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PARA İLE SATILAMAZ.

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ORTAÖĞRETİM

ÇALIŞMA KİTABI

WORKBOOK UPTONE

Preparatory Year



VOLUME 2



WORKBOOK UPTONE

Preparatory Year

VOLUME 2

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İSTİKLÂL MARŞI

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

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

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

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet 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 İlahî, 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 cerâhamdan İlahî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

Dalgalar 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

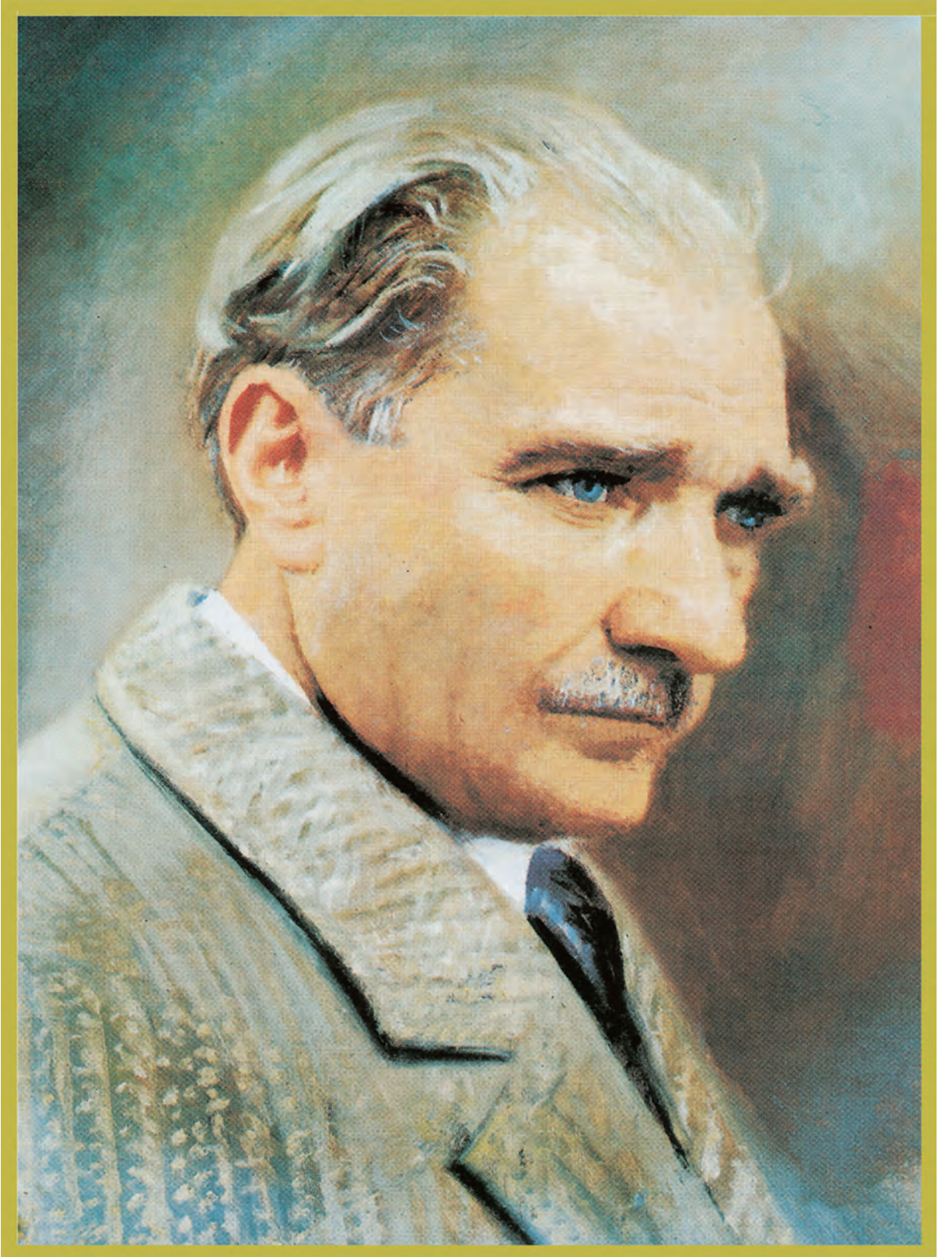
GENÇLİĞE HİTABE

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 namüsaî 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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MAP OF THE WORKBOOK

The **Uptone Workbook** supports learners in improving their English through theme-based and easy-to-follow activities. It is designed to work alongside the *Uptone Student Book* and offers structured practice in listening, pronunciation, vocabulary, grammar, reading, and writing.

Listening and Pronunciation form a key part of each unit. The listening tasks feature short conversations, announcements, and thematic texts. Learners complete gap-fills, matching, and comprehension questions. **QR codes** are included to help students access audio tracks easily and practise listening beyond the classroom.

Pronunciation practice focuses on improving students' awareness of English sounds, sentence rhythm, stress patterns, and similar-sounding words. Repetition and contrastive activities help students speak more clearly and fluently.

Vocabulary development is supported in every unit through matching, categorising, sentence completion, and puzzle-style activities. Words are drawn from everyday and theme-related contexts such as school, daily routines, nature, space, and culture. Visual aids and modelled sentences help learners understand and use new vocabulary effectively.

Grammar points are introduced and practised through inductive and deductive approaches, allowing learners to observe patterns and apply rules. Learners encounter a broad range of structures and practise these through gap-fills, error correction, and sentence transformation tasks, ensuring both accuracy and fluency.

Reading section features short texts (e.g., articles, dialogues, descriptions, and emails) aligned with the thematic content. Tasks range from true/false and multiple-choice questions to vocabulary-in-context and inference-making activities. Through these texts, students enhance reading strategies and encounter diverse text types and global topics.

Writing activities progress from guided sentence-level tasks to structured paragraph writing. Learners respond to prompts using thematic vocabulary and grammar, often within functional contexts such as describing routines, writing emails, or narrating past events. Support is provided via sentence starters, layout models, and idea banks, fostering both accuracy and creativity.

Irregular Verbs List is included at the end of the workbook, providing students with an essential reference tool for tense-based grammar and writing activities. This feature promotes learner independence and supports effective revision.

Digital support in the workbook includes **QR codes** embedded in listening and pronunciation activities. These codes link directly to audio files so students can listen, repeat, and review independently.

Gamified activities such as vocabulary games, collocation grids and puzzles are integrated throughout the workbook to reinforce key language concepts through enjoyable and repeated practice.

The **Uptone Workbook** serves as a supportive and practical learning resource, offering rich practice opportunities that complement classroom instruction. With its clear structure, integrated digital tools, and engaging task design, it empowers students to apply their knowledge confidently and successfully in real-world contexts.

LISTENING

1 Listen and write the school types under their names.



Audio 9.1



Sara

1 _____ school



Adam

2 _____ school



Leila

3 _____ school

2 Listen to Audio 9.1 again to choose the correct answer.

- 1 What does Sara do after her lessons?
 - a She goes home for dinner.
 - b She joins sports and clubs.
 - c She works at a job site.
- 2 What is special about Adam's learning style?
 - a He prefers exams.
 - b He likes reading and theory.
 - c He learns best by doing.
- 3 Why does Leila attend an international school?
 - a Her family travels often.
 - b She wants to be a teacher.
 - c She needs extra language help.
- 4 Which school uses laptops in class?
 - a Adam's school.
 - b Leila's school.
 - c Sara's school.
- 5 Who mentions becoming more independent?
 - a Adam
 - b Leila
 - c Sara

3 Listen to Audio 9.1 again and tick the sentences that can be inferred.

Statements	
E.g. Sara lives at school most of the year.	<input checked="" type="checkbox"/>
1 Leila enjoys working on her own.	<input type="checkbox"/>
2 Adam only studies theory in his school.	<input type="checkbox"/>
3 Leila studies with students from many countries.	<input type="checkbox"/>
4 Adam wants to go to university after school.	<input type="checkbox"/>
5 Sara has her meals at home.	<input type="checkbox"/>

PRONUNCIATION

1 Listen to the sentences and choose the correct option. Focus on pronunciation.



Audio 9.2

- 1 I always write a quick _____ after class.
 - a note
 - b not
- 2 We can _____ to the library after lunch.
 - a go
 - b got
- 3 Our football _____ teaches us every Tuesday.
 - a scotch
 - b coach
- 4 There's a _____ for drama club this term.
 - a shop
 - b show
- 5 My _____ is in the gym.
 - a locker
 - b looker

VOCABULARY

1 Complete the dialogue by using the words below. One is extra

challenging

rewarding

cooperative

inspiring

easy

competitive

creative

Liam Hey Sophie! I heard you've joined a new after-school club. What is it?

Sophie I joined the debate club. It's quite e.g. challenging, but I love it.

Liam That sounds hard! Is it very (1) _____?

Sophie Yes, especially during competitions. Everyone wants to win, so we practise a lot. But we also work as a team, so it's very (2) _____ too.

Liam That's great! I'm thinking about joining the media club. They make short films. It sounds really (3) _____.

Sophie Oh yes! I saw one of their videos, it was amazing. The media teacher is so (4) _____. He really motivates the students to think differently.

Liam Sounds cool. I want to do something that feels (5) _____, something where I can learn and feel proud at the end.

Sophie Then the media club might be perfect for you!

2 Write the names of the school clubs under their definitions.

E.g. This club helps you learn how to argue and speak in front of others.

Debate club

1 Members of this club clean parks and recycle waste.

2 If you love reading books and talking about stories, join this club.

3 This club teaches you how to take and edit photos.

4 Students build and program machines in this club.

5 In this club, you learn about computers, apps, and new technology.

6 This club helps people in the community by doing charity work.

3 Complete the sentences with the verbs given. One is extra.

relax

cope with

manage stress

overcome

give up

communicate

deal with

Maria is a busy student. Between exams and volleyball practice, she often feels overwhelmed. She has some ways to handle these situations. Here's how she handles it:

E.g. When I feel anxious, I listen to calm music to relax.

1 Deep breathing helps me _____ before big tests.

2 It was hard to _____ my fear of public speaking, but now I can give presentations.

3 My coach taught me how to _____ difficult teammates; we talk openly about problems.

4 Group projects are easier when we _____ clearly with each other.

5 Exercise is my way to _____ pressure when school gets too much.

4 Choose the correct option according to the given situation.

E.g. Maria studied very hard for her science exam, but she got a low grade. She feels disappointed and like she didn't succeed.

What is Maria experiencing?

- a** anxiety **b** frustration **c** failure

1 Jake feels nervous before every presentation and worries about speaking in front of the class.

What is Jake experiencing?

- a** failure **b** anxiety **c** insecurity

2 Sara often compares herself to others in class. She thinks she's not smart enough or good enough.

What is Sara experiencing?

- a** insecurity **b** sadness **c** failure

3 Ali moved to a new school and doesn't know anyone yet. He feels alone and wishes he had someone to talk to.

What is Ali experiencing?

- a** frustration **b** loneliness **c** anxiety

4 Emma has three big projects next week and feels under pressure all the time.

What is Emma experiencing?

- a** sadness **b** stress **c** frustration

5 Tom keeps trying to solve a problem for his homework, but he can't figure it out. He's starting to get angry and annoyed.

What is Tom experiencing?

- a** frustration **b** sadness **c** failure

6 Nina didn't get into the school play, even though she practiced a lot. She feels really down and doesn't want to talk to anyone.

What is Nina experiencing?

- a** anxiety **b** insecurity **c** sadness

5 Complete the sentences with words given in the box. One is extra.

educate

challenge

cooperate

create

compete

manage

inspire

THE BIG SCHOOL PROJECT

Last month, our school organised a special project for students from different classes. The goal was to **e.g. educate** students about climate change and sustainability. Each group had to work on a creative solution to help the environment.

Teachers wanted to **(1)** _____ us, so they gave us only one week to finish everything. It was difficult at first, but we quickly learned how to **(2)** _____ with each other. Some of us were better at research, while others loved to **(3)** _____ posters and presentations.

Even though we had to **(4)** _____ with other groups, the atmosphere was friendly. We learnt that working together was more important than winning. One team built a small model of a green city. Their creativity really helped to **(5)** _____ everyone.

At the end of the project, the teachers rewarded the teams with certificates and small prizes. But the biggest reward was the knowledge and experience we gained.

GRAMMAR

1 Read the school newsletter and fill in the blanks with the correct *Present Passive* forms.

is reduced

are started

are carried out

are created

are explained

are planned

~~are organized~~

is prepared

are served

are followed

GREENFIELD HIGH SCHOOL WEEKLY NEWSLETTER

Welcome to another exciting week at Greenfield High School!

Many fun and educational activities e.g. are organized every term for our students. This term, new projects (1) _____ in science and art classes. In the science lab, experiments (2) _____ by Year 9 students, while beautiful paintings (3) _____ in the art studio.

All students are reminded that school rules (4) _____ clearly during orientation week. Safety procedures (5) _____ in every classroom.

In our canteen, healthy meals (6) _____ daily, and food waste (7) _____ through student-led campaigns.

Finally, don't forget the volunteer club meeting on Friday. Community projects (8) _____ to help local charities.

Let's keep working hard and having fun!

– Greenfield High School Team

2 Fill in the blanks with the correct form of the verbs in parentheses.

E.g. The drama club is run (run) by the school counsellor.

- In vocational schools, cooking _____ (teach) as a practical skill.
- School spirit activities _____ (celebrate) every month.
- Homework _____ (check) by the teacher daily.
- The chess _____ (hold) on Fridays.
- School uniforms _____ (wear) by all students during the week.
- The final exams _____ (prepare) by the teachers at the end of each term.

3 Read the text below. Fill in the blanks with the correct phrases below. One is extra.

~~are being done~~

is being organized

are being prepared

is being practiced

is being shown

are being tuned

is being decorated

is being sent

are being seen

A Busy Week at Harmony International School

This week, a lot of exciting things e.g. are being done at Harmony International School!

The main hall (1) _____ with ornaments for the annual art exhibition. At the same time, a science fair (2) _____ by the science teachers and club members.

In the classrooms, group projects (3) _____ for the presentation day. In the music room, the new school anthem (4) _____ by the choir club. Instruments

(5) _____ carefully to make sure everything sounds perfect. The school newsletter (6) _____ to inform parents about these events.

It's clear that a lot of teamwork and effort (7) _____ in every corner of the school!

4 Rewrite these sentences in the *Present Continuous Passive*.

E.g. They are decorating the gym for the school dance.

The gym is being decorated for the school dance.

1 The teacher is explaining the new grammar rules.

The new grammar rules _____ by the teacher.

2 The school is organising a science fair.

A science fair _____ by the school.

3 They are serving lunch in the cafeteria now.

Lunch _____ in the cafeteria now.

4 The students are preparing for the exam.

The exam _____ for by the students.

5 The cleaning staff are mopping the hallway.

The hallway _____ by the cleaning staff.

6 The drama club is practising the final scene.

The final scene _____ by the drama club.

5 Choose the correct *Passive* form to complete sentences.

E.g. The new art classroom was built last month.

a is built

(b) was built

c has been built

1 A music competition _____ by the students from different schools right now.

a is being organised

b is organised

c was organised

2 Several books _____ from the school library last week.

a were borrowed

b are borrowed

c have been borrowed

3 The school uniforms _____ by a local company.

a designed

b were designed

c was designed

4 The final exams _____ before the summer holiday.

a were given

b gave

c was giving

5 A new science lab _____ at the vocational high school.

a was installing

b was installed

c were installed

6 Change these sentences from *Active* to *Passive Voice*.

E.g. The school built a new library last year.

A new library was built by the school last year.

1 The teacher corrected our tests yesterday.

Our tests _____ by the teacher yesterday.

2 They chose the best projects for the exhibition.

The best projects _____ for the exhibition.

3 The students performed the play beautifully.

The play _____ beautifully by the students.

4 The committee awarded three scholarships.

Three scholarships _____ by the committee.

7 Complete the sentences using the *Past Continuous Passive* form of the verbs.

E.g. When I arrived, the classrooms were being painted (paint).

- 1 The school play _____ (prepare) all last week.
- 2 New computers _____ (install) when the power went out.
- 3 The exam _____ (grade) while we were on holiday.
- 4 The school rules _____ (change) when the new principal arrived.
- 5 The sports equipment _____ (repair) during last weekend.
- 6 A new timetable _____ (discuss) in the meeting yesterday.

8 Underline the correct option to complete the sentences.

E.g. Right now, the school website **updates** / is being updated by the IT team.

- 1 Last year, a new sports field **was built** / was being built at our school.
- 2 Every morning, the school bell **was rung** / is rung at exactly 8:00.
- 3 When we arrived, the annual report **is prepared** / was being prepared.
- 4 Next month, the school play **is performing** / is being performed in the auditorium.
- 5 At the moment, the art projects **are being displayed** / were displayed in the main hall.
- 6 In the past, all school documents **were written** / are written by hand.

9 Write questions for these answers using *Passive Voice*.

E.g. Where were science projects displayed?

Science projects were displayed in the main hall.

- 1 When _____?
The project was completed last week.
- 2 Which language _____?
Spanish is taught in our school.
- 3 Where _____?
The school play is being rehearsed in the auditorium.
- 4 When _____?
The new computers were installed yesterday.
- 5 When _____?
The exam results are being announced next Monday.

10 Write 5 sentences about your school by using a mix of *Passive Voice* tenses.

E.g. The school cafeteria is cleaned every evening after dinner.

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

READING

1 Read the text quickly and choose the main topic of the text.

- ☐ A group of students who start a secret club
☐ A teacher who creates a new lesson plan
☐ A student who moves to a new school

THE SECRET MISSION CLUB

At Greenwood International School, most clubs were ordinary; the art club, the science club, the drama club... But one day, a **mysterious** leaflet appeared on the noticeboard. It said:

Emily, a curious 10th grader, decided to check it out. When she entered Room 104, the lights were dimmed and a voice from a speaker said, "Welcome, Agent E. Your first mission begins now."

The club was not what she expected. Each week, students were given **challenges**, finding a hidden object in the school, **decoding** a message written in invisible ink, or sneaking a note to a teacher without getting caught. Every mission was designed to teach teamwork, problem-solving, and communication.

One week, they had to solve a mystery about a missing science project. It turned out the project had been accidentally thrown away by the caretaker and was found just in time before the science fair.

Soon, the club became the most popular in school. Even the teachers didn't know who started it, the club was **created** by students, and new missions were planned in secret every week.

Emily loved it. She felt more **confident**, made new friends, and even improved her grades. "Learning", she said, "is much more fun when it feels like an adventure."

DO YOU ENJOY PUZZLES,
TEAMWORK, AND SECRET MISSIONS?
JOIN THE SECRET MISSION CLUB.

Room 104. After school.

No questions asked.

2 Read the text and match the definitions below with the bold words in the paragraphs above.

- 1 A task that tests skill or ability: _____
 2 Made or started something: _____
 3 Believing in yourself: _____
 4 Strange or secret, not fully understood: _____
 5 Changing a message into understandable language: _____

3 Read the text again and tick the sentences that can be inferred.

Statements	
E.g. There are clubs for students at Greenwood International College.	<input checked="" type="checkbox"/>
1 The Secret Mission Club was started by the headmaster.	<input type="checkbox"/>
2 The missions were designed to help students work as a team.	<input type="checkbox"/>
3 Emily was bored by the club and left after one week.	<input type="checkbox"/>
4 The science project was found before the science fair.	<input type="checkbox"/>
5 The club became popular among students.	<input type="checkbox"/>

4 Imagine you are a new member of the Secret Mission Club. This week, it's your turn to design the next secret mission for the other members. Describe the mission in 3-5 sentences.

This week's secret mission is called...

WRITING

1 Read the text quickly and fill in the table.

Earth School	Space School
Regular classrooms	_____
Science club, drama club	_____
Maths, history, literature lessons	_____
Talk with teachers face-to-face	_____

MY SCHOOL ON ANOTHER PLANET

I study at Galaxy Point School, a futuristic space academy floating above Saturn's rings. Our classrooms are made of transparent glass, glass domes, so we can see stars, planets, and even space whales swimming past. We wear magnetic boots to walk in zero gravity and use holographic screens instead of whiteboards. Every day, we have lessons like astro-biology, alien languages, and rocket design. There's also a Telepathy Club, where students train their minds to communicate without speaking. If someone feels stressed, they can relax in the Gravity-Free Garden, where glowing plants help calm the brain. Our teachers are friendly, and some of them are robots! I love Galaxy Point because learning here feels like an adventure. School is never boring when your classroom orbits a planet.



2 Read the text carefully and answer the questions.

1 What are two unique subjects taught at the school?

2 How do students move around inside the school?

3 Why do students enjoy studying at Galaxy Point School?

3 Imagine you are a student at a school on another planet like Mars, Jupiter's moon, or even a floating school in space! Write a short paragraph (100–120 words) in your notebook to describe what your life is like in that school. Be creative, but make sure you include what you've learned about school types, clubs, routines, and stress management.

Include these ideas in your writing:

- 1 What does the school look like? (Is it underground? In a spaceship? Made of glass?)
- 2 What subjects or clubs are offered that are different from Earth?
- 3 How do students and teachers communicate? (Maybe with translators or telepathy?)
- 4 How do students deal with school anxiety or challenges in space?
- 5 Would you like to stay at this school? Why or why not?

LISTENING

1 Listen to the dialogue and tick the words or phrases you hear.



Audio 10.1

E.g. ☒ interactive board☐ digital pen☐ school website☐ projector☐ AI tools☐ cloud storage☐ classroom speakers☐ tablet☐ virtual reality☐ smart book☐ learning apps☐ 3D printing

2 Listen to Audio 10.1 again and fill in the missing words in the summary below.

Mia and Liam are discussing their school project. They're talking about some **e.g. tools** they need to use, like the (1) _____ and the digital pen. Liam is having trouble with the pen and Mia suggests checking the (2) _____ on the school website. They also mention using a projector for their slides, (3) _____ and virtual reality to help students learn in different ways. Mia thinks they should add something about (4) _____ to their project. Liam suggests they explain how (5) _____ help students with homework. Liam also suggests that they should use (6) _____. They decide to include information about (7) _____ and check the classroom speakers before finishing their project.

PRONUNCIATION

1 Listen to the sentences. Circle the word you hear from each group.



Audio 10.2

E.g. 1 **a** cup**b** cap**c** clip2 **a** happy**b** apple**c** open3 **a** quiet**b** quick**c** quite4 **a** unique**b** antique**c** technique5 **a** projector**b** protector**c** processor6 **a** enquire**b** acquire**c** require

2 Listen to the dialogue and fill in the blanks using the words below. One is extra.



Audio 10.3

password

projector

processor

protect

quote

question

quick

quietly

quality

platform

quiz

Alex Hey, Hazel, do you know the **e.g. password** for the school's learning (1) _____?

Hazel Yes, it's "Learn2025!". Are you preparing your presentation?

Alex Exactly. By the way, have you tested the (2) _____ for your presentation?

Hazel Yes, but the (3) _____ of the video wasn't great.

Alex I think the (4) _____ in my laptop is too slow.

Hazel That could be the issue. Try restarting your laptop; it might be a (5) _____ fix.

Alex Good idea. Oh, and I found a nice (6) _____ to include in my slides.

Hazel Thanks! I have one more (7) _____. How can I (8) _____ my slides so they don't get accidentally edited?

Alex Save the file as "read-only." It's easy to do. And don't forget to speak (9) _____ during the presentation if the room is small.

3 Work in pairs. Think and write down five words that have the same sounds as Parts 1 and 2.

E.g. process, question,

VOCABULARY

1 Look at the images below. Work in pairs and write suitable words for them.



E.g. mouse



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Work in pairs. Unscramble the words about technological tools to find the hidden keyword under the puzzle.

E.g. ATAIEYURLTVIRL

V I R T U A L

R E A L I T Y

1 RSEHVDATE

2 LOHMRAOG

3 DTE3INPRR

4 RDKSMEAST

5 KBOARSOTM

6 LATETB

7 DPNIGETILA

KEYWORD

F _____

C _____

1 2 1 3 4 5 6 7 7 8 9 9 10

3 Read each description carefully and choose the correct tool from the options given.

E.g. This includes games, quizzes, and interactive lessons and must be installed on your device to help you learn better.

- a** hologram **b** smart desk **c** educational app

1 This will let you write, draw, and view multimedia content on its large and interactive touchscreen.

- a** webcam **b** smart board **c** 3D printer

2 This might replace traditional desks in the future. It will be equipped with digital tools to foster learning.

- a** smart desk **b** educational app **c** wireless printer

3 This tool is used for taking notes, accessing apps, and learning interactively. It's a portable device.

- a** hologram **b** augmented reality **c** tablet

4 This shows 3D images that can be seen from all sides. It's a lifelike projection of something virtual.

- a** hologram **b** wireless printer **c** educational app

5 This can print your documents without any cables. You connect it through Wi-Fi for convenience.

- a** 3D printer **b** wireless printer **c** wireless projector

4 Use the words below to make meaningful dialogues. One is extra.

wireless

smart boards

digital pen

webcams

touchscreen

VR headsets

projector

E.g. Kate Hey, Mike. I can't print my assignment. Do you know how to connect this printer to my laptop?

Mike It's a wireless printer, Kate. It can be connected via Bluetooth. You just need to click on the "print" button.

1 Mr Davies During the online exam tomorrow, your _____ will need to be turned on so you can be seen clearly.

Ted Sure, Mr Davies. Will we have to turn on our microphones, too?

Mr Davies No, that won't be necessary.

2 Parent What changes will be made to our school next year?

Headmaster New _____ will be installed in all classrooms.

Parent That's amazing! Will digital textbooks be provided to the students as well?

Headmaster Yes, absolutely.

3 Kyle Did your presentation go well?

Jane Well... Not bad. My laptop did not connect to the wireless _____ at the beginning, so I had to restart it to show the presentation. After that, everything went smoothly.

4 Mrs Glen This year, _____ will be provided to help you experience lessons in a new way. Students will wear them during classes.

Richard That's exciting! So, history lessons will be taught using them.

Mrs Glen Yes. You'll be able to visit any museum in the world just by wearing them.

5 Sam Wow! Is that your new laptop?

Ken Yeah, it is the latest model. It has a _____, so I can use my fingers to navigate on the screen instead of using a mouse. It's so convenient!

GRAMMAR

1 Complete the sentences by using *Passive* forms of *Present Simple* and *Present Continuous* so that they mean the same as the original sentence.

E.g. Schools are using voice recognition technology to assist students with disabilities.

Voice recognition technology is being used to assist students with disabilities.

- 1 Nowadays, schools are installing smart desks in every classroom.
Nowadays, smart desks _____ in every classroom.
- 2 In this platform, teachers give feedback using AI systems.
Feedback _____ using AI systems in this platform.
- 3 Experts are creating interactive e-content for remote learning.
Interactive e-content _____ for remote learning by the experts.
- 4 The government is providing free laptops for all students.
Free laptops _____ for all students by the government.
- 5 Engineers working here design self-updating digital textbooks for young learners.
Self-updating digital textbooks _____ by engineers working here.

2 Reorder the following statements according to the rules you have explored. Use capitalisation where necessary.

E.g. going to be/promoted/she/is?

→ Is she going to be promoted?

- 1 are/not/the scores/going to be/announced. → _____
- 2 going to be/the flat/cleaned/is. → _____
- 3 submitted/will be/the report/soon. → _____
- 4 the kids/will/given/toys/be? → _____
- 5 not/will/invited/be/they. → _____

3 Complete the missing parts of the text with the phrases below. One is extra.

will be given	will be used	will be supported	won't be used
will be taken	will be replaced	will not be removed	

WHAT WILL EDUCATION LOOK LIKE IN THE FUTURE?

Education is changing rapidly, and the future holds even more exciting developments. In the coming years, students will experience learning in new ways, combining traditional methods with advanced technologies.

At schools, education e.g. will be given in both physical and virtual environments. For example, students will be represented by avatars during some online activities, and virtual reality

(1) _____ to teach subjects like arts and sports more interactively. Hard copy books (2) _____ as frequently as they are used today, as digital platforms become more popular, and similarly, traditional libraries won't be used at all.

Despite these changes, not everything will disappear. Sports and arts, as school subjects, (3) _____ completely; they will still be favourite classes for skills development and relaxation. At the same time, more virtual contexts are going to be used to support learning.

Parents are also part of this transformation. They (4) _____ through better guidance services for their children's learning. And as the system evolves, today's education tools

(5) _____ by new and innovative ones.



4 Read the interview between Allen and his school headmaster. Write *Future Passive* questions using the verbs in parenthesis.

- Allen** Good morning, ma'am. Thank you for hosting us today. I have some questions about the upcoming changes at our school.
- Headmaster** Good morning! I'd be glad to answer your questions.
- Allen** E.g. Will technology be used (use) in future classrooms?
- Headmaster** Sure, we can't imagine education without it. It's a must to keep up with today's trends in education.
- Allen** What new facilities (1) _____ (build) next year?
- Headmaster** A new library will be constructed, and a modern technology lab will be added to improve student learning.
- Allen** (2) _____ any changes _____ (make) to the curriculum?
- Headmaster** Yes, some subjects will be taught through new technological devices such as VR headsets and holograms.
- Allen** (3) _____ new teachers _____ (hire) for the next academic year?
- Headmaster** Absolutely! New teachers are going to be welcomed with an orientation session. Afterwards, they will offer new courses to the students.
- Allen** How (4) _____ teachers _____ (train) for future classrooms?
- Headmaster** Well, teachers will receive continuous training on digital tools and this will help them improve their digital skills.
- Allen** (5) _____ the furniture _____ (renew) in our classrooms as they are quite old?
- Headmaster** Yes, certainly! We are planning to replace the old furniture to create a better learning environment.
- Allen** Thank you, Mrs Roberts. We appreciate your time!
- Headmaster** You're welcome! I look forward to seeing these improvements take place.



5 Complete the dialogue with the correct reflexive pronoun.

- Cindy** Uncle Harry, guess what? I built my entire presentation website by e.g. myself!
- Harry** That's amazing! You young people teach (1) _____ so many new things these days.
- Cindy** Well, my friend Aslı helped at first, but then she managed to finish the design by (2) _____.
- Harry** She must be good at it! I remember when Mert taught (3) _____ coding just by watching online videos.
- Cindy** That's cool. I tried to help my group, but I had to fix the server issue by (4) _____.
- Harry** You should be proud of (5) _____. And your group? Did they do the editing (6) _____?
- Cindy** Yes, they did! We divided the tasks, and everyone pushed (7) _____ to do their best.
- Harry** Well done, Cindy. Nice group work.

6 Complete the sentences with the correct reflexive pronoun.

E.g. I installed the classroom software by myself.

- 1 My friend Jane fixed the smart board by _____.
- 2 We prepared the virtual reality demo all by _____.
- 3 The students recorded the podcast _____.
- 4 You can connect the tablet to the projector by _____.
- 5 That app updates _____ automatically.
- 6 Sarah accidentally deleted the file, but she recovered it by _____.
- 7 We recorded the instructions _____ using the school tablet.
- 8 That smart app teaches students how to code by _____.
- 9 My brother always challenges _____ to solve tech problems without help.
- 10 The students organized the whole digital exhibition by _____.

7 Number the sentences to create a meaningful dialogue.

E.g. 1 **Ata** Hey Mia, something went wrong with my laptop. I think I lost my whole project!

____ **Mia** So, is there any way to recover the file?

____ **Mia** Oh no! Didn't you save it anywhere else?

____ **Ata** I thought I did, but I guess I forgot this time.

____ **Mia** That's bad. I always save my files to a USB and email them to myself, just in case.

____ **Ata** I managed to restore part of it from an earlier version, but not all of it.

____ **Mia** Let's make a deal: Next time we both back up our files before anything crashes!

____ **Ata** That's a good idea. I should really start doing that.

____ **Mia** At least you didn't lose everything. Still, it must have been stressful.

____ **Ata** Yeah, I stayed up all night trying to fix it.

8 Fill in the blanks with a suitable connector from the box. More than one option is possible.

after

before

when

until

while

as soon as

E.g. We checked the answers together after everyone finished the quiz.

- 1 Linda lost connection _____ she was uploading her assignment.
- 2 _____ the class started, we opened the learning app.
- 3 I'll email the teacher _____ I get back home.
- 4 Cengiz edited the video _____ the others worked on the presentation.
- 5 Don't shut down your computer _____ the download is complete.
- 6 We were watching a video on recycling _____ the electricity went out.
- 7 Luckily, I had saved my notes _____ the app crashed.
- 8 Arda had finished all the tasks _____ the deadline arrived.
- 9 You should check your internet connection _____ you log in.
- 10 The team were discussing possible solutions _____ they were watching the documentary.

READING

- 1 Read Daniela's and Martin's views on future classrooms in a debate. Then, fill in the blanks with the correct name based on their opinions.

Daniela "I'm excited about the future of classrooms! With new technology, classrooms will be more **interactive** and immersive. Students will attend classes virtually from anywhere and interact with teachers and peers through holograms or **augmented reality**. They might explore places like the Great Wall of China or Mars during lessons! Learning will be **tailored**, with AI adjusting lessons to fit each student's pace. I believe these changes will bring many **benefits**, such as increased motivation, global collaboration."



Martin "While I see potential in future classrooms, I'm worried that too much screen time could harm students' social skills and mental health. Teachers may struggle to keep up with new tech, and not all students will have equal **access** to devices or the Internet. Students could also get easily **distracted** by non-educational content during virtual lessons. I believe we should balance technology with traditional learning to **ensure** no one is left behind."



E.g. Martin is doubtful about the future technology.

- 1 _____ is optimistic about the future of classrooms.
- 2 According to _____, students will be in contact with their peers and teachers anytime.
- 3 _____ believes that technology may negatively impact students' social skills.
- 4 _____ thinks that teachers may have difficulties in adopting new technologies.
- 5 _____ is of the opinion that each student will access education easily.

- 2 Match the definitions below with the bold words in the paragraphs above. One is extra.

E.g. aiming to suit an individual's learning style, preferences, or characteristics: tailored

- 1 allowing people to take part, communicate, or engage: _____
- 2 the ability to reach, enter, or use something: _____
- 3 technology that adds digital images or information on top of the real world: _____
- 4 good or helpful results of something: _____
- 5 not able to focus because something else takes your attention: _____

- 3 Read the dialogues below and suggest a suitable heading for each one.

E.g. Uploading a file

Simon Can you help me upload this file to the website?

Teresa Sure! Click on the 'upload' button and select your file. Do you see it?

Simon Yes, I found it. Should I press 'submit' now?

Teresa Yes, that's it!

1 _____
Emily I can't connect to the Wi-Fi. Can you check if the modem is working?

Jenny Let me see... Oh, the modem is on, but the password must be entered again.

Emily Thanks! Where can I find the password?

Jenny I wrote it in the notebook on my desk.

2 _____
Robin I want to take pictures of the project. Can I borrow your digital camera?

Grace Of course! Just make sure to charge the battery first.

Robin How do I upload the pictures to my computer afterward?

Grace You can use the USB cable to transfer the files.

3 _____
Sue I need an app for learning English vocabulary. Do you know a good one?

Liz Yes, you can try this app called "Wording". It's useful for learning and practicing new words.

Sue Does it have interactive games?

Liz Yes, and it even gives you feedback immediately!

WRITING

1 Read the text and complete the chart about the imaginary future classroom.

THE FUTURE CLASSROOM

Imagine walking into a classroom where desks are replaced with interactive screens, and students wear virtual reality (VR) headsets and use smart books instead of traditional textbooks. 3D models will be displayed on smart boards to explain complex topics, and artificial intelligence (AI) tutors will help students practise difficult subjects. Instead of traditional homework, students will complete interactive tasks using educational apps. Learning will no longer be limited to the classroom; students can join virtual lessons from anywhere in the world.

However, using technology in education also has challenges. Not all schools can afford advanced tools, and some students may struggle to focus with so many digital distractions. Teachers must also learn how to use new technology effectively.

Future Technology	Learning Methods	Challenges
E.g. <u>interactive screens,</u>	E.g. <u>wearing VR headsets,</u>	E.g. <u>cost,</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 Work in pairs. Write at least 3 advantages and 3 challenges of using technology in classrooms in the table below. Then, share your ideas with the class.

Advantages	Challenges
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 As a student, write a short paragraph (100-150 words) describing the future classroom. Your paragraph should have answers to the following questions:

- 1 What technologies do you think will be used? (e.g. VR headsets, smart boards, etc.)
- 2 What roles are students and teachers going to have?

E.g. In the future classroom, we will use amazing technologies to make learning more engaging and effective. We will ...

LISTENING

1 Listen to the dialogue and choose the main idea.



Audio 11.1

- ☐ Sleeping too much makes people lazy.
- ☐ Sleeping helps the body and mind function properly.
- ☐ Sleeping makes children physically healthy.



2 Listen to Audio 11.1 again and tick the sentences that can be inferred.

E.g. ☒ Sleep helps repair muscles and strengthen the immune system.

- ☐ If you don't sleep well, your body will still function normally.
- ☐ You can focus easily and feel well if you have enough sleep.
- ☐ Using screens before bed can negatively affect sleep quality.
- ☐ Children and teenagers need more sleep than adults.
- ☐ A regular sleep schedule may not increase the sleep quality.
- ☐ Sleeping plays an important role in maintaining physical health.

PRONUNCIATION

1 Work in pairs. Below each example, write the word with the same sound.

red	park	fever	prize	around	parent	bruise	run	water	bark
rain	friend	energy	harm	healer					
E.g. <u>red</u>									



Audio 11.2

2 Listen to the sentences and check your answers in Part 1.

3 Work in pairs. In two minutes, write as many sentences as possible using words that contain the same sound as in Part 1.

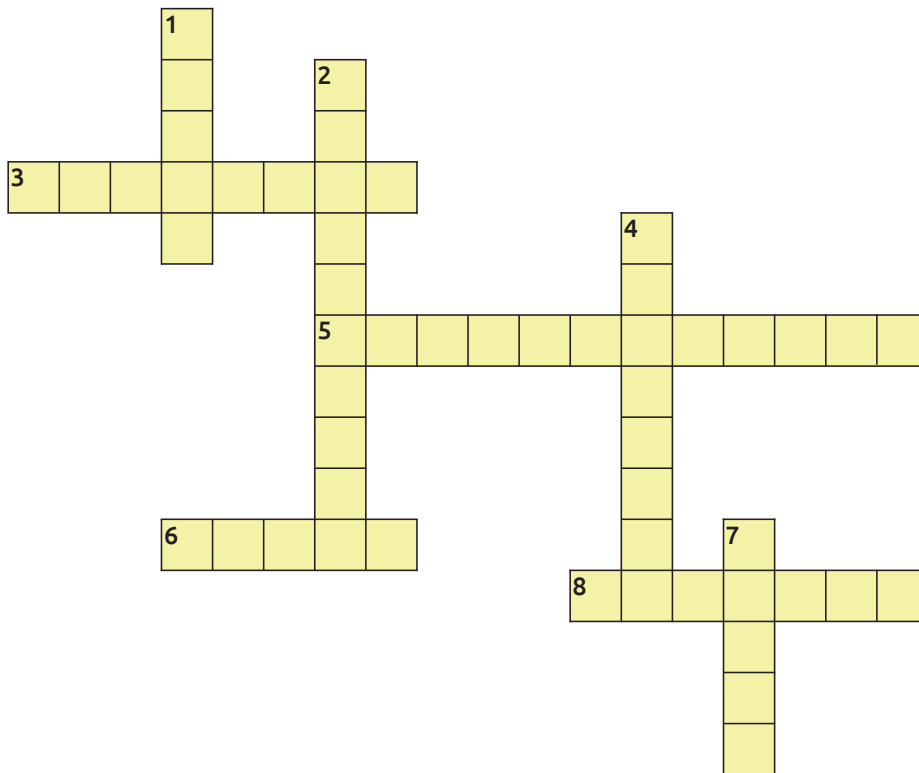
E.g. Take a deep breath and try to relax.

4 Repeat the tongue twisters below three times out loud with your peer. Then, write a tongue twister using at least five words that have the same sound as in Part 1.

Ryan rides a red bicycle to refresh, recharge, and recover from routine.
Rushed routines ruin restful rhythms of real relaxation.

VOCABULARY

1 Read the definitions below and do the puzzle.

**Down**

- 1 This organ pumps blood throughout your body.
- 2 This is the ability to recover from difficulties.
- 4 This is the problem when you have trouble sleeping or staying asleep.
- 7 This is the feeling when you feel lightheaded and unsteady.

Across

- 3 This is the act of moving your body to keep fit and healthy.
- 5 This system is responsible for fighting off infections and illnesses.
- 6 This condition is when your body's temperature rises above normal.
- 8 This is the feeling of being physically tired and lacking energy.

2 Sort the words into the correct categories.

dizziness	fracture	asthma	gratitude	self-care	spine		mindfulness
veins	lungs	infection	resilience	nausea	wrist	relaxation	joints

Body Parts	Illnesses	Well-Being
E.g. spine , _____ _____ _____	_____ _____ _____	_____ _____ _____

3 Fill in the missing parts in the conversations. Use the words below. One is extra.

fatigue

therapy

nutrition

relaxation

self-care

mindfulness

dehydration

- E.g. Sara** I've been feeling really stressed lately. I need some advice.
Ada Have you heard of mindfulness? It's a great way to focus on the moment and calm your mind.
- 1 Tom** You might be experiencing _____. Try to get more rest and take breaks throughout the day.
Lisa Sure, Mr Davies.
- 2 Emma** I've been struggling with some personal issues recently.
Mike Perhaps you should consider _____. Speaking with a professional could help you deal with them.
- 3 John** I'm getting headaches all the time, and I feel sluggish.
Mia That seems to be about _____. You might not be drinking enough water.
- 4 Rachel** I've been feeling weak and tired recently.
Tom You may want to change your _____ habits. Having a balanced diet with vitamins and minerals can make a big difference.
- 5 Olivia** I feel like I'm constantly busy and don't have time left for myself.
Sarah You should focus on _____. Taking time for yourself, even for a short while, can recharge your energy.

4 Read each sentence and choose the correct vocabulary to complete the sentences.

E.g. If someone has difficulty falling asleep at night, they might be suffering from insomnia.

- a hydration **b insomnia** c motivation

- 1 If you feel weak and have no energy, you are _____.
 a relaxed b fatigued c dizzy
- 2 When someone has a high temperature due to illness, she/he has a _____.
 a headache b fracture c fever
- 3 Drinking enough water every day helps maintain proper _____.
 a mindfulness b hydration c exhaustion
- 4 If a person has a strong ability to recover from stress or difficulties, she/he has _____.
 a resilience b dizziness c infection
- 5 If a bone is broken due to an accident, it is called a _____.
 a fever b fracture c relaxation
- 6 Someone who constantly feels worried and overwhelmed is experiencing _____.
 a gratitude b mindfulness c stress
- 7 A deep sense of thankfulness and appreciation is called _____.
 a dizziness b gratitude c dehydration
- 8 People who focus on the present moment and self-awareness practice _____.
 a mindfulness b infection c dizziness
- 9 Engaging in regular physical activity helps improve _____.
 a hydration b dizziness c fitness
- 10 Someone who is feeling extremely tired after a long day might experience _____.
 a exhaustion b hydration c gratitude

GRAMMAR

1 Match each sentence from Column A with its correct ending in Column B. One is extra.

- E.g. If you walked to school every day, c a she wouldn't get headaches so often.
- | | | |
|---|-----|---|
| 1 If he ate too much of spicy food, | ___ | b we wouldn't feel so tired in the morning. |
| 2 If we went to bed earlier, | ___ | c your legs would get stronger over time. |
| 3 If they didn't skip breakfast, | ___ | d he would have serious stomach aches. |
| 4 If you drank herbal tea before bed, | ___ | e students would learn more about nutrition. |
| 5 If Sue didn't play video games all night, | ___ | f I wouldn't get back pain so easily. |
| 6 If I took regular breaks while studying, | ___ | g she would see better. |
| 7 If people cooked at home more often, | ___ | h you would fall asleep more easily. |
| 8 If she wore her glasses regularly, | ___ | i their concentration in class would improve. |
| | | j their meals would be healthier and cheaper. |

2 Complete the sentences with the correct forms of the verbs in parentheses.

E.g. If I exercised (exercise) more often, I would feel stronger.

- If she _____ (not/skip) breakfast, she wouldn't feel tired during class.
- If we _____ (have) healthier options in the cafeteria, we would make better choices.
- If my brother _____ (drink) less energy drink, he would sleep better.
- If they _____ (go) for a walk every evening, they would reduce stress.
- If my parents _____ (not/cook) meals at home, we wouldn't eat healthy food.
- If I _____ (drink) more water during the day, I wouldn't feel so tired.
- If children _____ (spend) less time on screens, they would sleep better at night.
- If we _____ (have) more outdoor activities, we would be more active.
- If my friend _____ (follow) the doctor's advice, she would recover faster.
- If students _____ (sleep) at least 8 hours, they would focus better in class.

3 Complete the sentences with the correct forms of the verbs in parentheses.

E.g. I'm always on my phone before bed. If only I turned off (turn off) my screen earlier.

- I feel so tired all the time. I wish I _____ (sleep) better at night.
- My cousin eats a lot of junk food. If only she _____ (eat) more healthy snacks.
- I don't have time for exercise. I wish I _____ (have) more free time.
- They miss their therapy sessions often. If only they _____ (be) more consistent.
- He's always stressed. I wish he _____ (not/worry) so much about everything.

4 Read the text and complete the sentences.

DERYA THE TIRED

Derya is a high school student, but her mornings are always rushed and stressful. She wakes up late almost every day because she stays up watching videos on her phone. She usually skips breakfast and often leaves home without even drinking water. When she gets to school, she feels tired, dizzy, and distracted in class.

Her friends try to help. They say, "If you went to bed earlier, you wouldn't feel like this every morning." Derya usually laughs and says she's used to it. But deep down, she knows they're right.

Last week, her teacher gave a short talk about healthy routines. He said that students who eat breakfast and sleep well feel more energetic and focused. That evening, Derya thought seriously about her habits. She said to herself, "If I ate something in the morning, I would feel much better. And if I stopped using my phone late at night, I could actually wake up on time."

E.g. If Derya went to bed earlier, she wouldn't feel tired every morning.

- 1 She wouldn't feel so dizzy in class if she _____.
- 2 If she ate something in the morning, she _____.
- 3 She could wake up on time if she _____.
- 4 If her friends didn't give advice, she _____.
- 5 If Derya changed her habits, her school life _____.

5 Read the dialogue and complete the sentences with one of the sentences below. One is extra.

I wish I didn't do that

I wish I didn't drink

If only I went to bed

If only I had time

I wish I had more self-control

If only I had started earlier

If only I listened to them

Ted Hey, Can. You look exhausted today. Didn't you sleep well?

Can Not really. I stayed up late playing video games again. **E.g.** I wish I didn't do that every night.

Ted Yeah, and I'm sure you skipped breakfast too.

Can As usual. I just grab my schoolbag and run. **(1)** _____ in the morning.

Ted Honestly, it's catching up with you. You look pale, and you can't concentrate.

Can You're right. **(2)** _____. I know I need to change something about myself.

Ted Your parents have mentioned this before, haven't they?

Can Many times. **(3)** _____. They always tell me to set limits on screen time.

Ted You also drink too much coke during the day. It's harmful for your health.

Can I know. **(4)** _____ so much of it. I get headaches after lunch sometimes.

Ted Seriously, it's time for a new routine. Sleep, food, screen habits, everything.

Can You're right again. **(5)** _____, maybe I wouldn't feel this way now.

6 Look at each situation below and write a sentence with “If only” or “I wish” to express a regret or desire to change the situation.

E.g. My cousin, Berk, stays up until midnight and is usually late for school. He says:

If only I went to bed earlier every night.

1 Ceren eats burgers and fries every lunch and feels sluggish in the afternoon. She says:

2 James drinks four sugary drinks a day and has trouble focusing in class. He says:

3 Matt uses her phone all night and gets headaches in the morning. He says:

4 Jane refuses to eat vegetables and often gets sick. She says:

5 I never exercise and feel tired after walking short distances. I say:

7 Choose the correct word to fill in the missing parts in the sentences.

E.g. I feel uplifted/uplifting after walking for an hour in the park.

1 The book about recent developments in cancer treatment was so **interesting/interested** that I read it in one day.

2 David got **frustrated/frustrating** when he couldn't solve the family problem.

3 The long flight was really **exhausted/exhausting**.

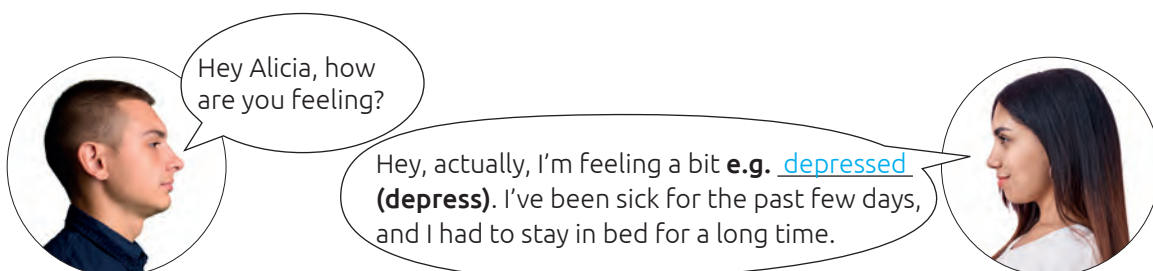
4 Paul's story about his illness was **shocking/shocked**.

5 The spa treatment was very **relaxed/relaxing**.

6 Ece was **embarrassed/embarrassing** when she forgot her appointment with the doctor.

7 The hospital period after the surgery was really **stressful/stressed** for the whole family.

8 In pairs, complete the dialogue with the correct adjective form of the verbs in parentheses. Then, act it out for the class.



Hakan I'm sorry to hear that, I hope you feel better soon. Was the illness really (1) _____ (**tire**) for you?

Alicia Yes, I got very (2) _____ (**bore**). I stayed in bed for three days. I still can't get back to my usual self.

Hakan I understand. You probably need some more rest. The other day, I heard this (3) _____ (**inspire**) speech, it made me really (4) _____ (**motivate**). Maybe it could help you too.

Alicia That sounds great! Hearing something (5) _____ (**encourage**) could really help me.

Hakan I think it would be really beneficial for you. Also, I heard a doctor's explanation the other day, and it was a bit confusing. I didn't really understand it.

READING

1 a Take a quick look at the text for names and complete the sentences.

E.g. Alex plays a lot of video games.

- 1 _____ gives advice to teenagers.
- 2 _____ wants to find a solution for the allergy.
- 3 _____ falls asleep in class.
- 4 _____ recommends taking breaks while gaming.
- 5 _____ decide to follow the doctor's advice.

TEENAGE HEALTH ISSUES

Alex and Sarah, two teenagers, are dealing with health problems and have decided to seek advice from Dr Oğuz. They are worried about their health and well-being and want to find ways to feel better and get back on track with school.

Alex I spend a lot of time playing video games, but lately, I've been feeling tired and dizzy. I even fall asleep in class, and I'm behind on my schoolwork. What can I do?

Dr Oğuz It sounds like you need more rest and physical activity, Alex. Long hours of gaming without breaks can leave you exhausted. If you took breaks during gaming and got enough sleep, you'd feel more relaxed and focused. Try to get at least eight hours of sleep and take a break every hour. Also, some light exercise will help boost your energy.

Sarah Every time I eat peanuts, my mouth feels itchy, and sometimes I get a rash. Should I stop eating them?

Dr Oğuz It sounds like you have a peanut allergy. If you avoided peanuts, your reactions would probably stop. For now, I'd recommend avoiding peanuts completely. You could also talk to an allergist to confirm whether this is safe.

Alex But Dr Oğuz, I enjoy gaming. Is it okay if I just take breaks?

Dr Oğuz It's fine to game, but balance it with breaks, exercise, and sleep. If you did this regularly, you'd feel less fatigued and your schoolwork would improve.

Sarah I'll stop eating peanuts, but do I really have to give them up completely? I love them, and I don't want to stop.

Dr Oğuz It's better to be safe than sorry. Peanut allergies can sometimes lead to severe reactions, including difficulty in breathing. I would also suggest you avoid any foods that may contain peanuts and always check ingredient labels. If you follow these steps, you'll be doing the best thing for your health.

They both knew that these small changes would make a big difference in their lives. Alex and Sarah decided to follow Dr Oğuz's advice. By improving their habits, they hoped not only to feel better now but also to be in better shape for the future.

1 b Read the text carefully and complete the sentences.

E.g. Alex feels tired and dizzy during the day because he spends a lot of time playing video games.

- 1 Dr Oğuz thinks that Alex should _____.
- 2 Sarah's mouth feels itchy _____.
- 3 If Alex got enough sleep, _____.
- 4 Dr Oğuz thinks if Sarah avoided peanuts, _____.
- 5 Both Sarah and Alex knew that _____.

WRITING

1 a Read the tips below with your peers and write other tips you know about being healthy.

Tips about being healthy		
<ul style="list-style-type: none"> go for a walk stay away from stress 	<ul style="list-style-type: none"> don't consume unhealthy snacks take up some new hobbies 	<ul style="list-style-type: none"> eat healthy food have enough sleep
_____	_____	_____
_____	_____	_____

1 b Write meaningful sentences about the given category as in the example by using the tips above.

E.g. physical health: If you want to be healthy, go for a walk regularly.

- 1 mental health: _____
- 2 social health: _____
- 3 emotional health: _____

2 Read the social media post and write a similar post (100-150 words) about a healthy habit or tip to the sample one.

Include the points below in your post		
A catchy title	A brief explanation	A call to action



Heart Run

Morning Energy Boost: The 5-Minute Hydration Hack!

Did you know that **starting your day with a glass of water** can **boost your energy, improve digestion, and enhance focus**? After hours of sleep, your body is dehydrated, so before having breakfast, try this simple morning hydration hack!

Here's how to do it:

- ✓ Right after waking up, drink **one glass (250ml) of water with lemon.**
- ✓ Wait a few minutes before eating or drinking anything else.
- ✓ Feel the difference in your **energy levels, skin, and metabolism!**

Try this for **one week** and let me know how you feel! **Tag a friend** who needs this reminder! 📌 📌

#HydrationMatters #MorningRoutine #HealthyHabits #StayHydrated #WellnessTips



_____ # _____ # _____ # _____ # _____

LISTENING

1 Listen to the audio and choose the sentence that best summarizes the main idea.



Audio 12.1

- ☐ Families should always support each other's career goals.
☐ It's important to choose a job based on your qualifications.
☐ Everyone should follow their parents' career paths.

2 Listen to Audio 12.1 again and tick the statements that can be inferred.

Statements	
E.g. Clara is talking to her family members about her future career plans.	<input checked="" type="checkbox"/>
1 Clara is sure she wants to be a graphic designer.	<input type="checkbox"/>
2 Clara's mum says they always support each other in the family.	<input type="checkbox"/>
3 Clara has already completed a design course.	<input type="checkbox"/>
4 Her dad advises her to take courses to develop her skills.	<input type="checkbox"/>
5 Leo offers to support Clara with her design portfolio.	<input type="checkbox"/>

PRONUNCIATION

1 Work in pairs. Read each word and tick the box for the correct sound.

	sea	decide	dress	clothes	goes	island
face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
debris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
says	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
beds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	task	enter	fat	helped	tea	castle
fasten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obtain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teenager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
missed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Work in pairs. Read and listen to the text and underline the words with the same sounds as in Part 1.



Audio 12.2

On Sunday, Sarah sat with her family at the kitchen table. Their parents wanted them to share their dreams for the future. Her little sister drew a picture of a big castle by the sea to show her desire to live there. Sarah said she wanted to become a teacher and work on a team to help children learn better. Her dad smiled and said, "That's a great achievement. With your talent, it's possible." Later, her mum served some chocolate dessert and soft drinks after lunch. While cleaning up, Sarah noticed some debris near the garden gate. Her brother helped her clean it up quickly. In the evening, they sat together and watched TV, laughing at a funny movie. The family felt proud of their progress and looked forward to another beautiful day.

VOCABULARY

1 Find the given words in the puzzle

QUALIFICATION

INSPIRATION

CONFIDENT

SUPPORT

GOAL

CHALLENGE

OPPORTUNITY

SUCCESSFUL

PASSIONATE

OCCUPATION

DEDICATION

CAREER

ACHIEVE

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

2 Read the passage and match the words in bold to their meanings. One is extra.

Arya always wanted to be an architect. She loved designing buildings and dreaming up new ideas. To become an architect, she knew she needed the right **qualifications**. Arya worked hard in school, studied architecture, and stayed **goal-oriented** to achieve her dream.

She was very **confident** in her abilities and believed she was **capable** of creating amazing designs. Whenever there was a chance or **opportunity** to work on a project, she would **apply** right away.

Arya knew that to be successful, she needed to put in a lot of time and **dedication**.

Finally, Arya found a job as an architect, her perfect **occupation**. She felt proud of her hard work and the opportunities she had earned.

E.g. qualification

c

1 goal-oriented

—

2 confident

—

3 capable

—

4 opportunity

—

5 apply

—

6 dedication

—

7 occupation

—

a a job or work that a person does

b loving or caring about something very much

c having the skills needed to do something

d focused on achieving goals

e able to do something well

f feeling sure about yourself and your abilities

g giving a lot of time and effort to something

h a chance to do something

i to show interest in a job or position

3 Underline the correct word to make meaningful dialogues.

- E.g. Aykut** What does your sister want to be in the future?
Sara She's passionate/confident about helping animals; she wants to become a vet.
- 1 Ted** I'm thinking about becoming a teacher in Germany.
Hans Well, you'll need special qualifications/dreams for it, like a teaching certificate.
- 2 Larry** Have you heard about the hospital internship?
Esra Yes! It's a great success/opportunity to learn how a real hospital works.
- 3 Mary** What are your plans after graduation, Mert?
Mert I'm going to hesitate/apply for a job at a marketing agency. I hope I'll get it.
- 4 Aycan** Your brother, David, always seems so focused while he's working.
Alice Yes, he is very goal-oriented/hesitant; he sets clear goals and works hard to achieve them.
- 5 Carol** Do you think your sister, Susan, will manage the project alone?
Mike Definitely. She's very successful/capable of solving difficult problems on her own.
- 6 Ege** How did Kevin become so successful in this field?
Adam I believe his success comes from his hard work and total dedication/hesitation.
- 7 Michael** What does your brother do, Lisa?
Lisa He's a doctor. His goal/occupation is demanding but rewarding.
- 8 John** Selçuk, why are you so calm about your future?
Selçuk Well... I feel confident/capable as I've worked hard and improved my skills step by step.

4 Read each sentence and choose the correct words to complete the sentences.

E.g. If you are truly focused on reaching your dreams, you are goal-oriented.

- a** goal-oriented **b** hesitant **c** distracted

- 1** When you care deeply about something and show strong feelings, you are _____.
a passive **b** flexible **c** passionate
- 2** If you're able to do something well or have the needed skills, you are _____.
a capable **b** careless **c** distracted
- 3** A good time or situation that helps you succeed is called a/an _____.
a challenge **b** opportunity **c** failure
- 4** If you believe in yourself and your abilities, you are _____.
a doubtful **b** shy **c** confident
- 5** A person's job or professional role is their _____.
a occupation **b** location **c** permission
- 6** Giving time and effort because you care about something is called _____.
a decoration **b** dedication **c** distraction

GRAMMAR

1 Read the dialogue and complete the sentences in *Passive* form of the verbs in parentheses.

Ted Hey Mike! Have you seen the back garden?

Mike Yes! It looks amazing. My cousins have already set up all the chairs and tables.

Ted I know! And the lights? An electrician has hung them across the trees. It looks like a fairy tale!

Mike And someone from the patisserie has just delivered the cake.

Ted What about the drinks? Has anybody dealt with them?

Mike Yes. I've already put the drinks in the refrigerator.

Ted That's great. Has the music system been tested yet?

Mike Yes, my cousin, Ken has just checked it. Everything's ready for Grandma's surprise party!

Ted Don't forget me! I've even built a photo wall for her! She'll be so happy.

E.g. All the chairs and tables have been set up (set up) by Mike's cousins.

- 1 The lights _____ (hang) across the trees by an electrician.
- 2 The cake _____ (deliver) to the house by a worker from the patisserie.
- 3 The drinks _____ (put) in the refrigerator by Mike.
- 4 The music system _____ (check) by Mike's cousin, Ken.
- 5 A photo wall _____ (build) for Grandma by Ted.

2 Match the two halves to make meaningful sentences.

E.g. A thank-you speech has been

a

a written by the youngest grandchild.

1 A family tree has been

—

b drawn to show our grandparents' roots.

2 The wedding cake has been

—

c arranged in the garden.

3 Family traditions have been

—

d created over the years.

4 The picnic spot has been

—

e baked by my cousin's mother.

5 The gifts have been

—

f given by all family members.

3 Rewrite the sentences in the *Passive Voice*.

E.g. The career counsellor has given helpful advice to all students.

Helpful advice has been given to all students by the career counsellor.

1 The school administration will arrange a special career day next week.

2 The manager of the company awarded my cousin for her hard work and success.

3 My sister has gained her driver's licence recently.

4 The organisers have cancelled the internship fair.

5 The jury selected Lisa's painting for the exhibition.

4 Read the dialogue and fill in the blanks with the correct form of “be able to”.

- Lucas** So, Arda, have you thought about what you want to do after high school?
- Arda** A little. I want to study architecture, but I’m not sure if I’ll be able to pass the university entrance exam.
- Lucas** Don’t worry. You’ve always been good at design. You were able to draw amazing buildings even in middle school!
- Arda** True. I just need to stay focused this year. I haven’t been able to concentrate much lately.
- Lucas** Maybe I can help you with your study plan. I’ve been able to balance school and family tasks, so I could give you a few tips.
- Arda** That would be great! I hope I’ll be able to manage everything, especially time, better before the exams.
- Lucas** You will. And remember, with a bit of support, we’re all able to do more than we think.

E.g. Arda is not sure whether he will be able to pass (pass) the university entrance exam.

- Lucas _____ (give) him tips because he has experience.
- In middle school, Arda _____ (draw) impressive buildings.
- Lately, Arda _____ (not/concentrate) much.
- Arda hopes he _____ (manage) his time better before the exams.
- Lucas says that with support, we _____ (do) more than we think.

5 Match each beginning with the correct ending according to the dialogue above.

- E.g.** Arda wasn’t able to sleep well b **a** since he created a routine and follows it.
- | | | |
|---|---|---|
| 1 Lucas has been able to manage his time | — | b because he was too nervous about the exam. |
| 2 Arda hopes he’ll be able to concentrate | — | c when the school year becomes less stressful. |
| 3 With family support, we are able to | — | d once his schedule becomes less stressful. |
| 4 Last year, Lucas wasn’t able to help much | — | e because he was busy with her own exams. |
| 5 Lucas thinks Arda will be able to help more | — | f focus on our goals more easily. |

6 Complete each sentence with the correct tense of “be able to”.

E.g. I hope I will be able to develop (develop) better communication skills in the next few months.

- My sister is talented. She _____ (design) jewellery since she was a teenager.
- I wasn’t confident at first, but last year I _____ (speak) in front of an audience.
- With hard work and commitment, I’m sure you _____ (achieve) your dreams next year.
- So far, I _____ (balance) my studies and personal goals successfully.
- Right now, we _____ (work) together to prepare for our future careers.

7 Fill in the blanks with the *Present Perfect Passive* form of the verbs in parentheses.

E.g. A huge meal has been prepared (prepare) for the family celebration.

- All the invitations _____ (send) by my parents.
- The house _____ (decorate) for my cousin's 1st birthday.
- The family photo album _____ (update) recently.
- The baby's name _____ (choose) after long discussions.
- A family video _____ (record) to film the special moments.

8 Underline the correct form of the verb to complete the sentences.

E.g. I plan to apply / applying for an internship this summer.

- My sister enjoys **to paint** / **painting** portraits in her free time.
- Joe hopes **to find** / **finding** a job in software development.
- We decided **to start** / **starting** a streaming channel about careers.
- I avoid **to check** / **checking** my phone when studying.
- Lisa agreed **to take** / **taking** part in the career event.

9 Underline the correct option to make meaningful sentences.

E.g. Mum cooked a delicious meal for dinner, so we decided to stay home for dinner / to eat at a restaurant yesterday.

- My dad likes **to fix things around the house** / **to watch TV** all day, so he bought tools and equipment.
- We hadn't seen our relatives for a long time, so we agreed **to stay home** / **to visit them** at the weekend.
- Kathy likes tidying her room and avoids **arguing with her parents** / **helping with chores** at home.
- We planned **to go on a cultural holiday** / **to go on a beach holiday** for summer because we wanted to see new places and explore new traditions.
- I suggested **having a movie night** / **playing a board game** when my friends came over because we love watching comedies together.

10 Complete the sentences with a prepositional phrase below. One is extra.

thanks to **due to** because of with dedication to as part of during in front of

E.g. We spent more time talking to each other due to the power cut.

- _____ my sister's encouragement, I applied for the scholarship.
- The wedding had to be postponed _____ a health emergency.
- The children walked on foot to school _____ a "Safe Journey" campaign.
- The community centre, _____ improving social life in the city, built safe bike lanes and green areas.
- The statue in memory of the firefighter is _____ the city hall.

READING

1 Read the text quickly and choose the main idea.

- ☐ Spending time with family members and animals is fun and inspiring.
- ☐ The writer learned everything about veterinary as a child, so he wants to become a vet.
- ☐ The writer feels her/his family's support and this gives her/him strength and inspiration.

I'M NOT ALONE ON THE WAY TO SUCCESS

My family is the most important part of my life. They are always there for me, giving me love, support, and encouragement. We share everything, both the good and the bad times. My parents believe in me, even when I don't believe in myself, and they inspire me to follow my dreams. When we spend time together, I always feel safe and loved. Their support means everything to me.

In the future, I want to be a vet. I've always loved animals, and I want to help take care of them. It makes me happy to think about making a difference in their lives. I know it will be hard work, and I'll have to study a lot, but I'm ready. With my family's support, I know I can face any challenge. Their belief in me gives me the strength to keep going. I want to make them proud one day.

2 Read the text carefully and fill in the blanks according to it.

E.g. The author dreams of becoming a vet because he wants to make a difference in the lives of animals.

- 1 The support from the author's _____ has always been a source of strength and encouragement throughout their journey.
- 2 The author believes that with their family's _____, they can face any challenges on the way to their goals.
- 3 The author acknowledges that the path to becoming a vet will be _____, but they are determined to succeed.
- 4 The author's family plays a key role in helping them stay _____ and focused on their future.
- 5 The author feels that with her/his family's support, they can _____ and reach their goals.

3 Work in pairs. Read the sentences carefully and number them (1–10) to create a meaningful paragraph.

- ___ My parents always say, "If you stay focused, you can turn your dreams into reality."
- ___ My sister is passionate about music and wants to be a composer.

E.g. 1 Everyone has a dream at some point in life.

- ___ A child may want to be a doctor, artist, teacher, or astronaut.
- ___ As we grow, we learn that dreams require effort and qualifications.
- ___ She applied to music school and was accepted.
- ___ She practices every day and believes in herself.
- ___ For example, a doctor must study hard and complete training.
- ___ The key to success is to believe in yourself and never give up.
- ___ In our family, we always support each other's dreams.

WRITING

- 1 Think about the people around you while growing up. Write a short list explaining how these people contributed to your goals. Give specific examples of support or encouragement you had received.**

E.g. My English teacher: She helped me become more fluent in English and achieve good scores in international tests.

- 2 Think about the future dreams and ambitions of your family members, and write at least 3 sentences about one of them. Include the ambition and current efforts. Use language from the theme.**

- In the future, I hope to...
- My mother dreams of...
- My father aspires to...

- My brother/sister's career goal is...
- My grandfather always wanted to...
- My father wishes to...

E.g. My sister's career goal is to become a good engineer. She works hard to achieve her goals and strengthen the skills needed. She also watches documentaries on structures with inspirational engineering.

- 3 Write a paragraph (100–120 words) about your future job plans. Include:**

- What you might become
- Skills you are improving
- What you can already do
- Support from your family

Use at least 3 vocabulary items and 2 modal verbs from the theme.

LISTENING

1 Listen to two friends planning a visit to a historic town. Tick the places they talk about.



Audio 13.1

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> mosque | <input type="checkbox"/> ruins | <input type="checkbox"/> monument |
| <input type="checkbox"/> accommodation | <input type="checkbox"/> shopping mall | <input type="checkbox"/> pollution |
| <input type="checkbox"/> cathedral | <input type="checkbox"/> beach | <input type="checkbox"/> population |

2 Listen to the rest of the dialogue and answer the questions.



Audio 13.2

- What do they suggest doing if the museum is closed?

- Which part of the town is described as “vibrant”?

- What kind of problems might they face?

- Why do they prefer walking in the neighbourhood?

- What do they like about the old houses and narrow streets?

PRONUNCIATION

1 Work in pairs. Look at the word cloud and write one word with the same sound below each example.



unique	cute	few	cup	sunny	guest	flu
E.g. <u>use</u>	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

2 Circle the words that contain the same sound as in Part 1.

- E.g. 1 They concluded the event with a musical performance.
- A new brand shop opened near my house.
 - Kids can design posters on computers at the cultural centre.
 - The sun was bright in the park.
 - Jessica played guitar in the concert hall.
 - The cultural festival will take place in June at the city hall.
 - You may start the unit on neighbourhood life today.
 - Researchers argue that cultural events strengthen communities
 - Each guest spoke in their mother tongue at the cultural night.

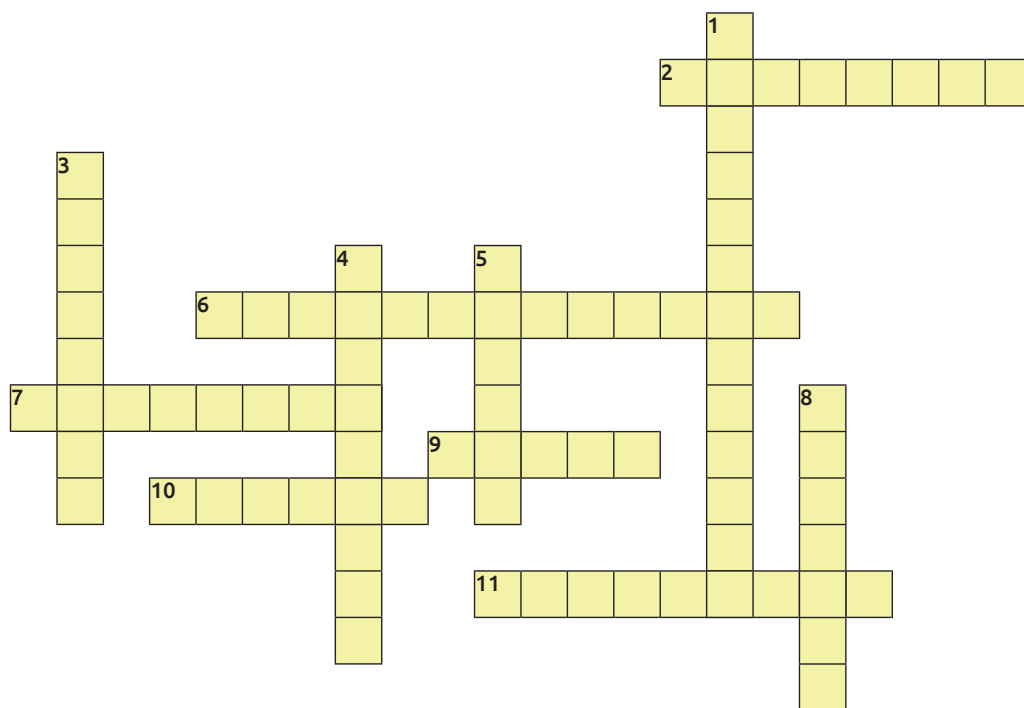


Audio 13.3

3 Listen to the sentences in Part 2 and check your answers.

VOCABULARY

1 Read the definitions below and do the puzzle.

**Down**

- 1 The area where people live near your home
- 3 Something you can see in a city to remember a person or event
- 4 Smoke or dirt in the air from cars or factories
- 5 A building where Muslims worship
- 8 Full of life and energy (used to describe a place)

Across

- 2 The culture and traditions passed down from the past
- 6 A place to stay, like a hotel or guesthouse
- 7 A public event with music, food, or performances
- 9 The remains of old buildings, often historical
- 10 The opposite of danger
- 11 A large Christian church, often very old and important

2 Write the correct word for each description. Use words you've learned in this theme.

E.g. I'm a place where people live and socialize, often with houses, parks, and markets. What am I?

Neighbourhood

- 1 I'm a major attraction in a city, sometimes old and always meaningful. What am I?

- 2 I happen once a year and bring people together to enjoy music and culture. What am I?

- 3 I describe a place that is full of colour, sound, and activity. What am I?

- 4 I'm a problem when the air or water is dirty. What am I?

- 5 I'm a well-known place in a city, often visited for my beauty, history, or meaning. What am I?

3 Complete the sentences using the words below. One is extra.

heritage	vibrant	cathedral	monument	waste
neighbourhood	ruins	accommodation	pollution	identity

E.g. The museum displays many items from the country's rich cultural heritage.

- There is a huge _____ in the square to honour the national heroes of the town.
- This part of the city is very _____, with cafes, street artists, and music.
- We live in a quiet _____ near the hills.
- We visited a 12th-century _____ during our trip to the capital.
- Air and water _____ are two big problems in this area.
- You can still visit the ancient _____ of the Roman city.
- Tour company offered us different _____ opportunities to stay in during our trip to Cappadocia.
- The _____ of the town is its music, food, and architecture.

4 Sort the vocabulary items into categories.

mosque	cathedral	city hall	square	monument	minaret	national day
pollution	noise	safety problems	poor transportation	local celebration		
spring festival	traditional dance	open-air concert	market	traffic	fountain	

Cultural Places	City Problems	Events
E.g. mosque,		

5 Circle the word that does NOT belong in the group.

E.g. monument – mosque – castle – concert

- square – hotel – cathedral – ruin
- active – vibrant – quiet – lively
- landmark – heritage – historical – festival
- accommodation – transportation – population – pollution

6 Fill in the blanks with the correct words from the box. One is extra.

neighbourhood	accommodation	pollution	vibrant	heritage	city hall
---------------	---------------	-----------	---------	----------	-----------

My e.g. neighbourhood is a mix of modern buildings and historical sites. One of the most important places is the (1) _____, which is hundreds of years old. Every spring, we have a traditional parade to celebrate our cultural (2) _____. Unfortunately, traffic and (3) _____ have become big problems in recent years. Still, it's a/an (4) _____ place where everyone feels welcome.

GRAMMAR

1 Read the text and fill in the blanks with the correct *Passive* form of the modal verb in brackets.

Preserving cultural heritage is a shared responsibility. Historical landmarks e.g. must be protected (**must/protect**) from damage caused by pollution, urban development, and neglect. Ancient monuments (1) _____ (**should/maintain**) carefully by experts to ensure their survival for future generations. In some areas, traditional buildings (2) _____ (**can/restore**) using original techniques and materials.

Government support plays a big role in these efforts. Local communities (3) _____ (**should/include**) in decision-making processes so that preservation reflects their needs and values. Education is another key element. Students (4) _____ (**might/teach**) about the value of cultural heritage starting from a young age.

Finally, funding (5) _____ (**must/provide**) not only by the government but also through international cooperation and cultural organisations. After all these efforts, we can make sure that these important sites are preserved for the future.

2 Read the passage about planning an end-of-term event below. Fill in the blanks with the correct form of a *Passive* modal verb. One is extra.

must / organise

must / inform

could / plan

should / make

might / provide

have to / follow

can / buy

The student council is preparing for the end-of-term celebration, but there's still a lot to do.

The event e.g. must be organised carefully, as many students and teachers will attend. A list of volunteers (1) _____ as soon as possible, so that responsibilities can be shared. Decorations (2) _____ from the art budget, but approval must be granted by the head teacher first. Food and drinks (3) _____ by the school cafeteria, but it depends on the budget. All safety rules (4) _____, especially those related to fire exits and crowd control. Finally, all students (5) _____ of the rules during the morning assembly.

3 Rewrite the sentences using a *Passive* modal form.

E.g. The city council must restore the old mosque.

The old mosque must be restored by the city council.

- 1 The archeologists might renovate the historic bridge soon.

- 2 Local artists could paint the historic symbols of the town on the walls.

- 3 The workers must protect the ancient tower during construction.

- 4 The festival committee can invite more musicians for the fair next year.

- 5 The community centre could organise more cultural events for the tourists.

4 Match the halves to make meaningful sentences. One is extra.

E.g. Let's take the tram...

e

a my umbrella if you don't have one.

1 You can borrow...

b you with your luggage if you want.

2 It might rain...

c this afternoon, so take a coat.

3 I can help...

d your cousin in the old neighbourhood.

4 Shall we take...

e to the historical district.

f some snacks with us in case we get hungry?

5 Rewrite the sentences as polite offers or suggestions.

E.g. I can help you with your bag.

Shall I help you with your bag?

1 I'll call the taxi for you.

2 Let's take the underground.

3 You should just check the map online to get to the location.

4 I'll explain it to you, OK?

5 We can visit the ruins if you want.

6 Read the statements below and tick the ones that express polite requests.

E.g. "Can I borrow your phone charger for a bit?"



1 Would you mind helping me organise the files?



2 I need you to email this report by 5 p.m.



3 Might I make a quick suggestion before we begin?



4 Could you please close the window?



5 Send me the meeting notes.

**7 Choose the correct option to complete each sentence.**E.g. It's cloudy and windy. It might rain later today.☒ a might

b shall

1 _____ I open the window? It's quite hot in here.

a Shall

b Can

2 We're not sure yet, but we _____ go to the cultural festival this weekend.

a might

b shall

3 Our team finished the project early. What _____ we do next?

a shall

b might

4 You _____ visit the city hall during opening hours without an appointment.

a shall

b can

5 Some people _____ not enjoy the event if it's too crowded.

a might

b shall

8 Complete the dialogue by using the phrases below. Capitalise if necessary. One is extra.

shall we focus on

might ask

shall check

can visit

shall we prepare

might need

can include

Derya Our culture project is due next week. E.g. Shall we focus on traditional festivals around the world?

Marco That sounds interesting! We (1) _____ photos and videos from different countries to our presentation.

Derya Great idea. I (2) _____ my cousin in Spain to send us something about La Tomatina.

Marco Cool! And we (3) _____ the cultural centre to get some leaflets.

Derya Good plan. (4) _____ a short role-play for the presentation?

Marco Sure! But we (5) _____ more time to rehearse if we do that.

Derya OK, then. Let's do it!

9 Complete the sentences using your own ideas and "Shall we..." to make suggestions.

E.g. There's a lot of noise in the neighbourhood.

Shall we talk to the neighbours and ask them not to make noise _____?

1 Our square looks empty and boring.

Shall we _____?

2 Few people attend the cultural events.

Shall we _____?

3 The neighbourhood lacks green spaces.

Shall we _____?

4 Many people throw trash in the wrong bins.

Shall we _____?

5 There are no safe paths for walking or cycling.

Shall we _____?

6 There is no place for teenagers to spend time after school?

Shall we _____?

10 In pairs, write polite requests for the given situations with "can" or "might."

E.g. You are a tourist at the city festival. Ask for help finding the local museum.

Can you tell me where the museum is? _____

1 You are a visitor at a food market. Ask to try a local dish.

2 You are in the historical square. Ask someone to take your photo.

3 You are preparing a community poster. Ask your friend for art supplies.

4 You are attending a parade. Ask your teacher if you can leave early.

5 You are at the city's culture fair. Ask someone to explain a local dance.

READING

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

- E.g. bazaar

c

—
- 1 fortress

—

—
- 2 landmark

—

—
- 3 memorial

—

—
- 4 panoramic

—

—
- a a place or object designed to remember a person or event
- b a large building, located on high ground, used for defence in the past
- c a large area with many shops, especially in Middle Eastern countries
- d a structure that has historical significance or is a feature of a place
- e an unobstructed and wide view of an area from a high position
- f the remains of old buildings

A TIMELESS JOURNEY THROUGH CULTURE, HISTORY, AND BEAUTY



Skopje, known as Üsküp in Turkish, is the capital and the largest city of North Macedonia and a city rich in history and unique culture. The Stone Bridge, one of the city’s most iconic landmarks, connects the old and new parts of the city. The Old Bazaar is filled with traditional shops, mosques, and historic buildings, reflecting the city’s Ottoman past. The Mother Teresa Memorial House, dedicated to the famous humanitarian born in Skopje, is another significant landmark. The Kale Fortress, overlooking the city, offers a panoramic view and a glimpse into the city’s long and layered history.

Skopje is also known for its cultural events and festivals. The Skopje Festival is an annual celebration that attracts many people to enjoy music, dance, and theatre performances. The city hosts a variety of art exhibitions and cultural events throughout the year, where local artists display their work. The vibrant atmosphere of Skopje makes it a wonderful place to experience both historic and modern cultural life, beautifully blending the old with the new.

2 Read the statements below based on the text and tick the statements that can be inferred.

Statements	
E.g. Skopje is the largest city in North Macedonia.	<input checked="" type="checkbox"/>
1 The Stone Bridge is one of the most important landmarks connecting Skopje’s old and new parts.	<input type="checkbox"/>
2 Skopje’s Old Bazaar is known for its modern shops and cafés.	<input type="checkbox"/>
3 The Mother Teresa Memorial House honours Mother Teresa’s birthplace in Skopje.	<input type="checkbox"/>
4 The Kale Fortress offers stunning views of the city from its high point.	<input type="checkbox"/>
5 Skopje is known for its rich cultural heritage and historic sites, and the text mentions current challenges the city faces.	<input type="checkbox"/>

WRITING

- 1 Write a short paragraph about your neighbourhood and city life. Use the sentence starters below to help you and at least 3 words from this theme (e.g. square, heritage, transportation, vibrant, pollution, accommodation).**

- 1 In my neighbourhood, there is a _____.
- 2 My favourite event is _____ because _____.
- 3 I like / don't like my neighbourhood because _____.
- 4 The biggest problem in my city is _____.
- 5 If I were the mayor, I would _____.

- 2 Imagine you are writing a message to a friend who will visit your hometown for holiday.**

Describe:

- A famous spot, landmark or square
- A cultural or traditional event
- Things to do
- A local dish

E.g. Hi _____,

Greetings from _____! My family and I can't wait to see you in our hometown. You can visit the _____ and _____. It's full of _____! There will be a/an _____ during your holiday.

- 3 In pairs, write the rest part of the dialogue between 2 friends planning a visit around the city.**

You should:

suggest places to go, make polite requests, talk about one city feature you like.

Use as many words as you can from the theme.

LISTENING



Audio 14.1

1 Listen to the dialogue and tick the words you hear.

- ☐ cathedral ☐ admire ☐ monument ☐ cuisine ☐ multicultural
☐ architecture ☐ heritage ☐ explore ☐ complex ☐ tolerance

2 Listen to Audio 14.1 again and fill in the blanks in the summary.

While exploring Rome, Lisa and Mert admired the city's cultural richness. They were amazed by the (1) _____, enjoyed the local (2) _____, and appreciated how people from different (3) _____ lived together in harmony. Mert said that even with (4) _____, people could always find (5) _____.

3 Listen to Audio 14.1 again and choose the correct answer for each question.

- 1 What does Lisa admire the most about Rome?
 a Historical landmarks b Fashion c Food
- 2 What mistake did Clara's cousin make in Cairo?
 a Got lost in a market. b Took photos during prayer time. c Refused to eat local food.
- 3 What did Tom's grandfather find impressive in Ankara?
 a The traffic system b The local tea culture c The respect for Atatürk
- 4 What did Mert say about cultural differences?
 a They cause conflict. b People can find similarities. c Traditions are not important.
- 5 How did the local woman in Cairo respond to Clara's cousin?
 a She got angry. b She ignored the mistake. c She explained the custom.

PRONUNCIATION

1 Work in pairs. Read the words and circle the odd one out.

- E.g. ① vent b veto c VIP d Vienna
- 1 a whose b whale c whole d whom
 - 2 a write b wreck c wet d wrist
 - 3 a leave b believe c level d live
 - 4 a even b oven c over d heavy
 - 5 a always b answer c away d aware

2 Listen and check your answers in Part 1.



Audio 14.2

3 Work in pairs. Choose two words from Part 1 and write a riddle or clue sentence for each one. Read your riddles to your peer, then share them with the class.

E.g. I'm something you can see from a window: view

VOCABULARY

1 Unscramble the letters below to find the correct vocabulary for the description.

E.g. I'm a type of food tradition. I can be spicy or sweet.

SEIUCNI **C U I S I N E**

1 I am a symbol or building from history that people admire.

TMNOMEUN

2 I help travelers from my country when they are abroad.

BYSEMAS

3 I bring different cultures together in one place. What adjective am I?

TRAULMIUUCTCL

4 People believe in me even if I'm not logical.

NTSIPSUTEIOR

5 I am a special location protected because of my value to humanity.

OHEDRLWEATEIGRIST

6 I'm a tradition or daily habit that shows how people live.

MUTCSO

7 I'm a place where local government works.

LYTCLAH I

8 I describe something so important; you shouldn't miss it.

USMETSE

9 I'm a big building where religious ceremonies happen.

HERCTADAL

10 I'm a place where Muslims gather to pray and worship.

QMSUEO

2 Put the vocabulary items into the correct column.

cathedral

pollution

cuisine

monument

superstition

crowd

tolerance

city hall

noise

multicultural

mosque

Places	Cultural Concepts	City Problems
E.g. cathedral , _____ _____ _____	_____ _____ _____	_____ _____ _____

3 Fill in the blanks with the words from the box. One is extra.

heritage cuisine multicultural traditional tolerance must-see architecture

Tom Hi Clara! How was your trip to İstanbul?

Clara It was incredible! Türkiye has such rich e.g. heritage. You can feel the history all around you.

Tom That's cool! What impressed you the most?

Clara The food, for sure. Turkish (1) _____ is so delicious and full of flavour.

Tom I agree. Did you explore the historical parts of the city?

Clara Yes! The mosques and palaces are a/an (2) _____ for tourists. The Hagia Sophia Grand Mosque took my breath away.

Tom I've heard the city has amazing buildings, too.

Clara Definitely. The (3) _____ reflects both ancient styles and modern touches.

Tom And what were the people like?

Clara Very welcoming. It's such a/an (4) _____ place. You can see people of different cultures living together peacefully.

Tom That's nice to hear.

Clara I think (5) _____ is a big part of life there. Everyone respects each other's traditions and beliefs.

4 Circle the word that does NOT fit with the others.

E.g. monument – city hall – mosque – cuisine

- 1 travel – superstition – admire – explore
- 2 multicultural – traditional – spicy – tolerant
- 3 landmark – tower – monument – delicious
- 4 tolerance – hospitality – admire – welcoming
- 5 embassy – city hall – cuisine – cathedral
- 6 celebration – festival – fashion – mosque

5 Fill in the blanks using the words below. One is extra.

admire

city hall

multicultural

cuisine

embassy

superstitions

represent

monument

national

architecture

heritage

explore

E.g. Tourists often admire the beauty of historical architecture.

- 1 The Great Wall of China is a famous _____.
- 2 İstanbul is a/an _____ city with many peoples, languages, and beliefs.
- 3 I love to _____ new cities and try local food.
- 4 Kebabs and baklava are examples of Turkish _____.
- 5 Many people still believe in old _____ like the evil eye.
- 6 National flags and the anthems _____ the identity of a country.
- 7 The mayor gave a speech in front of the _____ members.
- 8 Many old houses in Prague reflect beautiful _____.
- 9 Historical museums help us learn about our cultural _____.
- 10 Our _____ identity is shaped by our language, history, traditions, and beliefs.

GRAMMAR

1 Choose the best option to complete each sentence in *Reported Speech*.

E.g. Clara said she thought the city was full of energy.

- a** thinks **b** thought **c** had thought
- 1** Lisa said she _____ the cooking class next time.
a joins **b** would join **c** has joined
- 2** Before entering the museum, the teacher told us that we _____ to bring our ID cards.
a had to **b** must **c** have to
- 3** Mert said they _____ the museum before it closed.
a have visited **b** had visited **c** are visiting
- 4** She asked me if I _____ in a cultural exchange before.
a participate **b** participated **c** had participated
- 5** Tom said his grandfather _____ tea culture in Ankara the previous year.
a enjoys **b** has enjoyed **c** had enjoyed
- 6** When she was in primary school, my daughter, Ada, told me she _____ visit Paris one day and years later she did it.
a would **b** will **c** may
- 7** Clara told me she _____ the cooking show on TV the previous night.
a watches **b** watched **c** had watched

2 Read the text and complete the sentences.



Last week, our school organized a trip to İstanbul's historical peninsula. We visited landmarks like the Blue Mosque, the Hagia Sophia, and the Grand Bazaar. During the trip, our guide, Mr Aydın, shared some interesting facts. He said, "This city represents many cultures and time periods." Later, a student asked, "Can we take photos inside the mosque?" Mr Aydın replied, "Yes, but please turn off your flash." During lunch, our teacher said, "I admire the variety of Turkish cuisine." My friend Clara said, "I will visit İstanbul again with my family." Before we left, our teacher reminded us, "Don't forget to thank the staff."

E.g. According to Mr Aydın, İstanbul represented many cultures and time periods.

- 1 A student asked if they _____ take photos.
- 2 Mr Aydın replied they _____ turn off their flash.
- 3 Our teacher said she _____ the variety of Turkish cuisine.
- 4 Clara said she _____ visit İstanbul again with her family.
- 5 Before leaving, our teacher reminded us _____ the staff.

3 Underline the correct option to make meaningful sentences.

E.g. Mert **said / told** that he hadn't seen such architecture before.

- 1 She asked us **whether / if** we preferred visiting the museum or the art gallery first.
- 2 Clara said that she **will / might** move to Spain to study flamenco.
- 3 The guide **asked / said** us to respect the local customs in the city.
- 4 I asked a local if they **could / must** show me where the embassy was.
- 5 The teacher said they were visiting the museum of Islamic arts **tomorrow / the next day**.

4 Complete each sentence with the correct form of the verb in parentheses.

E.g. Tom said that he admired (admire) the architecture of the Blue Mosque.

- 1 Clara said that they _____ (try) delicious cuisine in Morocco.
- 2 The teacher asked us if we _____ (enjoy) multicultural festivals.
- 3 Berke said that they _____ (explore) the old quarter before sunset.
- 4 My cousin said that she _____ (visit) the world heritage site the next year.
- 5 I asked a local person if they _____ (can tell) me the way to the city hall.
- 6 The guide told us _____ (not/touch) the monument.

5 Read the text and complete the sentences below using *Reported Speech*.

Last month, a group of students from Italy visited a high school in Türkiye as part of a cultural exchange programme. Before the visit, their teacher, Mr Romano, reminded them, "Respect the Turkish cultural values." During their stay, the Italian students gave presentations about Italian cuisine, traditions, and famous landmarks. One of the students, Marco, said, "We usually eat pasta for lunch with our families." Another student, Sofia, who admired the local handicrafts, added, "I love Turkish carpets!" Francesco told everyone with a smile, "Italian pizza is the best in the world, but Turkish kebabs are delicious too."

On the final day, the Turkish host students organised a farewell party. Two of them, Selen and Melih, said, "We hope you had a great time in Türkiye." Mr Romano thanked everyone and said, "Let's meet in Rome next year to strengthen our friendship."

E.g. Mr Romano warned the students to respect the Turkish cultural values.

- 1 Marco said that they _____
- 2 Sofia added that she _____
- 3 Francesco told everyone that _____
- 4 Selen and Melih said that _____
- 5 Mr Romano suggested _____

6 Turn the sentences below into *Reported Speech*.

E.g. "Rome is an exciting city," Clara said.

Clara said (that) Rome was an exciting city.

- 1 Jonas told me, "I'll visit Ankara next year again."

- 2 Berke said, "We admired the Colosseum in our trip to Rome."

- 3 "Did you like Cappadocia?" asked the tour guide.

- 4 The teacher told us, "Do not forget your passports!"

- 5 "Can you help me with the map?" I asked a local person.

7 Use the best reporting verb below to complete the sentences. One is extra.

said ~~told~~ asked suggested ordered promised explained warned advised admitted

E.g. "The monument is under renovation," Clara told me.

- 1 "Can I take a photo here?" he _____.
- 2 "Let's visit the museum after lunch," I _____.
- 3 "Don't touch the memorial plaque," the guard _____.
- 4 "I'll show you the cathedral tomorrow," the guide _____.
- 5 "The traditional music influenced modern pop," the teacher _____.
- 6 "You might get lost in the alleys," the local woman _____ us.
- 7 "You should wear comfortable shoes for the walking tour," she _____.
- 8 "I broke the model in the cultural centre," the boy _____.

8 Choose the correct *Reported* version of the sentences given.

E.g. "We are going to visit the monument tomorrow," said the guide.

- a The guide said they go to visit the monument tomorrow.
b The guide said they were going to visit the monument the next day.

- 1 "I have never been to a mosque before," said Emma.
 a Emma said she had never been to a mosque before.
 b Emma said she has never been to a mosque.
- 2 "Can you take a photo of me in front of the fountain?" Leo asked.
 a Leo asked if I can take a photo of him in front of the fountain.
 b Leo asked if I could take a photo of him in front of the fountain.
- 3 "I should have worn comfortable shoes," said Tom after walking around all day.
 a Tom said he should wore comfortable shoes.
 b Tom said he should have worn comfortable shoes.
- 4 "The cultural event will start at 6 p.m.," said the organiser.
 a The organiser said the cultural event will start at 6 p.m.
 b The organiser said the cultural event would start at 6 p.m.

9 Match the situations (1-9) with the comments (a-i) using modals in the past.

Situations:

E.g. Ali didn't join the cultural tour.

- 1 We didn't know the city hall closed early. _____
- 2 Melis didn't enjoy the food she ordered. _____
- 3 They couldn't take good photos at night. _____
- 4 I got sunburned at the festival. _____
- 5 We forgot to bring water during our walking tour. _____
- 6 Melis missed the parade because she didn't check the schedule. _____
- 7 The pictures from the city hall were all blurry. _____
- 8 The market was closed when we arrived. _____

Comments:

- a You should have brought sunscreen.
- b She could have chosen something else from the menu.
- c You might have asked the guide about it.
- d You may have needed a better camera.
- e He would have enjoyed it if he had come.
- f She should have checked the time online.
- g We could have brought a bottle from the hotel.
- h They might have changed the camera settings.
- i We may have needed to come earlier.

READING

1 Read the text and choose the main idea.

- ☐ Capital cities are only important because they are home to governments.
- ☐ Capital cities are important because they reflect a country's culture and history, and help people connect across the world.



GLOBAL CITIES AS GATEWAYS TO CULTURE AND HISTORY

Many cities around the world are rich in culture, history, and landmarks. They teach us about traditions and the stories that shaped each place. Exploring them helps us understand different lifestyles and what connects people globally.

Cities like London, Paris, İstanbul, İzmir, and Rome are known for famous landmarks such as Big Ben, the Eiffel Tower, the Hagia Sophia, Ephesus, and the Colosseum. These places show each city's unique past and attract millions of visitors. In India, the Taj Mahal symbolises love and stunning design, while the Great Wall of China shows the country's ancient roots.

Customs also differ across cultures. In Japan, people bow to show respect; in Western countries, handshakes are common. Egypt's pyramids are more than tourist sites; they are strong symbols of history and belief. Despite differences, many cultures value hospitality and respect for elders. Visiting global cities helps us see both our differences and what we share.

2 Read the text quickly and tick the statements that can be inferred.

Statements	
E.g. Exploring global cities helps us understand different lifestyles.	<input checked="" type="checkbox"/>
1 The Hagia Sophia in İstanbul reflects the city's rich cultural history.	<input type="checkbox"/>
2 The Taj Mahal is known as a symbol of love and impressive architecture.	<input type="checkbox"/>
3 In Japan, bowing is a common way to show respect.	<input type="checkbox"/>
4 The Great Wall of China represents modern Chinese culture.	<input type="checkbox"/>
5 The pyramids in Egypt are only tourist attractions.	<input type="checkbox"/>

3 Read the text carefully and fill in the missing words in the summary below.

Capital cities are not only e.g. government centres but also full of culture, history, and architecture. Landmarks like the Eiffel Tower, the Colosseum, and the Hagia Sophia attract millions and show each city's unique past. People visit them to enjoy their beauty and learn about different (1) _____ and traditions. India's Taj Mahal stands for love and great (2) _____, while the Great Wall of China shows ancient history. In Japan, people greet by (3) _____, while handshakes are more common in the West. Egypt's pyramids are more than tourist sites; they are key to the country's (4) _____. Although customs differ, many cultures value (5) _____ hospitality and respect for elders. Visiting cities helps us see our differences and what we share in (6) _____.

WRITING

1 a Read the information on the web page and answer the questions.


- 1 Which city has got the smallest police station, and where is it?

- 2 How was the Forbidden City in Beijing designed?

- 3 Why is Madrid a good place to be outside?


Capitals Factfile

1




London, UK – London has over 170 museums, but did you know it's also home to the smallest police station in the world? It's hidden in Trafalgar Square!

2




Beijing, China – Beijing's Forbidden City has over 9,000 rooms and used to be off-limits for 500 years. Legend says it was built according to ancient cosmic principles!

3



Madrid, Spain – Madrid is one of the sunniest capitals in Europe, with more than 300 sunny days a year: perfect for sightseeing and siestas!

4



Cairo, Egypt – Cairo is known as the "City of a Thousand Minarets" due to its stunning Islamic architecture. And yes, you can still take a camel ride near the pyramids!

1 b Read the Capitals Factfile and complete each sentence using information from the text.

- 1 I would like to visit _____ because _____.
- 2 The small police station in London is interesting because _____.
- 3 The Forbidden City in Beijing shows that Chinese emperors were _____.
- 4 The sunny weather in Madrid makes people _____.
- 5 Camel rides near the pyramids in Cairo show that _____.

1 c In pairs, choose three or four capital cities you would like to learn more about. Research 4–5 interesting facts about the cities. Then, write a short factfile (around 150 words) following the examples provided.

Your factfile should include the following sections:

- City name and country
- Interesting facts or cultural aspects
- Famous landmarks or tourist attractions
- Weather or lifestyle

LISTENING

1 Listen and tick the words you hear.



Audio 15.1

- ☐ extinction ☐ deforestation ☐ pollution ☐ habitat ☐ ecosystem
☐ wildlife ☐ forest ☐ solution ☐ desert ☐ climate
☐ protect ☐ resources

2 Listen to Audio 15.1 again and complete the summary.

Daphne and Tom are discussing ways to protect nature. They talk about how (1) _____ and (2) _____ have harmed animal habitats. Tom says that (3) _____ energy and (4) _____ programs can help reduce the impact. Daphne adds that preserving (5) _____ areas is key to protecting endangered (6) _____.

PRONUNCIATION

1 Work in pairs. Listen to the sentences and choose the correct option.



Audio 15.2

E.g. Every animal needs clean water to survive.

- a Any b **Every**

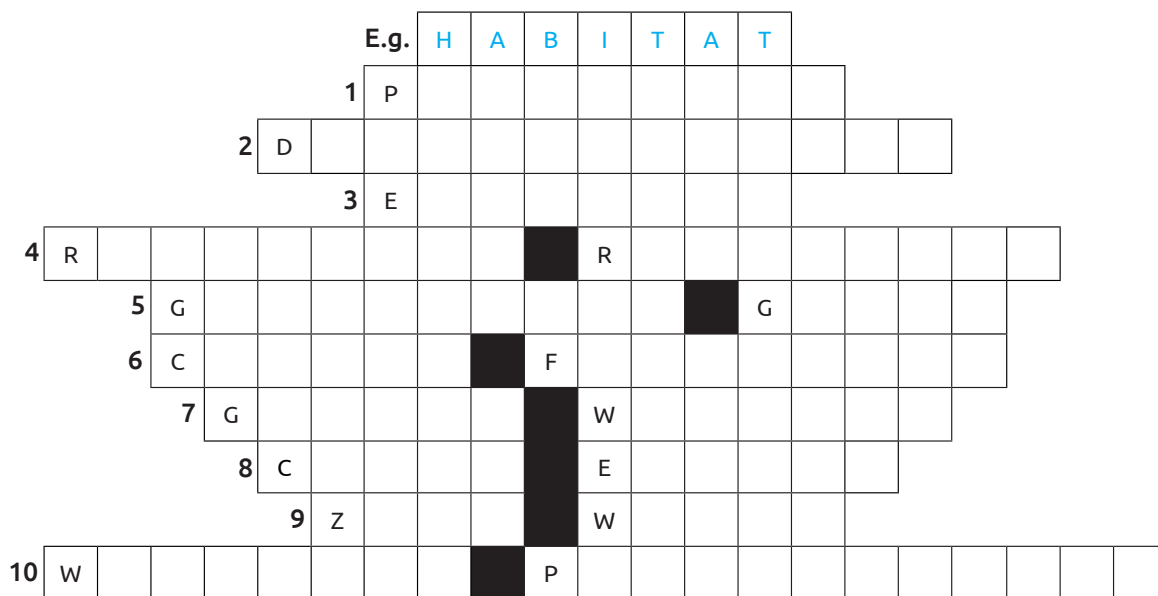
- 1 He painted a picture of a _____ bird sitting on a branch.
 a yellow b young
- 2 Scientists _____ water samples to check for pollution.
 a exhibit b examine
- 3 Don't _____ the ingredients too quickly.
 a mix b max
- 4 Please read the _____ before answering the questions.
 a next b text
- 5 There were _____ interesting things to see at the science fair.
 a many b very

2 Work in pairs. First, fill in the "Pronunciation Challenge Card" on your own. Then, check and compare your answers with your peer. Finally, share your answers with the class.

No	Task
1	Write 3 words that start like young. E.g. <u>yesterday</u> _____
2	Write 3 words that end like mix. _____
3	Read the tongue twister as fast as you can without stopping: Yasmin's yellow yogurt stayed yummy yesterday. Max mixed the next text in the box.
4	Write 2 new tongue twisters using the same sounds as in the examples above. _____ _____

VOCABULARY

- 1 In pairs, fill in the puzzle with words and phrases from the theme with the letters below. Use each letter once.



- 2 Match the definitions to the words. One is extra.

E.g. Animals that are in danger of being extinct

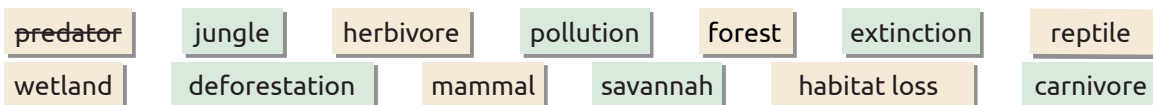
g

- 1 Animals that are no longer alive
- 2 Protecting animals, plants, and environments
- 3 Overuse of land by removing trees
- 4 Natural surroundings where animals live
- 5 Harmful materials entering the environment

—
—
—
—
—

- a habitat
- b extinct
- c prey
- d deforestation
- e conservation
- f pollution
- g endangered

- 3 Put the words in the correct categories.



Animals	Habitats	Environmental Problems
E.g. <u>predator</u>		

4 Underline the correct word to make meaningful sentences.

E.g. Using wind and solar energy can help reduce habitats/pollution.

- 1 Dolphins and whales are examples of mammals/amphibians.
- 2 Frogs live in deserts/wetlands.
- 3 Cutting down trees is called pollution/deforestation.
- 4 Tigers are predators/preys.
- 5 The steppe/grassland is a dry, flat plain in Central Asia.

5 Fill in the blanks with the words below to make meaningful sentences. One is extra.

grasslands conservation population predators extinct pollution wetland

E.g. Grasslands provide space for wildlife, but they are sometimes damaged by human activities.

- 1 Tigers are _____ that hunt other animals to survive.
- 2 The _____ in this region is home to many bird species.
- 3 Some animals become _____ because their habitats are destroyed.
- 4 Air _____ affects both humans and animals.
- 5 _____ helps ensure the survival of ecosystems.

6 Read each situation and complete the table with an environmental problem. More than one answer is possible.

Situation	Problem
E.g. Trees are cut down.	<u>Deforestation</u>
1 Wetlands get dirty.	_____
2 Animals lose their habitats.	_____
3 Factories release harmful gases into the air.	_____
4 People use too many fossil fuels.	_____
5 People throw plastic into the oceans.	_____

7 Circle the word that does NOT belong in the group.

E.g. forest – jungle – desert – mammal

- 1 pollution – deforestation – extinction – harmful
- 2 wetland – savannah – grassland – protect
- 3 carnivore – omnivore – rainforest – herbivore
- 4 extinct – endangered – alive – polluted
- 5 lion – bear – tiger – crocodile
- 6 fossil fuel – oil – water – hunting
- 7 climate – weather – conservation – temperature
- 8 hunter – prey – habitat – predator
- 9 deforestation – global warming – recycling – pollution
- 10 population – savannah – ocean – jungle

GRAMMAR

1 Match the sentence beginnings with the correct endings. One is extra.

- E.g. If more people had recycled, a a there would have been less waste in the ocean.
- | | | |
|---|---|--|
| 1 We could have saved more animals | — | b if they had not eaten plastic waste. |
| 2 By the time help arrived, | — | c the oil had already spread across the coastline. |
| 3 If factories had used eco-friendly materials, | — | d if we had created more shelters. |
| 4 If people hadn't polluted the rivers, | — | e the water would have been cleaner for fish. |
| 5 Many birds wouldn't have died | — | f the air would have been less polluted. |
| | | g people wouldn't have cut down trees. |

2 Write *mustn't* or *needn't* to complete the sentences based on the situations given.

Pollution and Waste

E.g. You mustn't throw plastic into the sea; it harms marine animals.

- You _____ use plastic bags; reusable ones are better.
- You _____ leave rubbish in natural areas; always take your litter home.
- You _____ print documents; use digital files to save paper.
- You _____ pour chemicals or oils down the drain; they pollute rivers and oceans.



Protecting Animals and Habitats

- You _____ touch baby animals; it can disturb their families.
- You _____ feed wild animals; it changes their natural behaviour.
- You _____ worry about scaring birds; the observation deck is safe for them.
- You _____ destroy plants or trees in protected forests.



Sustainable Behaviour

- You _____ use so much water; the plants don't need daily watering.
- You _____ waste energy; always turn off the lights when leaving the room.
- You _____ bring your own seeds; native species are already growing here.
- You _____ pick rare flowers; they are protected.



Climate and Global Problems

- You _____ drive to the park; there's eco-friendly public transport available.
- You _____ burn waste in open air; it causes air pollution.
- You _____ heat your home so much; good insulation saves energy.
- You _____ ignore climate warnings; every action counts.



3 Underline the correct option to make meaningful sentences.

E.g. We should have/mustn't have cleaned the beach earlier. Now it's full of rubbish.

- We **should have/needn't have** planted more trees. Now the area is too dry.
- They **shouldn't have/should have** thrown so much plastic into the ocean.
- The government **should have/shouldn't have** waited so long to take action.
- We **needn't have/mustn't have** used so many chemicals to clean the river; it harmed the fish.
- They **should have/needn't have** warned people about the danger earlier.

4 Complete the sentences with the correct form of the verbs in parentheses.

E.g. If people had protected (protect) forests earlier, many species wouldn't have disappeared.

- 1 By the time help arrived, the animals _____ (lose) their habitats.
- 2 We _____ (reduce) carbon emissions if we had used public transport more often.
- 3 The city _____ (not face) such serious flooding if more wetlands had been preserved.
- 4 If farmers had avoided harmful pesticides, bees _____ (survive) in greater numbers.
- 5 The volunteers _____ (plant) over 1,000 trees by the end of the month.

5 Read each situation and complete the sentences as in the example.

E.g. People cut down many trees, so animals lost their homes.

If people hadn't cut down the trees, animals wouldn't have lost their homes.

- 1 Wetlands got dirty, and frogs and birds were affected.
If people _____ waste into wetlands, frogs and birds _____ affected.
- 2 Many animals lost their food or habitats, so some species disappeared.
If animals _____ their food and habitats, some species _____.
- 3 Factories released smoke, so air pollution harmed people and animals.
If factories _____ filters, air pollution _____ people and animals.
- 4 People used too many fossil fuels, so global warming increased.
If people _____ fossil fuels so much, global warming _____ so fast.
- 5 Plastic was thrown into the oceans, so sea animals got sick or died.
If people _____ plastic into the oceans, sea animals _____ sick or died.

6 Complete the sentences using the correct form of the verbs in parentheses.

E.g. If people had recycled (recycle) more, we would have produced less waste.

- 1 The animals _____ (lose) their habitat before the government noticed the problem.
- 2 If factories _____ (follow) the waste regulations, the river wouldn't have been polluted.
- 3 The experts _____ (warn) people about the forest fire, but no one listened.
- 4 The team _____ (work) on a clean energy project for months before the climate conference started.
- 5 If people _____ (not/cut down) trees, the air quality would have been better.
- 6 Many birds had migrated by the time the scientists _____ (begin) their observation.
- 7 We _____ (use) solar energy earlier if the technology had been affordable.
- 8 By the time the rescue team arrived, the wildfire _____ (spread) across the forest.
- 9 The villagers wouldn't have suffered from drought if they _____ (protect) their water sources.
- 10 People would have become aware of the problem if media coverage _____ (start) earlier.

7 Read the dialogue and tick the statements that can be inferred.

Laura Did you see the news? The whole valley is underwater!

Altay Yes. The flood was devastating. I heard it happened so fast.

Laura True. But scientists say the signs had been appearing for weeks.

Altay Really?

Laura Yes. Local people had been reporting strange water levels in the river.

Altay And I guess the authorities didn't take action?

Laura Sadly, no. The villagers had been warning the officials, but no one listened.

Altay That's awful.

Laura Some of the forest animals had already moved. They had been sensing the danger earlier than we did.

Altay Nature reacts before we even understand what's going on.

Statements	
E.g. The flood was expected by local people.	<input checked="" type="checkbox"/>
1 The authorities responded quickly to the villagers' warnings.	<input type="checkbox"/>
2 The river had been rising unusually before the flood.	<input type="checkbox"/>
3 The flood destroyed the entire town.	<input type="checkbox"/>
4 Some animals moved away before the disaster happened.	<input type="checkbox"/>
5 Scientists ignored the flood signs.	<input type="checkbox"/>

8 Complete the sentences with the correct form of the verb in *Past Perfect Progressive*.

E.g. The climate experts had been warning (warn) the authorities about rising sea levels for years before the flooding began.

- Before the oil spill, factories _____ (dump) waste into the sea.
- The villagers _____ (notice) changes in water color for several days.
- By the time the clean-up started, the birds _____ (leave) the area.
- Officials _____ (ignore) the reports before the disaster occurred.
- Scientists _____ (monitor) the region for months but couldn't prevent the event.

9 Read each pair of sentences and combine them as in the example.

E.g. They cut down trees for years. This led to a loss of biodiversity.

They had been cutting down trees for years, which led to a loss of biodiversity.

- People used plastic bags for decades. This created huge waste islands.

- The wind blew strongly all day. That made the fire spread faster.

- Farmers used chemical fertilizers for a long time. This damaged the soil.

- Factories released gases for years. That caused serious air pollution.

- Fishermen caught too many fish every season. That caused fish populations to decline.

READING

1 Read the text quickly and choose the best title.

- ☐ The Importance of Recycling
- ☐ How to Reduce Waste and Save Energy
- ☐ Protecting Nature and Animals for a Sustainable Future

We must protect nature if we want a healthy future. Every day, people use natural resources such as water, trees, and clean air. Sadly, many waste these precious resources without thinking. For example, millions of tonnes of plastic are thrown away each year, polluting our oceans and harming marine life. To help, we should recycle paper and plastic instead of sending them to landfill. Recycling reduces waste and conserves valuable materials.

We mustn't waste electricity; simple actions like turning off lights when they're not needed or using energy-efficient appliances can make a huge difference. People should walk or cycle instead of driving whenever possible. This reduces harmful emissions, which are a major cause of global warming and climate change.

Protecting animals is also incredibly important. Many species have been driven to extinction due to habitat loss and human activity. If people had cared more about wildlife conservation in the past, many extinct species would still be alive today. In addition to supporting conservation efforts, we can also plant trees to restore natural habitats and improve biodiversity.

Small actions, such as using less water, reducing food waste, and supporting eco-friendly businesses can make a big impact. We don't need to be experts to contribute; just be responsible citizens. Together, we can protect our planet and its inhabitants before it's too late. You don't need to wait for governments to act. Let's each put a drop in the ocean; every action counts.

2 Read the text again and complete the sentences meaningfully.

- 1 If we _____ more, we could reduce the amount of plastic waste in the ocean.
- 2 _____ are gases released into the atmosphere that contribute to climate change.
- 3 We must protect _____ because it helps balance the ecosystem and supports life on Earth.
- 4 If people had paid more attention to _____ conservation, many species would still be with us today.
- 5 By reducing _____ at home, we can help reduce our environmental impact.

3 Read the text carefully and match the following statements with the correct environmental concept. More than one option is also possible.

E.g. Recycling reduces waste and conserves valuable materials. f

- | | |
|--|-------|
| 1 Planting trees can restore natural habitats and improve biodiversity. | _____ |
| 2 People can reduce emissions by using energy-efficient appliances. | _____ |
| 3 Many species have been driven to extinction due to human activities. | _____ |
| 4 Walking or cycling instead of driving reduces harmful emissions. | _____ |
| 5 Using eco-friendly businesses helps promote environmentally responsible practices. | _____ |
-
- a Supporting Sustainable Practices
 - b The Importance of Wildlife Conservation
 - c How to Reduce Waste and Save Energy
 - d Protecting Nature and Animals
 - e Reducing Pollution through Transportation Choices
 - f Importance of Recycling

WRITING

1 Read the report and choose the main idea.

- ☐ Although some positive steps have been taken, serious environmental problems still exist and require immediate action from everyone.
- ☐ Environmental problems are mostly solved now, and nature will recover without much help from humans.

Life in Nature and Global Problems

Introduction

The aim of this report is to highlight environmental problems and suggest solutions. Our forests are running on empty, and pollution is a cloud on the horizon.

My sources include news articles, environmental websites, and documentaries. Humans have consumed too many non-renewable resources. If we had used more clean energy, we would have reduced emissions. Many animals had lost their habitats before serious protection began.

Positive Effects

The positive effects, **in general**, include growing awareness and international efforts to protect the environment. People have started recycling, using renewable energy, and supporting wildlife conservation. Some forests have been replanted, and endangered species have been rescued.

Negative Effects

The negative effects, **generally speaking**, are still serious. Deforestation, pollution, and climate change are damaging habitats and increasing extinction. Many species have migrated or disappeared. If humans had acted earlier, much of this destruction could have been prevented.

Conclusion

To sum up, while some progress has been made, serious problems continue to harm nature. **I would recommend that** we reduce waste, use renewable resources, protect habitats, and raise awareness. One action alone may seem small, like a single drop in a vast ocean, but every small action counts, especially when many people join in.

2 In your notebook, copy and complete the table using the bold phrases from the report.

Introduction	(1)
Sources	(2)
Generalising	(3), (4)
Conclusion and recommendations	(5), (6)

3 Write a report in your notebook. Use the model text and the highlighted phrases to write about the positive and negative effects of protecting natural resources and animals. Your report must include:

An **introduction** using: The aim of this report is...

My sources include...

A **positive effects** section using: The positive effects, in general...

A **negative effects** section using: The negative effects, generally speaking... This means...

A final **conclusion and recommendations** section using: To sum up... / I would recommend that...

LISTENING

1 Listen to the conversation between three students. Tick the statements you hear.



Audio 16.1

- ☐ Astronauts will have been living in lunar habitats for over ten years. By the 2040s.
- ☐ They will have solved all space health issues.
- ☐ The space capsule design will have been upgraded by 2030.
- ☐ New shuttles will simulate Earth-like conditions.
- ☐ They will orbit Mars every 12 hours.

2 Listen to Audio 16.1 again and fill in the blanks using the correct words.

E.g. Tom says it's incredible in this artificial environment; it looks just like outer space!

- 1 The students are inside a simulated _____ module during a school trip.
- 2 Daphne explains the _____ is rotating to show how stations move around the Earth.
- 3 Clara says astronauts will need automation and _____ to adapt.
- 4 Clara says astronauts can stay healthier during long _____.
- 5 Tom asks Daphne if the new space _____ will orbit Mars every 12 hours.

PRONUNCIATION

1 Work in pairs. Circle the words that contain the sound as in zone, amazing, explores, etc.

E.g. survives

- | | | | | | | |
|--------|--------|-------|-----------|--------|----------|---------|
| a rose | b bus | c ice | d freeze | e face | f cereal | g cat |
| h sees | i rice | j zip | k chooses | l jazz | m maze | n shoes |

2 Read the words in Part 1 again. Choose 4 of them and write your own sentences using those words.

E.g. If the astronaut survives the storm, the team will continue the mission tomorrow.

3 Work in pairs. Read and listen to the text and underline the words with the same sounds as in Parts 1 and 2.



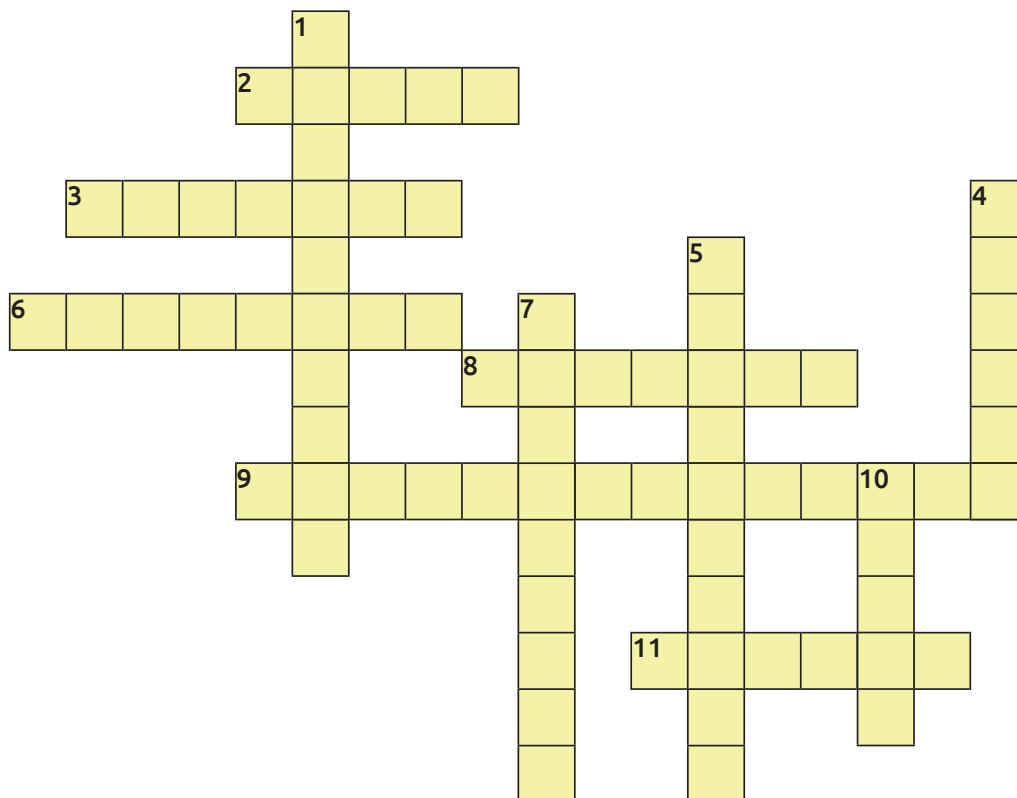
Audio 16.2

The astronauts zoom through the canyon maze. A loud buzz surprises them as they pass the freezer. Clara plays a short jazz tune on the speaker to keep the team focused. The walls feel soft and fuzzy, but solving the navigation puzzle isn't easy. Suddenly, the airlock closes, and the room shakes slightly. "We must move," says the captain. No one hesitates.



VOCABULARY

1 Read the definitions and do the puzzle.

**Down**

- 1 Made by humans, not natural
 4 A huge group of stars, gas, and dust held together in space
 5 Able to work or move on its own, without help
 7 An object that travels around a planet and sends information
 10 Move around a planet or star in space

Across

- 2 A spacecraft without people that is sent into space to collect information
 3 A planned trip to space for exploration or research
 6 Go to a new place and build homes there
 8 A place where people or animals live, even in space
 9 Very small technology that can be used in medicine or space science
 11 Related to the universe or outer space

2 Circle the word that does NOT belong to the group.

E.g. satellite – space suit – habitat – environment

- 1 nanotechnology – robotics – multicultural – AI
 2 astronaut – pollution – galaxy – probe
 3 gene editing – transplant – population – bioengineering
 4 colony – launch – planet – interplanetary

3 Fill in the blanks with a suitable word. One is extra.

black hole

simulation

satellite

enhance

spacecraft

improve

explore

gravity

orbit

universe

planet

E.g. A black hole is a place in space where even light cannot escape.

- 1 The scientists used a/an _____ to collect data from orbit.
- 2 Space stations use artificial _____ to help astronauts move around.
- 3 They built a/an _____ to show how life works in space.
- 4 New medical technology will _____ human life in the future.
- 5 The new satellite will _____ the Earth every 90 minutes to collect weather data.
- 6 Scientists continue to _____ planets for life.
- 7 The _____ is so vast that scientists are still discovering new galaxies every year.
- 8 They designed a new _____ for deep space travel.
- 9 AI tools are used to _____ astronaut performance.

4 Choose the correct word to complete each sentence.

E.g. A probe is a body that travels around a planet and collects data.

- a habitat **b** probe c rotation

- 1 Astronauts need a special _____ to survive in outer space.
a black hole b space suit c galaxy
- 2 By 2100, scientists will have _____ new planets for human life.
a enhanced b revolved c explored
- 3 The space agency used _____ to upgrade their robotic systems.
a satellite b nanotechnology c asteroid
- 4 The engineers used _____ to fix the damaged space module.
a comet b robotics c galaxy
- 5 Scientists believe that the _____ will have been expanding for billions of years.
a spacecraft b habitat c universe
- 6 To survive in space, astronauts will need to live in a safe _____.
a habitat b upgrade c lifespan

5 In pairs, fill in the blanks with suitable words from the theme.

- Berk** Did you hear the latest news about Mars?
- Ryan** Yes! They say humans might e.g. colonise it by 2100.
- Berk** That's wild. The last **(1)** _____ collected amazing soil samples.
- Ryan** And they're trying to **(2)** _____ Earth-like conditions in the lab!
- Berk** It's impressive. They even use advanced **(3)** _____ to run experiments remotely.
- Ryan** We'll need **(4)** _____ systems to survive there.
- Berk** Definitely. Plus, with AI and **(5)** _____, future missions will be safer.
- Ryan** True. Every space **(6)** _____ gets us one step closer.
- Berk** I read they're also studying how **(7)** _____ affects human muscles in space.
- Ryan** And by the time we're older, someone might have found a way to extend human **(8)** _____ on Mars!

GRAMMAR

1 Underline the correct option to complete the sentences.

E.g. By 2080, scientists will have developed / **will develop** advanced AI systems to manage life on space colonies.

- By 2050, astronauts **will have been living** / **will live** on Mars for more than 15 years.
- Space agencies **will train** / **will have been training** astronauts in underwater labs before they head into space for 10 years.
- Scientists **will have explored** / **explore** several new exoplanets by the end of the century.
- We **will complete** / **will have completed** the construction of the lunar base by the next decade, won't we?
- AI robots **will simulate** / **will have simulated** human behaviour with high accuracy by 2100.

2 Complete the sentences by using the correct form of the verbs in parentheses.

E.g. By the end of the century, astronauts will have been using (use) robotic assistants in space missions for over 30 years.

- By next year, the new AI system _____ (collect) enough data from the Moon.
- Scientists _____ (study) black holes for more than 50 years by 2040.
- By 2080, humans _____ (colonise) more than one planet.
- Engineers _____ (work) on Mars habitats for decades by the time they become safe.
- Space missions _____ (not/complete) all tests before the launch, will they?

3 Match each sentence beginning with the correct ending.

- | | | |
|---|----------|--|
| E.g. By the time the new mission begins, astronauts | <u>a</u> | a will have completed their intensive training on Earth. |
| 1 By the year 2100, humans | ___ | b will have settled on Mars for two decades. |
| 2 Turkish researchers | ___ | c will have been using renewable energy for nearly 30 years. |
| 3 By the end of this decade, Türkiye | ___ | d will have been studying space science for more than a decade. |
| 4 To reduce waste in space, space stations | ___ | e will have been conducting experiments in microgravity for over a year. |
| 5 By the end of 2030, students | ___ | f will have completed its first fully national satellite project. |

4 Complete each sentence with the correct question tag.

E.g. We will have explored three planets by 2100, won't we?

- The engineers won't have finished the prototype, _____?
- AI will have been helping astronauts for two years by the end of the decade, _____?
- They won't have launched the new satellite, _____?
- Humans will have improved gravity simulation, _____?
- Scientists will have been studying radiation in space for years, _____?
- The mission control team will have analysed the data before the next launch, _____?

5 Complete the mini-dialogue with appropriate *Future Perfect* or *Future Perfect Progressive* forms.

Altay Do you think by 2100, we e.g. will have colonised (colonise) any other planets?

Sue Probably! Scientists (1) _____ (work) on interstellar travel for decades.

Altay And the space drones?

Sue They (2) _____ (map) distant galaxies automatically by then.

Altay Incredible. We (3) _____ (live) in smart habitats too, won't we?

6 Rewrite the sentences using the correct future structure.

E.g. The rocket will launch in 2065. It'll complete its journey in 2070.

By 2070, the rocket will have completed its journey.

1 The astronauts started building the base in 2020. They'll complete in 2040.

By 2040, _____

2 We are working on the smart colony project on Mars. We'll finish it until 2050.

By 2050, _____

3 Bilge started studying space law since 2024. She'll still be studying in 2028.

By 2028, _____

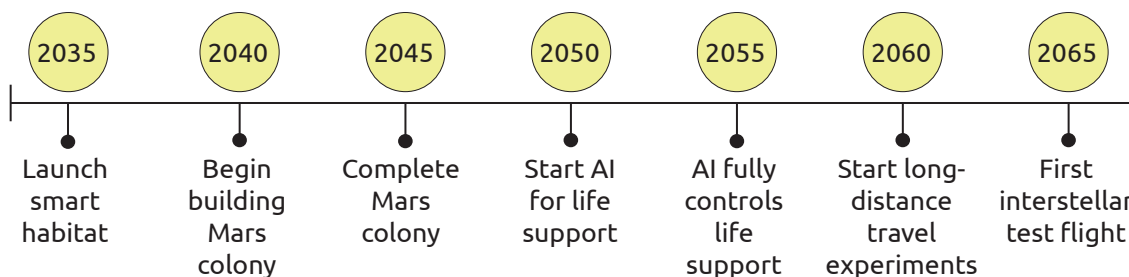
4 The team has been testing the spacecraft since last year. They'll continue testing until next year.

By next year, _____

5 I have been part of the Mars mission team since 2021. I'll still be working in 2029.

By 2029, _____

7 Read the timeline and fill in the blanks using the correct form of the verbs in parentheses.



E.g. By 2035, engineers will have launched (launch) the first smart habitat into orbit.

1 By 2045, scientists _____ (build) the first colony on Mars.

2 By 2045, scientists _____ (work) on the colony for five years.

3 By 2055, AI systems _____ (control) life support systems for five years.

4 By 2060, astronauts _____ (conduct) space travel experiments for a decade.

5 The first interstellar test flight _____ (take place) by 2065.

6 AI _____ (support) astronauts for at least 15 years by the time we launch the interstellar ship.

7 The Mars colony _____ (expand) steadily for 25 years by 2065, won't it?

8 Complete the missing parts of a Mars exploration logbook with the correct *Future Perfect* or *Future Perfect Progressive* form of the verbs in parentheses.

MISSION LOG ENTRY: DAY 194, 07:15 MST (MARS STANDARD TIME)

Commander Liu reporting. We're halfway through our surface operations, and progress is promising. By the time we reach the Olympus Station, we e.g. will have travelled (travel) over 1,500 kilometres across Martian terrain. The systems are functioning well, though solar charging has been a challenge during dust storms.

Dr Ramos has been analysing mineral samples. By tonight, he (1) _____ (analyse) over 300 specimens collected from different sites. His team (2) _____ (work) on categorizing the rock layers near Valles Marineras for over 48 hours by the end of this shift.

Meanwhile, Engineer Chen and I are preparing the drone launch system. If all goes as planned, we (3) _____ (complete) the final calibration by 09:00. By the time it returns with aerial data, the drone (4) _____ (fly) over the canyon ridge for nearly two hours.

We're tired, but morale is strong. In just three days, we (5) _____ (conduct) the longest uninterrupted surface research mission in Martian history.

9 Complete each mini dialogue by writing the correct question tag.

E.g. **Lisa** Engineers will have completed the system upgrade by Monday, won't they?
Asil Yes, and the backup system will be ready too.

1 **Sena** By the time we arrive at the observation dome, the sun will have risen, _____?

Luke Right. We'll need our visors ready.

2 **Jim** Alp will have trained with the new gravity simulator for two weeks, _____?

Sue Yes, he's fully prepared for the mission now.

3 **George** The researchers will have finished logging the soil data by noon, _____?

Martha I think so. They started at dawn.

4 **Nigel** We will have transmitted all the findings to Earth by next week, _____?

Meté Hopefully! The satellite window is short.

5 **Eric** Students will have watched the documentary before the discussion, _____?

Melih Yes, we assigned them to prepare for it last week.

10 Complete the sentences using the *Future Perfect* or *Future Perfect Progressive* form of the verbs in parentheses.

E.g. By the year 2040, scientists will have discovered (discover) several Earth-like planets in nearby solar systems.

1 By 2050, scientists _____ (develop) permanent space habitats.

2 In two decades, humans _____ (explore) Mars for more than 20 years.

3 By the time the rocket lands, it _____ (travel) over 500,000 km.

4 In 100 years, we _____ (use) renewable energy to power most cities.

5 They _____ (live) in space for six months by the time they return.

6 By 2085, space agencies _____ (launch) multiple missions to outer planets.

7 Scientists _____ (study) alien microbes for several years before drawing conclusions.

8 By 2100, astronauts _____ (build) research stations on Mars.

READING

1 Read the text quickly and choose the best title for each paragraph. One is extra.

Space tourism

Future of the Space

A Revolutionary Journey

Science in Outer Space

1 _____

In early 2024, a Turkish pilot, Alper Gezeravcı, made history by becoming the first astronaut from Türkiye to travel into space. He was born in Mersin, he had a successful career in aviation before being selected for a special space mission. He launched from a well-known space centre and spent two weeks in orbit aboard an international space station, experiencing life in zero gravity. His journey marked the beginning of a new era in Türkiye's space efforts.

2 _____

During his time aboard the station, the astronaut worked on 13 scientific experiments in collaboration with international space and research agencies. These studies focused on areas such as cancer research, immune system responses, genetics, and the use of natural substances in space environments. Looking ahead, Turkish scientists aim to develop innovative methods to support human life in artificial habitats by the year 2030.

3 _____

This mission went beyond scientific research; it inspired the younger generation in Türkiye. Interest in robotics, spacecraft design, and advanced technologies is growing rapidly. By the end of the century, experts believe humans will have built settlements on Mars using advanced robotics and biological engineering. Space exploration is no longer just a dream; it's becoming a reality, and Türkiye is now part of that future. The work being done is truly ahead of its time.

2 Read the text carefully. Then, circle the best answer for each question.

- 1 What made the astronaut's mission historic?
 - a He discovered a new planet.
 - b He was the first Turkish person in space.
 - c He built a space telescope.
- 2 What type of scientific topics did he study in space?
 - a Climate and geology
 - b Health, biology, and space science
 - c Black holes and asteroids
- 3 What did the astronaut do during his stay at the space station?
 - a He repaired broken satellites.
 - b He trained new astronauts.
 - c He carried out scientific experiments.
- 4 Why are the astronaut's achievements important for the future?
 - a They help prepare for life in space.
 - b They make space tourism cheaper.
 - c They show that space is dangerous.
- 5 How did the mission influence young people in Türkiye?
 - a It made them want to move abroad.
 - b It increased interest in science and technology.
 - c It made them fear space travel.

WRITING

- 1 Write a paragraph about a future invention you would like to see by 2050. Describe what it does, how it works, and how it will help people.

E.g. I would like to see a teleportation machine. It will help people travel faster and reduce pollution.

- 2 Compare daily life on Earth with what life might be like on Mars. Write about food, living spaces, transport, and communication. Use connectors: but, while, however, unlike, similar to, etc.

E.g. Life on Earth and Mars would be very different, but also share some similarities. On Earth, we have fresh air, natural water, and plenty of food. In contrast,

- 3 Write a short story or journal entry with the title: "My First Day on a Space Station"

Be creative! You can describe what the space station looks like, your duties, how you communicate with the Earth, and what challenges or surprises you face. Use expressions like "By then," "In the future," "will have," and "might."

E.g. I couldn't believe my eyes when I arrived. The space station was huge, with silver walls, glowing panels, and long glass corridors that showed the stars outside.

IRREGULAR VERBS LIST

Present	Past Simple	Past Participle	Present	Past Simple	Past Participle
awake	awoke	awoken	hide	hid	hidden
be	was, were	been	hit	hit	hit
beat	beat	beaten	hold	held	held
become	became	become	hurt	hurt	hurt
begin	began	begun	keep	kept	kept
bend	bent	bent	know	knew	known
bet	bet	bet	lay	laid	laid
bid	bid	bid	lead	led	led
bite	bite	bitten	learn	learned/learnt	learned/learnt
blow	blew	blown	leave	left	left
break	broke	broken	lend	lent	lent
bring	brought	brought	let	let	let
broadcast	broadcast	broadcast	lie	lay	lain
build	built	built	lose	lost	lost
burst	burst	burst	make	made	made
burn	burned/burnt	burned/burnt	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
creep	crept	crept	ring	rang	rung
cut	cut	cut	rise	rose	risen
deal	dealt	dealt	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed/dreamt	dreamed/dreamt	send	sent	sent
drive	drove	driven	show	showed	showed/shown
drink	drank	drunk	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
flee	fled	fled	swim	swam	swum
fly	flew	flown	take	took	taken
forbid	forbade	forbidden	teach	taught	taught
forget	forgot	forgotten	tear	tore	torn
forgive	forgave	forgiven	tell	told	told
freeze	froze	frozen	think	thought	thought
get	got	gotten	throw	threw	thrown
give	gave	given	understand	understood	understood
go	went	gone	wake	woke	woken
grow	grew	grown	wear	wore	worn
hang	hung	hung	win	won	won
have	had	had	write	wrote	written
hear	heard	heard			

ANSWER KEY



Scan the QR code to reach the Workbook answer key.

REFERENCES

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REFERENCES FOR THE VISUALS



Scan the QR code to reach the references for visuals used in this book.

