or represent information in your mind → ----------

2. Complete the sentences with the correct words from *Exercise D.1.*

a. Before starting a project, our group uses ---------- to produce many possible ideas.

b. I write down the important points during the lesson. This is called ----------.

c. I use arrows, colours, and pictures to organise ideas in a ----------.

d. Students act out a real-life situation in a ---------- activity.

e. Students complete a ---------- to check their progress and identify what they need to practise.

f. We need to ---------- the results carefully before making a decision.

g. After the discussion, Elif will ---------- the main ideas in three sentences.

h. After looking at all the information, we can ---------- that the activity was successful.

i. Colours and pictures help students ---------- information more clearly.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Explore and Use Words** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Explore and Use Words** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

DISCOVER GRAMMAR AND MORE

E. Ece is explaining her learning station to a group of students. Read the conversation and do the exercises.

Ece : Welcome everyone! We're going to make a mind map together. Look at this picture. What do you think the topic is?

Student : I think it's about school activities.

Ece : Good guess! First, we're going to find the main idea. Then, we'll add some details.

Student : What should I do first?

Ece : You're going to write the main idea in the middle of your papers. I'll give you some coloured pencils.

Student : Can I use pictures, too?

Ece : Of course! You can use colours, arrows, and pictures. Hmm... we don't have enough pencils. I will get some more.

Student : Great.

1. Match the sentences with their functions.

I. a plan / intention	**a.** I'll give you some coloured pencils if you need them.
II. a decision made at the moment	**b.** I'll get some more pencils.
III. an offer	**c.** We're going to make a mind map together.

I	II	III

2. Complete the sentences below with *"will"* or *" be going to".*

a. We ---------- organise a Learning Fair next Friday.

b. The plan for my station is ready. Students ---------- create a mind map.

c. I need some scissors. I ---------- get them from the classroom.

d. Don't worry! I ---------- help you with the activity.

e. Look at the dark clouds! It ---------- rain soon.

f. I think the Learning Fair ---------- be very interesting.

F. Zeynep's learning station is about self-assessment. Read Zeynep's learning tips and do the exercises below.

CHECK YOURSELF!	
	You **should** read the question again if you don't understand it.
	You **ought to** check your answers carefully.
	You **should** ask **yourself,** "Do I really understand the topic?"
	You can try the task **yourself.**
	Students **should** assess **themselves** after completing the task.
	They **ought to** ask **themselves** if they understand the topic.

1. Look at the bold expressions and answer the questions below.

a. Which bold expressions are used for giving advice?

b. Which bold expressions show that the subject and the object are the same person?

2. Complete the sentences with the correct "r*eflexive pronouns".*

a. I assess ---------- after completing a learning activity.

b. You should ask ---------- "Do I really understand this topic?"

c. Mert prepares his presentation by ---------- without asking for help.

d. The students organise the brainstorming activity ----------.

e. Do you make the mind map by ----------?

f. The learning app can update ---------- automatically.

3. Read the situations and give advice by using *"should"* **or** *"ought to"***.**

a. Meltem has difficulty remembering the main points of the lesson.

b. Canan always forgets to take notes during the lesson.

c. Ömer doesn't understand how to use the new learning app.

d. Arda has a big project, but he doesn't know how to organise his ideas.

e. Some students don't check their answers before submitting their work.

f. You have an exam tomorrow, but you haven't reviewed your notes.

G. Arda is giving information about his learning station. Read the text and do the exercises.

Arda : Welcome to my Technology Learning Station! At my station, you **have to log in** to the school website first. Then, you **can access** an interactive activity and work on it with your group. You **must follow** the instructions carefully, and you **must not share** your password with anyone.

Student: Can I use my own computer?

Arda : Of course! You can use your own computer. You can also use one of the computers at my station. When you finish the activity, you **have to upload** your file. The internet connection **might be slow,** so the activity **might not work** properly. Don't worry! We have the activity on the classroom PC as a backup plan.

1. Look at the bold expressions and answer the questions.

a. Which expressions show that students need to do something?

b. Which expression shows something students must not do?

c. Which expressions are used to ask for or give permission?

d. Which expressions show that something is possible but not certain?

2. Match the expressions with their meanings.

I. have to log in	**a.** It is not allowed to do something.
II. must follow	**b.** It is possible that something happens.
III. must not share	**c.** It is necessary to do something because of a rule or requirement.
IV. Can I use ...?	**d.** You ask politely for permission.
V. can use	**e.** It is possible that something does not happen or work.
VI. might be slow	**f.** It is necessary to do something.
VII. might not work	**g.** You have permission to do something.

I	II	III	IV	V	VI	VII

3. Complete the sentences with *"must", "must not", "have to", "can",* **or** *"might".*

a. According to the school rules, students ---------- log in before they access the activity on the school website.

b. To complete the task correctly, students ---------- follow the instructions carefully and check their work before uploading the file.

c. For security reasons, students ---------- share their passwords with other students or use someone else's account.

d. ---------- I use my own computer to complete the interactive activity at your station?

e. If you don't have a computer with you, you ---------- use one of the computers at the station.

f. The internet connection ---------- be slow during the activity, so students may need to wait for the page to load.

g. If the connection is too slow, the interactive activity ---------- not work properly, so the students can use the backup activity on the classroom PC.

Assess Yourself and Check Your Progress

Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Discover Grammar and More** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Discover Grammar and More** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

WRITE AND SHARE

I. Imagine you are going to take part in the Learning Fair.

1. Choose a learning activity and complete the template below to plan your station.

MY LEARNING STATION

Station Name

Learning Activity

What will students do?

What will students need?

What will students learn?

Why is the activity useful?

2. Write a paragraph of at least ten sentences about your learning station. Use all the information in the template.

3. Check your writing and complete the form below.

Self-Assessment Checklist	YES	NO
I introduced my Learning Station clearly.		
I described the learning activity and what students will do.		
I mentioned what students need at the station.		
I explained what students learn at the station.		
I explained why the activity is useful.		
I used appropriate learning-related vocabulary.		
I used the grammar structures I have learned appropriately.		
I wrote at least 10 sentences.		
I was careful with spelling and punctuation.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Write and Share** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Write and Share** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

SPEAK AND SHINE

H. Imagine you are visiting the Learning Fair.

1. Work in pairs and answer all your friend's questions about the learning stations. Then, choose the station you want to visit and explain why.

STUDENT A – VISITOR



You are visiting the Learning Fair.
Ask your friend about their station.

1. What do students do at your station?
2. What do they need?
3. What can they learn?
4. What should they do first?
5. Can students work in groups?
6. Why is the activity useful?

STUDENT B – STATION GUIDE

You are the station guide.



Answer your friend's questions about your station.

2. I choose the ---------- station because ----------.
It would help me ----------.

3. Think about your answers and complete the form below.

Self-Assessment Checklist	YES	NO
I answered my friend's questions about my station.		
I used *"can"* to talk about possibilities or abilities.		
I used *"should"* to give advice.		
I gave reasons for choosing a station.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Speak and Shine** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Speak and Shine** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

Scan the QR Code for answers.



THEME 3

Personal Life & Well-Being

READ AND LEAD

A. Welcome to the Teen Well-being Community! This is an international online community where teenagers explore healthy lifestyles, emotional well-being, personal style, and future goals. Here, you can read articles, listen to podcasts, join weekly challenges, ask experts for advice, and share your own experiences with other teenagers around the world.

1. Before exploring the community, complete the Welcome Survey. Choose the answer that describes you best.

a. How often do you exercise?

- ☐ Every day
- ☐ Sometimes
- ☐ 3-4 times a week
- ☐ Rarely

b. What do you usually do when you feel stressed?

- ☐ Listen to music
- ☐ Exercise
- ☐ Talk to a friend
- ☐ Relax at home

c. Which activity helps you feel happier?

- ☐ Reading
- ☐ Playing sports
- ☐ Spending time with friends
- ☐ Listening to music

d. Which clothing style do you like most?

- ☐ Sporty
- ☐ Vintage
- ☐ Casual
- ☐ Smart casual

e. Which accessory do you wear most often?

- ☐ Watch
- ☐ Necklace
- ☐ Bracelet
- ☐ Cap

f. How many hours do you usually sleep?

- ☐ Less than 6
- ☐ 8
- ☐ 6-7
- ☐ More than 8

g. Which word describes you best?

- ☐ Ambitious
- ☐ Courageous
- ☐ Compassionate
- ☐ Friendly

h. Which topic would you like to explore first?

- ☐ Body&Health
- ☐ Style Studio
- ☐ Mind Matters
- ☐ Future Focus

Now you're ready to explore the Teen Well-being Community and discover new ideas about healthy living, personal style, and well-being. Let's start!

B. Look at the homepage of the Teen Well-being Community. Write the section you should visit for each purpose.



1. I want to learn about healthy habits and common illnesses. -------

2. I want to join fun activities every week and collect badges. -------

3. I want to find ways to relax and improve my well-being. -------

4. I want to listen to teenagers' stories and experiences. -------

5. I want to explore future goals and plans. -------

6. I want to explore fashion styles and accessories. -------

C. How healthy are your daily habits? Complete this quick health check, and discover today's recommendation.

1. Do you drink at least 8 glasses of water?

YES NO

2. Do you sleep at least eight hours?

YES NO

3. Do you exercise regularly or stay active?

YES NO

4. Do you eat fruit and vegetables every day?

YES NO

5. Do you spend too much time on screens?

YES NO

6. Do you take care of yourself when you're ill?

YES NO

Mostly YES

Great job! You already have many healthy habits.

Half and Half

Good start! You already have some healthy habits, but there is still room for improvement.

Mostly NO

Every small step matters! Healthy habits take time to build.

Today's Recommendation

Start your day with a large glass of water, and take a 5-minute stretch break every 45 minutes of screen time.

D. Read this week's featured article, discover simple ways to stay healthy, and do the exercises.

BODY & HEALTH | Health Check | Articles | Tips | Ask the Expert | Challenges | Community

FEATURED ARTICLE

Recommended for You

3-minute read 2,458 readers this week 96% found this article helpful

Teen Well-being Community
Together. Stronger. Healthier.

Small Habits, Big Changes

Why are you seeing this article?

According to your answers to health check, this article may help you build better habits.

1. Your body needs water every day. Drinking enough water helps you stay active and focused. Carry a water bottle with you and drink water regularly, especially after exercising.

2. Teenagers need enough sleep to feel energetic and ready for the day. Try to go to bed at the same time every night. A good night's sleep can help you concentrate better at school.

3. You don't have to spend hours at the gym. Walking, cycling, dancing, or playing your favourite sport are all great ways to stay healthy. Moving your body every day makes you feel stronger and happier.

4. Choose healthy foods such as fruit, vegetables, whole grains, and protein-rich meals. Eating balanced meals gives your body the energy it needs and helps you stay healthy.

5. Spending too much time on screens can make you feel tired. Take short breaks, go outside, or spend time with your family and friends. A simple digital break can improve your well-being.

Health Tip

Did you know?

Doctors recommend drinking enough water, getting enough sleep, and staying active every day to support a healthy lifestyle.



Every Small Step Counts

Healthy habits don't have to be difficult. Small changes today can make a big difference tomorrow. By building healthy habits now, you will feel stronger, happier, and more confident in the future.

Did you find this article helpful?

Yes | Not yet

Continue Exploring

1. Match the headings (a-f) with the sections (1-5). One heading is Extra.

Headings	Sections
a. Drink Water Regularly	
b. Keep Moving	
c. Visit Your Doctor	
d. Eat Smart	
e. Take a Digital Break	
f. Sleep Well	

2. Choose the correct answers.

• What is the main purpose of the article?

a. To describe different illnesses

b. To explain fashion trends

c. To encourage healthy daily habits

d. To compare different sports

• According to the article, which activity is a good way to stay active?

a. Walking or cycling

b. Sleeping longer

c. Doing extreme sports

d. Drinking more coffee

• What does the article recommend teenagers do to sleep well?

a. Go to bed at different times every night.

b. Go to bed at the same time every night.

c. Exercise before going to bed every night.

d. Spend more time on screens before bed.

3. Which healthy habit is the easiest for you to follow?

4. Which healthy habit do you want to improve?

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Read and Lead** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Read and Lead** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

LISTEN AND GROW

E. Scan the QR code to listen to this week's podcast, and do the exercises below.

1. Listen to the podcast and tick (✓) the words you hear.

☐ water	☐ exercise
☐ vegetables	☐ basketball
☐ headache	☐ challenge
☐ sleep	☐ juice
☐ screen	☐ future
☐ computer	☐ energetic

2. Listen to the podcast again and write "E" for Emma, "K" for Kerem, or "B" for both.

a. ---------- enjoy(s) doing sports after school.

b. ---------- always carry(ies) a water bottle.

c. ---------- want(s) to develop healthier habits.

d. ---------- think(s) healthy habits can make a big difference.

e. ---------- talk(s) about sleeping well.

3. Listen to the podcast again, and answer the questions.

a. Why does Emma carry a water bottle with her?

b. What challenge is Emma joining next week?

c. How does basketball help Kerem?

Assess Yourself and Check Your Progress

Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Listen and Grow** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Listen and Grow** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet



SPEAK AND SHINE

F. This week's topic is "Small Habits, Big Changes".

1. Share your ideas following the instructions below.

INSTRUCTIONS

- Introduce yourself.
- Share your healthy habits.
- Explain one habit you would like to improve.
- Give advice for a healthier lifestyle.
- Talk about one healthy goal for the future.

LANGUAGE USE BOX

Talking about habits
- I usually...
- I sometimes...
- I always...

Giving advice
- You should...
- Why don't you...?

Talking about future goals
- I want to...
- I'd like to...
- My goal is to...

Giving opinions
- I think...
- In my opinion...

2. Complete the self-assessment checklist below.

Self-Assessment Checklist	YES	NO
I introduced myself clearly.		
I talked about my healthy habits.		
I explained one habit I want to improve.		
I gave advice for a healthier lifestyle.		
I talked about one healthy goal for the future.		
I used appropriate expressions.		
I spoke clearly and confidently.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Speak and Shine** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Speak and Shine** part.	☐	☐	☐

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EXPLORE AND USE WORDS

G. Complete the community members' profiles using the words in the box. One word is Extra.

allergy / fever / sore throat / empathy / self-care / necklace / stylish / cotton / alike / sustainable / confident / scarf / headache / happiness

Member 1

Hi! I'm Elif, and I believe (1) ---------- is an important part of a healthy life. I usually go for a walk after school, but today I am staying at home because I have a (2) ---------- and a bad (3) ----------. My little brother has a pollen (4) ----------, so I always remind him to take care of himself in spring. I think showing (5) ---------- is important when someone is ill. Next month, I am going to start a new exercise routine to develop healthier habits. I can already make some healthy changes in my daily life.
I believe small changes can bring more (6) ---------- to our lives. I also try to listen to my body and rest when I need to.

Member 2

Hi! I'm Zeynep, and I enjoy expressing my personality through fashion. I usually choose (7) ---------- clothes because I like simple and comfortable styles. My sister and I sometimes wear similar colours, so our outfits look (8) ----------, although our styles are quite different.
I think my new style is more (9) ---------- than my old one, and it makes me feel more (10) ----------. I also like wearing my grandmother's silver (11) ---------- because it has a special meaning for me. In winter, I always wear a (12) ---------- to keep warm. Next year, I am going to buy more (13) ---------- clothes because I want to make better choices for the environment. I think choosing clothes carefully is as important as looking good.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Explore and Use Words** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Explore and Use Words** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

DISCOVER GRAMMAR AND MORE

H. Read the community posts and the coach's replies, and do the exercises below.

Hi, Coach! I usually stay up late because I chat with my friends or watch videos. **(I) I always feel tired the next morning.** What should I do?

Maya



(II) You should go to bed earlier. You should also drink enough water during the day. I think you'll feel more energetic soon.

Coach

(III) Our school volleyball tournament was really exciting! (IV) I felt exhausted after the final match, but I was proud of my team.

Daniel



Congratulations! You should have a good rest after exercising. **(V) You should eat healthy food and drink plenty of water, too.**

Coach

I want to start living a healthier life, but I don't know where to begin. **(VI) I think making small changes can be rewarding.**

Elif



You should start with small steps. **(VII) You should exercise regularly** and make time for self-care. Healthy habits take time, so don't give up!

Coach

I've had a sore throat and a bad cough since yesterday. **(VIII) I also feel tired today.**

Lucas



You should stay at home and get some rest. **(IX) Resting at home can be relaxing.** You should see a doctor if you still don't feel better tomorrow. I hope you get well soon.

Coach

1. Complete the table with the numbers of the bold expressions on the community posts.

Giving Advice	Describing Feelings	Describing Situations

2. Circle the correct adjective.

a. Our basketball match was really **excited/exciting**.

b. I felt **tired/tiring** after the long walk.

c. The science workshop was **interesting/interested**.

d. My sister was **surprised/surprising** by the doctor's news.

e. The fitness programme was **challenging/challenged**.

f. The coach's talk was **inspiring/inspired**.

3. Give advice for each situation below.

a. I feel tired after a long school day.

b. I want to stay healthy.

c. I feel stressed before an exam.

d. I have a terrible headache.

I. Read the community posts and do the exercises below.



Mina

When I was younger, I loved trying new activities. I **could swim** when I was five, and I **could ride a bike** when I was six. I **couldn't play chess** then, but I enjoy playing it now. I also like taking long walks in nature with my sister. We only take our backpacks and start walking. We like using the same equipment. My new backpack is **as light as** my sister's. It is **the same** size **as** hers.



Ece

I **could draw** very well when I was at primary school. I also **could sing** in front of large groups. I **couldn't cook** when I was little, but now I enjoy making simple meals. Today I am watching my favourite chef's programme. I am a big fan of her. She is cooking a delicious dessert. She looks amazing in her outfit. My trainers are **like** hers. They look almost **alike**, but mine are a little more colourful.

1. Read the posts again. Find the bold expressions and complete the table.

Talking about Past Abilities	Comparing People or Things

2. Complete the sentences with your own ideas.

a. When I was six, I could ----------.

b. When I was in primary school, I could ----------.

c. When I was little, I couldn't ----------.

3. Circle the correct expression.

a. My new school bag is **the same as/alike** my sister's. We bought the same colour.

b. Your new hairstyle looks **alike/as good as** your mother's.

c. The two brothers look very **alike/the same as**.

d. My new trainers are **as comfortable as/like** my old ones.

e. This phone is **the same as/as expensive as** my brother's. They are the same model.

f. Your drawing looks **like/alike** the picture in the book.

4. Write two sentences to compare two things you have. Use a different expression in each sentence.

a.

b.

J. Read the community posts, and do the exercises below.



Mina

Hi everyone! I'm visiting my cousin on Saturday. We're going to the city centre together.



Ece

I'm meeting my friends after school on Friday. We're watching a film together.



Leo

I'm joining the school charity event next Sunday. My brother is coming with me, too. The event starts at 11 a.m. and finishes at 4 p.m.



Maya

I'm taking part in the photography workshop next weekend. The workshop starts at 10 a.m. on Sunday. I can't wait!

1. Find the expressions for personal plans and the expressions for fixed schedules. Write them under the correct heading.

Personal Plans	Fixed Schedules

2. Read the sentences below and circle the correct one.

a. I **am meeting/meet** my friends after school tomorrow.

b. The school charity event **starts/is starting** at 11 a.m.

c. We **are visiting/visit** the science museum next Saturday.

d. The photography workshop **begins/is beginning** at 10 a.m. on Sunday.

e. My classmates **are joining/join** the school trip next week.

f. The film **starts/is starting** at 7 p.m.

3. Write two sentences about your plans for next week.

Next week, I ----------.

At the weekend, I ----------.

4. Write one sentence about a scheduled event.

The event starts ----------.

Assess Yourself and Check Your Progress



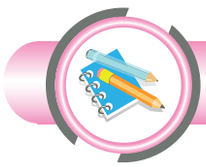
Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Discover Grammar and More** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Discover Grammar and More** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet



WRITE AND SHARE

K. Imagine you are writing a post for the community blog, and do the exercises.

1. Complete the template below.

Name:

My topic:


A healthy habit I have


An activity I enjoy


A skill I have


A plan for next weekend

1. What do you usually do?
2. How do you feel about it? Why?
3. What advice or idea can you share?
4. What is one detail you want to add?

LANGUAGE USE BOX

You can use these expressions:
I usually...
I enjoy...
I can...
I feel...
You should...
I'm ... next weekend.

2. Write a paragraph of at least ten sentences and post it to the community page. Use the ideas from your template.

3. Check your writing and complete the form below.

Self-Assessment Checklist	YES	NO
I completed the template before writing.		
I wrote a paragraph of at least ten sentences.		
I included relevant details about my topic.		
I used appropriate expressions from the Language Use Box.		
I was careful with spelling and punctuation.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the **Write and Share** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Write and Share** part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

Scan the QR Code for answers.

YAZILI PUSULASI

Çözümlere buradan ulaş

10. Sınıf İngilizce Öğrenme Etkinlikleri Seti 2. Bölüm (2026-2027)

Telefonunun kamerasıyla ilgili QR kodunu okut.
Ekrandan okuyorsan QR koduna dokunabilirsin.

CEVAP VE ÇÖZÜMLER

Yazılı cevaplar ve çözüm sayfası
Ücretsiz erişim

VİDEO ÇÖZÜMÜ

Bu PDF’nin ilgili videosu ve durumu
Premium videolar uygulamada açılır

Video henüz eklenmediyse sağdaki sayfada belirtilir.
Video sonradan eklendiğinde aynı QR kodu kullanılabilir.

Bu erişim kartı Yazılı Pusulası tarafından eklenmiştir.
Önceki soru ve cevap sayfaları değiştirilmemiştir.
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