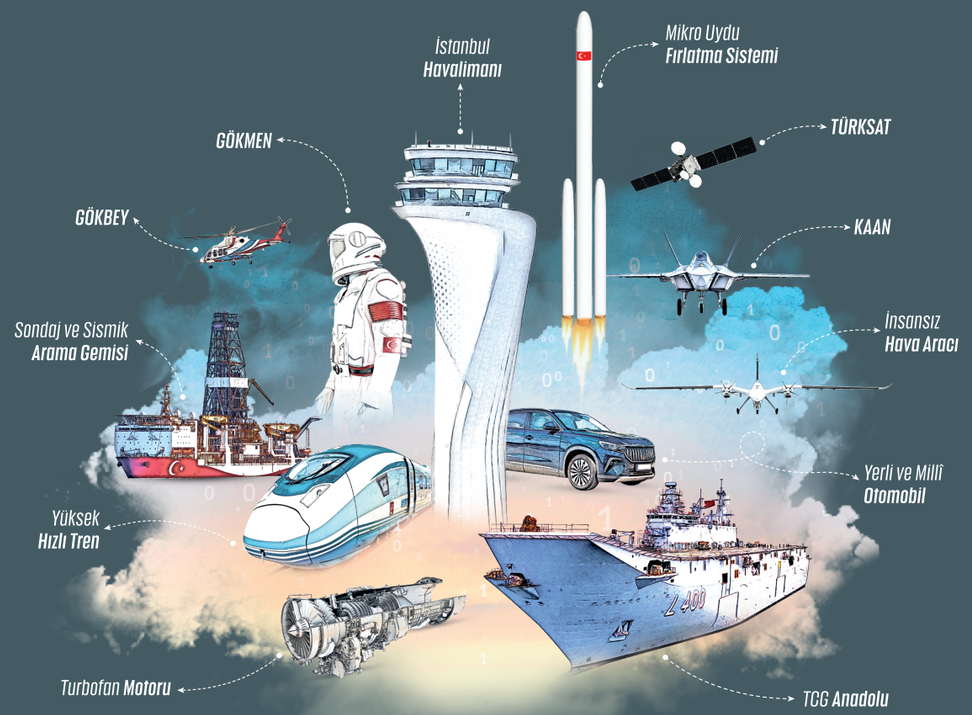
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UPPER SECONDARY EDUCATION

WAYMARK

YEAR 9/B1.1



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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

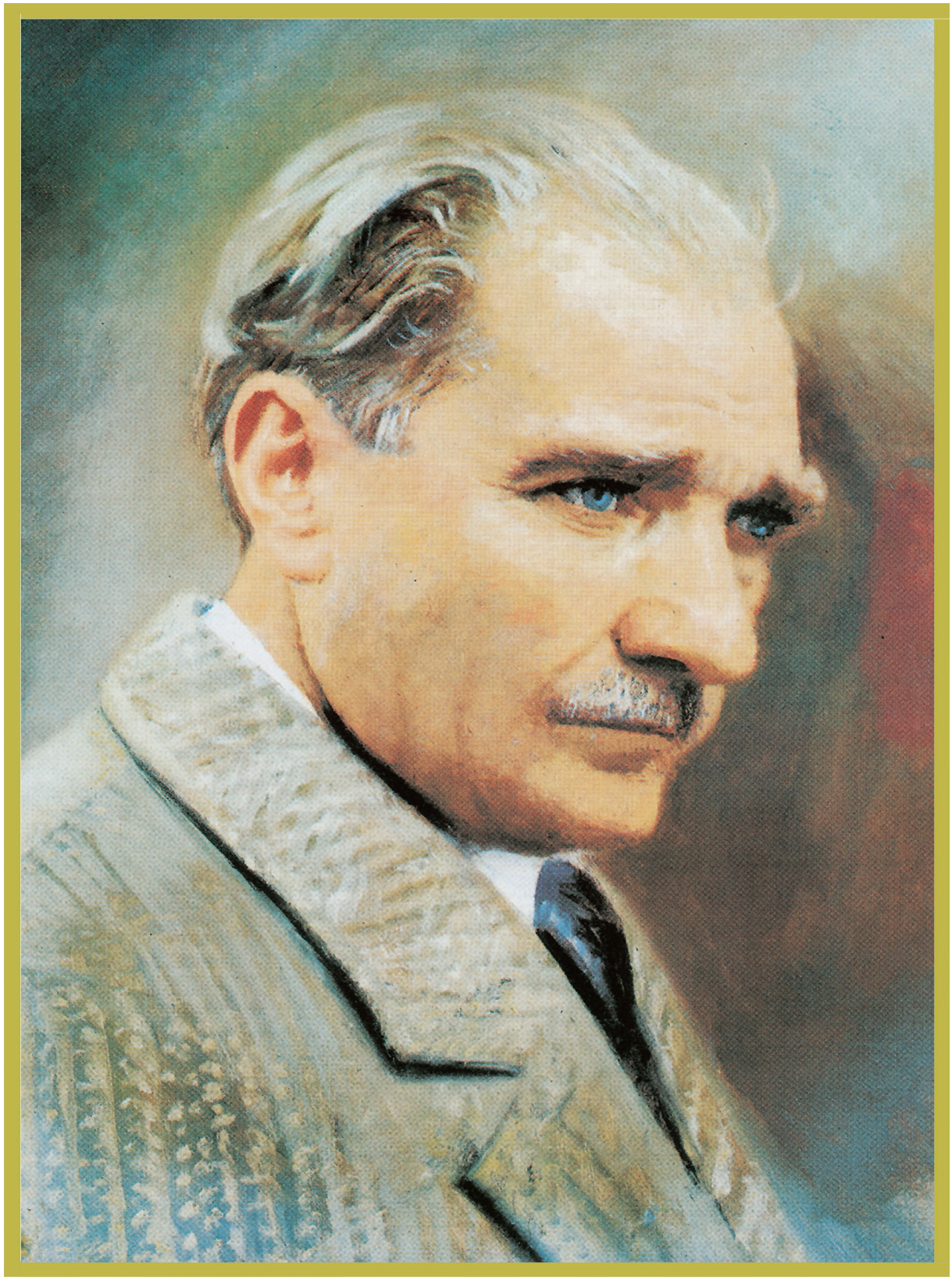
GENÇLİĞE HİTABE

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

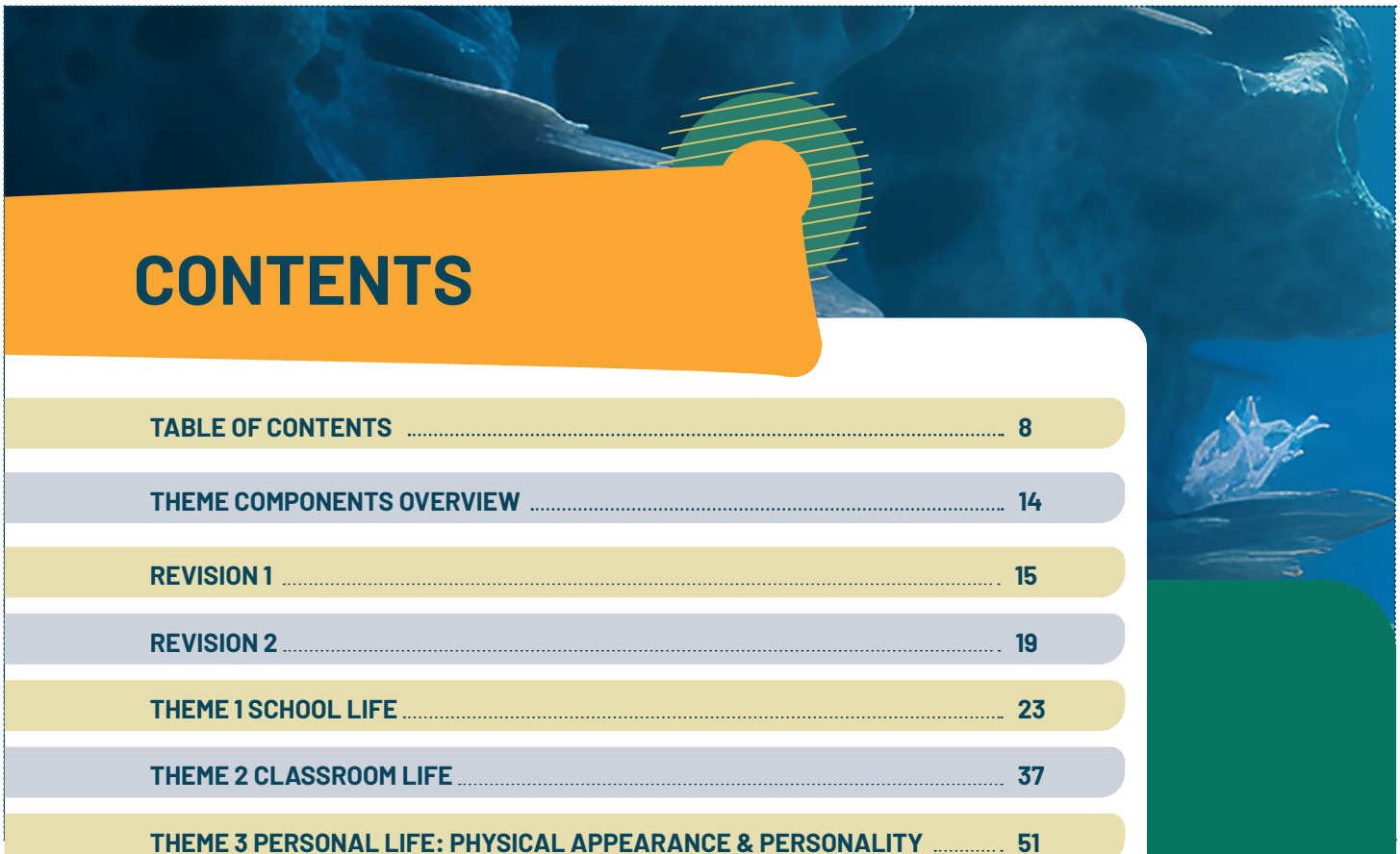
Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK



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THEME NO	MAIN THEME	SUB-THEMES	GRAMMARING: SELECTION AND USE	VOCABULARY: SELECTION AND USE	PRONUNCIATION: SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
1	SCHOOL LIFE	- Students of different countries, nationalities, and languages - Capitals of their countries, and tourist attractions - Activities in their capitals and countries - National days and celebrations	- Introducing home countries, nationalities, languages, etc. in the present time - Describing possibility and opportunity - Describing (language) ability	- Countries (Azerbaijan, Poland, Hungary, etc.) - Nationalities/ languages (Azerbaijani, Polish, Hungarian, etc.) - Tourist attractions and activities (sightseeing, castle, monument, etc.)	- Long and short vowels: a: (/ae/; /aeɪ/; /ə/; /a:/; /eɪ/; /a:/; /ɔ:/; /eə/) - Consonants: b: (/b/); silent /b/; c: (/si/; /k/); d: /d/ - Recognising and using sounds	- Listening/Watching - Recognising key words and phrases - Listening for meaning and making inferences - Listening for details and factual information - Asking and answering questions
2	CLASSROOM LIFE	- Classmates - Friendships - Daily and study routines, habits, and activities	- Describing daily and study routines, habits, and activities by using The Simple Present Tense	- Daily routines, habits, and activities (to wake up, to comb hair,etc.) - Study routines, habits and activities (to plan, to repeat, etc.) - Time expressions (every day, often, etc.) - Adverbs of manner (slowly, quickly, etc.)	- Vowels: e: (/e/; /ae/ - Consonants: f: (/f/), g: (/g/, /dʒ/), h: (/h/) - Recognising, comparing, and using sounds	- Listening/Watching - A Typical Day for Jacob - Listening for details - Listening for gist
3	PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY	- Physical appearance - Physical features - Personality - Personal traits - Character	- Describing people's physical appearances and personalities by using The Simple Present Tense - Indicating degrees and the right amount of something by using "Too and Enough"	- Physical features (medium-height, plump, blond, brunette, etc.) - Physical appearance (attractive, handsome) - Personality (cheerful, honest, moody, etc.) - Describing appearance (look [like], seem, etc.)	- Vowels: i: (/i:/; /ɪ/; /aɪ/) - Consonants: j: (ʒ/); k (/k/), l /l/)	- Listening/Watching - Recognising key words and phrases - Listening/Watching for gist - Listening/Watching for specific information - Understanding sequence - Listening/Watching for details, etc.

READING - COMPREHENSION	SPEAKING - EXPRESSION	WRITING - EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
- Reading - Skimming, scanning, etc.	- Analysing pre-existing knowledge and experiences - Producing meaningful and accurate content	- Writing - Practising, producing, and reconstructing a text about classroom life	- Roots & Routes - Exploring new perspectives on the needs of cybersecurity education	- E-Portfolio - Self-recording about introducing Türkiye	- Listening & Watching - Pronunciation - Writing - E-Portfolio - Self-Reflection - Recognising perceiving, identifying, and evaluating the learning process	- Rubrics 1 and 11 - Rating Scale 10
- Reading - Skimming, scanning and detailed reading - Jigsaw reading	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content	- Writing - Comparing a person's weekday routine and weekend routine - Analysing and understanding the provided model - Producing a new written task about a daily life of a person	- Roots & Routes - Informing readers about how technology-supported education affects students' study routines, learning habits, and classroom activities	- E-Portfolio - Self-recording a detailed outline of their day, including the activities and routines	- Listening & Watching - Pronunciation - Writing - E-Portfolio - Self-Reflection - Recognising perceiving, identifying, and evaluating learning process	- Rubrics 1 and 11 - Rating Scale 10
- Reading - Charming Personalities, Soft Furs - Skimming - Scanning - Reading for specific information - Reading for gist	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content	- Writing - Comparing two familiar pets - Describing-Comparing	- Roots & Routes - Describing physical appearance and personal traits	- E-Portfolio - Creating a digital poster - Describing favourite persons in terms of personality and physical appearance	- Self-Reflection - Individual reflection on students' learning process in the theme	- Rubrics 1 and 11 - Rating Scale 10

THEME NO	MAIN THEME	SUB-THEMES	GRAMMARING: SELECTION AND USE	VOCABULARY: SELECTION AND USE	PRONUNCIATION: SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
4	FAMILY LIFE	- Family members' jobs - Work routines - Work activities - Workplaces	- Describing work activities, identifying workplaces, and asking and answering about family members' and other people's jobs by using The Simple Present Tense - Describing where people work by using the prepositions of place	- Jobs (a bank clerk, a security guard, a pharmacist, etc.) - Workplaces (a bank, a shopping centre, etc.) - Family members' work routines and activities (to serve (customers), to check (IDs), etc.) - Family members (a cousin, a nephew, etc.)	- Vowels: o: (/o/, /ɒ/, /ɔ:/ - Consonants: m: (/m/), n: (/ŋ/) p: /p/ - Recognising and using sounds	- Listening/Watching - Listening for scanning - Listening and note taking - Listening for collaborative discussions, etc.
5	LIFE IN THE HOUSE & NEIGHBOURHOOD	- Types of houses, rooms, furniture and activities in the house	- Asking and answering about types of houses by using The Simple Present Tense - Describing present activities in the house by using The Present Progressive Tense - Expressing who owns something by using possessive adjectives	- Types of houses (block, villa, cottage, etc.) - Rooms and places in the house (garden, bathroom, kitchen, etc.) - Furniture and appliances in the house (bathtub, oven, fridge, etc.) - Household items and decorative items (pillow, rug, etc.) - The activities to be done at home (to iron, to relax, etc.)	- Consonants: q: (/k/); r: (/r/); s:(/s/) sh: /ʃ/ - Recognising and using sounds	- Listening/Watching - Recognising key words and phrases - Listening for meaning and making inferences - Listening for details and factual information - Asking and answering questions
6	LIFE IN THE CITY & COUNTRY	- Local and international food culture - Food festivals in the city	- Asking for options to help someone choose something by using the word "or" - Asking and answering about factual information in the present time with Wh-questions by using The Present Simple Tense and Present Progressive Tense. - Comparing the descriptions of general truths, routines and habits by using The Simple Present Tense with actions happening at the present moment and/or around the current time by using The Present Progressive Tense.	- Food events and festivals (a cuisine, street food, etc.) - Food items (cream, sweetcorn, etc.) - International dishes (Turkish pizza, falafel, etc.)	- Vowels: u: (/u/, /u:/) - Consonants: t: (/t/, /ð/, /θ/); v: (/v/) - Recognising, comparing, and using sounds	- Listening/Watching - A Feast of Flavours - Listening for details - Listening for gist

READING - COMPREHENSION	SPEAKING - EXPRESSION	WRITING - EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
- Divided by Routines, United by Ties - Skimming - Scanning - Jigsaw reading - Making comparisons based on the the information in the text - Making meaningful inferences	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content	- Writing - Practising, producing, and reconstructing a text about two families by comparing their jobs, workplaces, and work activities	- Roots & Routes - Love Through Traditions - Deriving meaning from the content on Turkish culture, traditions, and values	- E-Portfolio - Creating a short film featuring the jobs, work routines, and work activities of a family member	- Listening & Watching - Pronunciation - Writing - E-Portfolio - Self-Reflection - Recognising perceiving, identifying, and evaluating learning process	- Rubrics 1, 7, and 11 - Rating Scale 10
- Reading - Skimming, scanning, etc.	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content	- Writing - Practising, producing, and reconstructing a text about types of houses	- Roots & Routes - Understanding zero-energy buildings and their role in protecting nature	- E-Portfolio - Self-recording about types of houses, rooms, furniture, and activities in the house	- Listening & Watching - Pronunciation - Writing - E-Portfolio - Self-Reflection - Recognising perceiving, identifying, and evaluating the lear	- Rubrics 1 and 11 - Rating Scale 10
- Reading - Skimming, scanning and detailed reading - Jigsaw reading, etc.	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content	- Writing - Organising the information for the task - Analysing and understanding the provided model - Producing a new written task about a festival	- Experiencing Türkiye Through Festivals - Informing readers about GastroAntep Culture Route Festival	- E-Portfolio - Self-recording about a local or an international festival that takes place in the city	- Listening & Watching - Pronunciation - Writing - E-Portfolio - Self-Reflection - Recognising perceiving, identifying, and evaluating learning process	- Rubrics 1, 2, and 11 - Rating Scales 3 and 10

THEME NO	MAIN THEME	SUB-THEMES	GRAMMARING: SELECTION AND USE	VOCABULARY: SELECTION AND USE	PRONUNCIATION: SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
7	LIFE IN THE WORLD & NATURE	- Nature - Endangered animals - Endangered animals' natural living conditions and habitats - The protection of endangered animals	- Asking and answering for information at a specific time in the past by using "Verb to be (Was/were)" - Asking and answering about factual information and questioning the existence of things, people, and animals at a specific time in the past by using "There was/There were" - Describing advice, recommendation, expectation, and obligation by using the modal "Should"	- Endangered animals (a tiger, a whale, a cheetah, etc.) - Endangered animals' habitats (grasslands, oceans, deserts, etc.) - Other related vocabulary (to survive, to lessen, a shelter, wildlife, illegal, etc.)	- Diphthongs: ea: (/eə/), ee: /ɪə/ - Consonants: w: (/w/); x: (/ks/)	- Listening/Watching - Recognising key words and phrases - Listening/Watching for specific information - Listening and note-taking - Listening/Watching for details - Listening for meaning and making inferences, etc.
8	LIFE IN THE UNIVERSE & FUTURE	- Films - Film genres - Futuristic films with futuristic ideas - Technology	- Describing events and happenings in films by using The Simple Present Tense - Describing predictions, expressing what speakers believe and expect, explaining speakers' opinions or guesses about the future, and expectations by using The Simple Future Tense	- Film genres: film, comedy, action, cartoon, etc. - Futuristic film genres: space adventure, robots, alien invasion, etc. - Other related words (invention, futuristic, discover)	- Diphthong: o, oe, owoa, ou, eau: /əʊ/ - Consonants: y: (/j/, /i/; z: (/z/) - Recognising and using sounds	- Listening/Watching - Listening for scanning - Listening and note taking, - Listening for collaborative discussions, etc.

READING - COMPREHENSION	SPEAKING - EXPRESSION	WRITING - EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
- Reading - Türkiye: The Noah's Ark of the World - Skimming - Scanning - Reading for specific information - Reading for gist	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content	- Thinking about how to help protect wildlife personally in Türkiye - Describing at least three ways to protect wildlife	- Roots & Routes - Describing nature, endangered animals and their natural living conditions and habitats, protection of them	- E-Portfolio - Creating a digital poster - Describing an endangered animal to raise awareness by mentioning its history, habitat, appearance, and importance in a few sentences	- Self-reflection - Individual reflection on students' learning process in the theme	- Rubrics 1 and 11 - Rating Scales 3 and 6
- Türkiye's Roadmap for Growth - Skimming - Scanning - Jigsaw reading - Making comparisons based on the the information in the text - Making meaningful inferences	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content	- Writing - Practising, producing, and reconstructing a text about a country and and how it supports its film industry	- Türkiye's Space Journey and Future Plans - Deriving meaning from the content on Türkiye's National Space Programme	- E-Portfolio - Writing and designing the content of a futuristic film script and presenting it as a film-showing event in class by inviting other students as actors, directors, etc.	- Listening & Watching - Pronunciation - Writing - E-Portfolio - Self-Reflection - Recognising perceiving, identifying, and evaluating learning process	- Rubrics 1, 2, 7, and 11 - Rating Scale 6

THEME COMPONENTS OVERVIEW

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

REVISION 1

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

1 different learning technologies **2** an upcoming school event **3** national days

RV Audio 1

b **Listen to the audio again and complete the dialogue with the sentences given below. One is extra.**

a Don't forget your script
b Students must care for the environment
c We collected data through a survey
d I have to set the stage
e You had to download the educational material last night
f Can we also present our environmental project

Elif: Hi, Ali! Are you coming to the school event tomorrow?
Ali: Yes, I am! We're performing a short musical play.
Elif: _____[1] and decorate the background with Lisa.
Ali: Great. I must bring my costume, mustn't I?
Elif: Yes, you must. _____[2]. You need to practise your lines.
Ali: Actually, my instructor says I'm improving a lot.
Ms Miller: Good morning, everyone! Are you ready for tomorrow's performance?
Elif & Ali: Yes, we are, Ms Miller!
Ms Miller: That's wonderful. Don't forget you must behave responsibly during the event. It's not just about fun; it's about teamwork and achievement.
Ali: _____[3] during the event, Ms Miller?
Ms Miller: Of course, you can! It's a great idea. _____[4], mustn't they?
Elif: Yes, they must. We've prepared a diagram and a short lecture about how to protect nature.
Ms Miller: Excellent! You had to do a lot of research for that, right?
Ali: Yes, we did. _____[5].
Elif: We also planted some trees last week. It was part of our science assignment.
Ms Miller: You're both very responsible and creative. I'm proud of you.

c **Answer the questions about the dialogue.**

1 What are they performing at the school event?

_____

2 Who has to set the stage?

_____

3 What does Ali want to do during the event?

_____

4 What did they do for their environmental project?

_____

5 What was the part of their science assignment?

_____

REVISION 1

d **Match the words from the dialogue to their definitions. One is extra.**

1	assignment _____	**a**	the words in a film, play, etc.
2	lecture _____	**b**	development of skills
3	to perform _____	**c**	a formal talk given to teach a subject
4	creative _____	**d**	a piece of work or job that you are given to do
5	script _____	**e**	to entertain people by acting, singing, etc.
		f	good at thinking of new ideas or using imagination

e **Ask and answer questions about the dialogue in pairs as in the example.**

e.g.



Is Elif coming to the school event tomorrow?

Yes, she is.



f **Imagine you are Elif or Ali. Write a diary entry the night before the school event, answering the questions below.**

- What did you do to get prepared?
- How did you feel?
- What do you hope to happen tomorrow?

Diary

Date

Notes

REVISION 1

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



1 ☐



2 ☐



3 ☐

A Weekend Without Phones

Last Sunday, our teacher _____[1] us a challenge: "You will spend this weekend without your smartphones!"

At first, we couldn't believe it. We usually text our friends all day and check every notification immediately but we accepted the challenge.

On Saturday morning, while I _____[2] breakfast, I noticed that my sister wasn't looking at her screen. That was unusual! We usually used to sit silently, staring at our phones. But something changed that morning, and we started to talk. She told me about her favourite film characters, and I told her about the new art film.

In the afternoon, my parents invited some guests. Normally, I _____[3] in my room alone but this time, I stayed in the sitting room with them. I helped mum make tea and we had a nice conversation. My aunt said, "You _____[4] and visit us more often, Emir!" I replied, "I will."

Later that day, my cousin Tom and I talked about our lifestyles. He lives in a smart home with a system that controls everything—lights, fridge, even the bed! Our house is more traditional, but it's very comfortable and safe. My dad said he used to live in an enormous old house with strange patterns on the walls, but we moved here when I was born.

In the evening, while my parents were watching a documentary, I decided to draw something. I drew a picture of my family sitting together at the table—no phones, just smiles. My mum _____[5] at it and said, "This is a beautiful expression of our family."

We didn't argue, we didn't feel alone, and we didn't miss being online. I realised that excessive phone use _____[6] problems. It can prevent real communication. That weekend, I learned that we all need a break sometimes.

So, shall we try it again next month?

Definitely!

REVISION 1

h **Read the text again and choose the correct option to complete each sentence.**

1	**A** give	**B** gave	**C** gives
2	**A** was eating	**B** used to eat	**C** eat
3	**A** was staying	**B** stayed	**C** used to stay
4	**A** came	**B** should come	**C** will come
5	**A** looked	**B** used to look	**C** looks
6	**A** caused	**B** should cause	**C** causes

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

1 The teacher asked the students to use their smartphones more during the weekend.

_____

2 Emir and his sister talked about films and art during the challenge.

_____

3 Emir stayed in his room while the guests were in the house.

_____

4 Emir's cousin lives in a smart home.

_____

5 Emir took a photo of his family eating and smiling.

_____

6 The family argued and had trouble communicating during the weekend.

_____

7 Emir thinks using phones too much can cause problems.

_____

j **Work in pairs. Take turns asking and answering questions about the text as in the examples.**

e.g.

What did Emir's sister use to do during breakfast?

She used to _____

_____

What did Emir's sister do during breakfast last Saturday?

She _____

_____

REVISION 2

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

1 a food festival **2** a sports event **3** a birthday party

RV Audio 2

b **Listen to the audio again and complete it with the words and phrases given below. One is extra.**

a prize	**b** equipment	**c** professional
d noise pollution	**e** put on weight	**f** fell off

Theo: Hey, Selin! You have finally made it to the sports festival in the city!

Selin: Yes! I've just arrived. I applied for the swimming race last week. Luckily, I got accepted!

Theo: That's perfect! You brought your _____[1], didn't you?

Selin: Of course. My trainer helped me pack everything. He said I was fit enough for the final.

Theo: Great, but be careful! Last year, I _____[2] my bike during the cycling race and hurt my knee.

Selin: Ouch! Did you win any prizes?

Theo: Surprisingly, yes. I reached the finish line and received a small _____[3]. Nothing big, but it made me feel good.

Selin: Well, I've trained a lot in the countryside. There's less noise, more peace, and I'm always swimming in nature.

Theo: That sounds amazing. Inthe city, there's too much _____[4] and traffic. I love the peace and quiet of the countryside. You are so lucky!

Selin: There are pros and cons. We have affordable housing and less stress, but fewer medical services and fewer transportation options.

Theo: You are right. So, what do you want to do before the race starts?

Selin: I'm starving! We can try different dishes and cooking styles. I've already seen a place with regional cuisines. They serve boiled beans, fried beef, and a sweet dessert.

Theo: That sounds perfect! I haven't eaten yet. Don't let me eat too much, I've _____[5] recently.

Selin: Ha-ha, me too! We'll share a bowl and cover it with just a small amount of sauce. By the way, have you ever tried Turkish food?

Theo: Deal! Yeah, I tried Turkish kebab in İstanbul last year. It was delicious and spicy.

Selin: Some of them can be really hot!

Theo: True! I burned my tongue on that once! I didn't know it contained so much spice.

Selin: It's not for everyone but it's ideal if you like strong flavours.

Theo: Yeah, I guess food really connects people. Even if we live far apart, in the city or countryside, we both love eating.

Selin: Exactly, and we both love sports, too! Now, let's enjoy our food and win that race like real champions.

c **Answer the questions about the dialogue.**

1 What did Selin apply for last week?

_____

2 Where did Selin train for the swimming race?

_____

3 What type of food has Selin mentioned trying before the race?

_____

4 Who tried Turkish kebab in İstanbul?

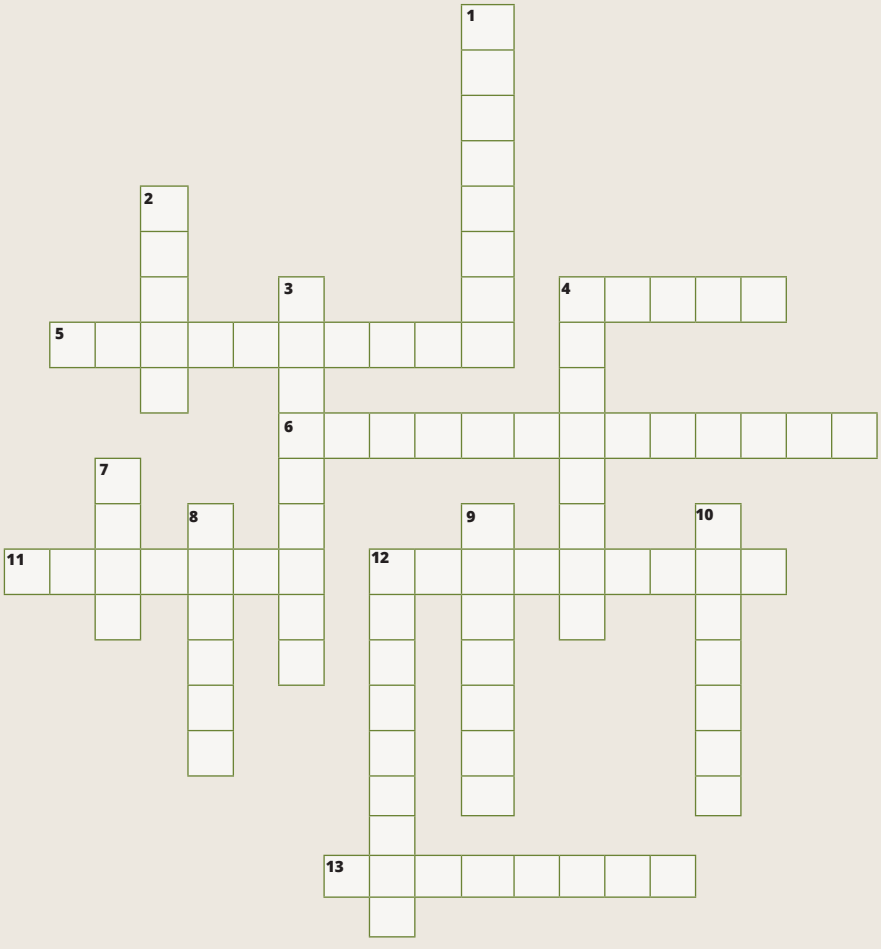
_____

5 What are the pros and cons of living in the countryside?

_____

REVISION 2

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



ACROSS

4 a flying robot controlled from far away
5 a shaking of the ground caused by the earth moving
6 between different countries
11 a style of cooking, especially from a certain place
12 someone who is traveling in a car, train, or plane but not driving
13 a person who has no home

DOWN

1 food made at home, not bought
2 something given as a prize
3 the tools or machines needed for a job
4 a very bad event like a flood or fire
7 to make water very hot until bubbles form
8 a person who wins a game or contest
9 very big waves caused by earthquakes under the sea
10 good for your body and mind
12 dirty air, water, or land caused by people

REVISION 2

e **Read the text quickly and circle the photo that describes it best.**

1 

2 

3 

4 

Our Earth Needs Us

Natural disasters are a real threat to our world. Every year, floods, earthquakes, volcanoes, and landslides might damage cities and harm animals. Sometimes, people behave irresponsibly and cause forest fires. If a storm or hurricane hits a town, it _____[1] the buildings and make some people homeless. If a disaster happens, rescue teams will take action immediately. They try to help people who are injured or in danger because of natural disasters. Also, charities support people in need of food, water, and a safe place to live.

In the future, we _____[2] drones and robots to help in these situations. Drones will move fast and find people under buildings. If we use advanced technology, we _____[3] many deaths and injuries. Thanks to the new electric vehicles, our cities will be cleaner. Air-taxis and self-driving cars _____[4] efficient and safe. They will use batteries instead of fuel, and it will be more environmentally friendly. If public transport improves, fewer people will drive cars, so it will prevent air pollution. I wish everyone in the world _____[5] access to high-tech homes and clean air. If we protect our world together, the future will be brighter for people, animals, and nature.

f **Read the text again and choose the correct option to complete it.**

1	**A** will destroy	**B** had destroyed	**C** is destroying
2	**A** use	**B** will use	**C** used
3	**A** avoided	**B** used to avoid	**C** can avoid
4	**A** used to be	**B** will be	**C** had been
5	**A** had	**B** have	**C** will have

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

1 Natural disasters never affect cities or animals.

_____

2 People sometimes cause forest fires by acting irresponsibly.

_____

3 Rescue teams wait a few days before helping people in danger.

_____

4 Drones will help find people trapped under buildings.

_____

5 New electric vehicles will make cities more polluted.

_____

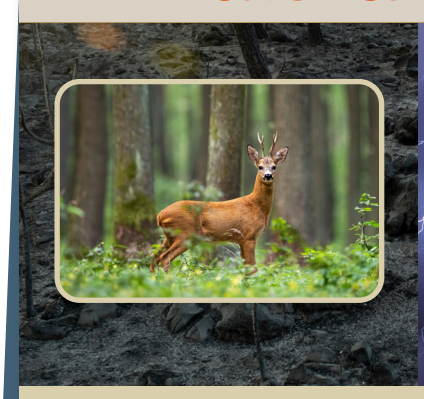
REVISION 2

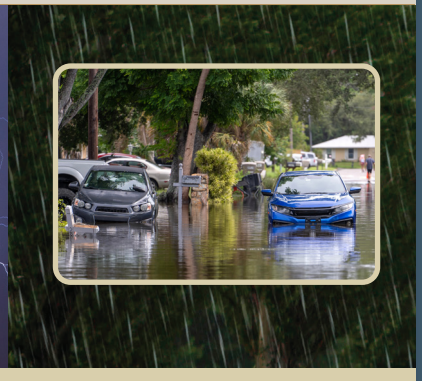
h **Write a blog page about national disasters and their damage on animals and nature.**

BLOG NEWSLETTER ABOUT CONTACT

ND

Natural Disasters





Name

Email

Message



THEME 1
SCHOOL LIFE

Sub-Themes

- Countries
- Nationalities
- Languages
- Capitals
- Tourist attractions and activities
- National days and celebrations

Functions

- Introducing home countries, nationalities, languages, etc. in the present time
- Describing possibility and opportunity
- Describing (language) ability

Social Language

- Hello! Hi! Hi there!
- Let me introduce myself.
- This is Yasemin from Türkiye.
- Wow! This palace/tower/etc. is excellent/great!
- I like it here/there!
- Let's grab our trays!
- Chat about..!

Pronunciation

tr**a**vel, **a**dventure, f**a**mous, st**a**rt, w**a**rm, p**a**rent, **B**ulgaria, Ma**c**edonia, **c**apital, **d**ifferent

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 1 & Audio 1.1

Getting Ready

Watch the clip and answer the questions below.

Clip 1

1 What do you think the students are talking about, and how do they feel?

2 Imagine you are a new student in the scene. How can you introduce yourself to them?

Lead-In

Establishing Links

Look at the photos and say what they are about. Take notes of the words and phrases they remind you.

















İZMİR ATATÜRK LİSESİ
1886-∞
"NE MUTLU TÜRKÜM DİYENE"
BİR SEYE İHTİYACIMIZ VARDIR


Hei!


Merhaba!


Cześć!





Listening/Watching

Digital Story 1

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

1 ☐	Polish	**2** ☐	Bulgarian	**3** ☐	Hungarian	**4** ☐	Japanese
5 ☐	Norwegian	**6** ☐	Korean	**7** ☐	Scottish	**8** ☐	Spanish

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

Person	***e.g.*** **Mehmet**	**Alina**	**Odett**	**Ivan**	**Ingrid**	**Min-su**
Country	*Türkiye*					
Nationality	*Turkish*					
Language	*Turkish and German*					
Capital	*Ankara*					

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

1 ☐ The students at the school are friendly and welcoming to newcomers.

2 ☐ Mehmet is curious about and interested in learning about other countries.

3 ☐ There are famous tourist attractions in all of the students' countries.

4 ☐ Odett enjoys talking about her country more than the others.

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

1 Who helps Mehmet at the school entrance?
2 Where can tourists go for a hike around a lake?
3 Which country is famous for its thermal baths?
4 What can tourists do in Ivan's country?
5 Who joins the group near the tennis court?
6 Where are Plovdiv and Nessebar?
7 Where can tourists see rock art?



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



e **Work in pairs. Read the dialogue and make a similar one, using the role cards.**

Hi there! I'm Hina from **Japan**.

Nice to meet you, Hina! I'm Salma, and I'm from **Mexico**. What's your **nationality** and what **languages** can you speak?

Great to meet you! I'm **Japanese**, and I can speak **Japanese**, **French**, and **English**.

I'm **Mexican**, and I can speak **Spanish** and **English**. What's the **capital** of **Japan**?

It is **Tokyo**. Tourists can **explore the Tokyo National Museum** and **take a trip to Mount Fuji**. What about **Mexico**?

The **capital** of **Mexico** is **Mexico City**. Tourists can **visit the National Palace** and **bike around the Reforma Avenue**.

Student A

You are Anton/Antonia.

- **Country/Nationality:** Bulgaria/Bulgarian
- **A tourist attraction:** The Ancient Serdica Complex
- **Languages:** Bulgarian, English, and Italian
- **Activity:** Stroll through Borisova Garden

Student B

You are Karl/Karla.

- **Country/Nationality:** Norway/ Norwegian
- **A tourist attraction:** Akershus Fortress
- **Languages:** Norwegian and English
- **Activity:** Take a fjord cruise

f **Prepare a role card like those in *Exercise e* and use it to make a similar dialogue with your peer.**

Pronunciation

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

Audio 1.2

Diego and Ishaan want to go on a trip to explore **d**ifferent countries. Their **a**dventure st**a**rts in **B**ulgaria, a country f**a**mous for its beautiful mountains. Next, they go south-west to North Ma**c**edonia to explore its rich history and culture. After that, they fly to New Delhi, India's **c**apital, as they can enjoy lots of fun festivals there. This visit is special because it is also Ishaan's home town. Finally, they tr**a**vel far to reach Acapulco, a w**a**rm and lively city by the ocean in Mexico, where Diego's p**a**rents live.

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

Audio 1.3

1 The film **c**lub meets at the lo**c**al **c**inema to watch and discuss the **c**hara**c**ters in **c**lassi**c** films.
2 **A**fter **a** h**a**rd d**a**y **a**t work, he went to the p**a**rk **a**nd **a**te **a** s**a**ndwich while **a**dmiring the c**a**lm l**a**ke.
3 The **d**og **d**ug a **d**eep hole in the **b**ackyard to **b**ury its **b**one.

c **Listen to the audio. Then find words with similar sounds in *Exercise a* and write them in the correct category.**

Audio 1.4

sm**a**rt	
around	
w**ay**	
control	
exer**c**ise	

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

e **Assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

Vocabulary

Digital Story 1

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

castle | palace | art museum | tower | ancient ruin | historical site | tourist attraction

In Warsaw, people can visit a(n) _____[1], the Old Town, and go shopping in local markets in the Praga district. In Budapest, tourists can visit Buda _____[2] which is a popular _____[3]. Then Min-su says that visitors can see the _____[4], Wolseong _____[5], in South Korea. Also, in Norway, people can visit a(n) _____[6] with excellent six-thousand-year-old rock art.

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

1 Tips for Beginner Vloggers
2 A Journey Across Countries
3 Best Locations for a Day Trip



c **Read the text carefully and tick (✓) the cities Nora visits.**

1 ☐	Santiago	2 ☐	Lima	3 ☐	Ankara
4 ☐	Baku	5 ☐	Prague	6 ☐	Lisbon
7 ☐	Astana	8 ☐	Bangkok	9 ☐	Munich







Nora is a vlogger; she travels and makes videos. In her latest video, Nora's journey lasts two months and starts with Chile, where she practises her Spanish, goes sightseeing in Santiago, and takes photos of Chilean people in traditional clothes. Next, she travels to Peru; she meets her Peruvian friend, Isabel, in Lima. They explore the ancient ruins of Machu Picchu and take a day trip to the Amazon. After a couple of days, Nora flies to the Turkish Republic of Northern Cyprus. She loves the restaurants in Büyük Han, Lefkoşa, and enjoys the Turkish Cypriot local food there.

Then she decides to continue her journey with other Turkic states: Azerbaijan, Uzbekistan, Turkmenistan, Kazakhstan, and Kyrgyzstan. In Baku, she visits the monuments of poets Vahid and Fuzuli, and practises Azerbaijani. In Tashkent, she meets some Uzbek friends and visits the Amir Timur Museum and Independence Square. In Ashgabat, she visits Nisa—a historical site of the Parthian Empire. Then she sees the magnificent carpet art in Turkmen Carpet Museum. In Astana, she meets her Kazakh friend, Tomiris, and enjoys Kazakh food and culture. In Bishkek, she goes shopping in Osh Bazaar, a perfect location to buy Kyrgyz goods such as cheese, meat, and spices.

Finally, after visiting the Turkic states, Nora flies to Thailand. There, she visits the Grand Palace, which is famous for its golden towers, and tastes delicious Thai food in Bangkok.

No one knows where her next trip will be, but it is always fun to watch her travel around the world!

d **Read the text again and circle the words and phrases you do not know.**

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

e.g. *sightseeing*	*go, take photos, in Santiago*
journey	_____
_____	_____
_____	_____
_____	_____
_____	_____

f **Work in pairs. Categorise the words and phrases you have studied in *Exercise e*.**

Countries	
Nationalities / Languages	
Tourist Attractions and Activities	

g **Read the text carefully and complete the missing parts.**

In Chile, Nora practises her _____[1], goes _____[2] in Santiago, and takes photos of _____[3] people. She enjoys the _____[4] local food in Lefkoşa. Then she visits other Turkic states: _____[5], _____[6], _____[7], _____[8], and _____[9]. In the end, she flies to _____[10] and sees the golden _____[11] there.

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

1 Why do you think Nora travels to so many different countries?
2 Why do you think Nora does not say her next travel destination?



1 _____
_____
2 _____
_____



i **Write a paragraph about your favourite tourist attractions. Use the words and phrases you have learnt. Then share it with your peer and give feedback to each other.**

j **Talk about the questions below with your classmates.**

Imagine you are a vlogger, which countries do you travel to? What do you do there?



Gamification

- Move around the classroom and ask questions as in the example to find someone who matches the descriptions on the list below.

  e.g. *Can you name five countries in Europe? Can you tell four tourist attractions in Türkiye?*

- If someone matches the description, write their name in the blank. You can write each student's name only once.
- In ten minutes, you have to complete the list and form a group. The first student to form a group wins the game.
- When the game ends, share your findings with your classmates.

Find someone who...

➔ can name five countries in Europe. _____

➔ can name ten nationalities. _____

➔ can name three languages. _____

➔ can tell four tourist attractions in Türkiye. _____

Language Awareness

a **Look at the photos and circle the things they describe.**

1 Natural beauty **2** Cultural activities **3** Tourist attractions

b **Read the text quickly and write the information about the topics below.**

Country: _____ Capital city: _____ Nationality: _____

A Warm Country

In the modern era, various tourist places in the world are quite similar. Travel enthusiasts, therefore, search for authentic and unusual destinations. The Turkic states, with their unique culture, rich history, and many unexplored locations, are completely worth seeing. Travellers advise that people visit one of them, Azerbaijan, and spend a memorable time there.

The Republic of Azerbaijan is at the crossroads of Western Asia and Eastern Europe. The country is between the Caucasus Mountains and the Caspian Sea. It is home to amazing natural wonders such as mud volcanoes, hot springs, and the Yanar Dağ, a natural burning fire on a hillside near the Caspian Sea. People can experience these distinctive natural beauties. Additionally, in the capital city, Baku, travellers can visit UNESCO World Heritage Sites, including the Walled City of Baku, the Palace of the Shirvanshahs, and the Maiden Tower. They can explore unique arts, cultural activities, and a modern business city life. Tourists can also enjoy an atmosphere with historical wonders, architecture, and modern skyscrapers. In addition, Azerbaijan's cuisine is diverse and delicious. It reflects its history, being a part of the Silk Road trading and cultural exchange crossroads. Visitors can taste the traditional dishes in a peaceful atmosphere. One can enjoy their visit thanks to the welcoming Azerbaijani people, even without speaking a single word of Azerbaijani.







c **Read the text carefully. Then ask and answer questions about the text in pairs as in the example.**

e.g. ***A:*** *Where **is** the Republic of Azerbaijan?*

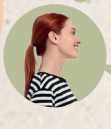
B: *It **is** at the crossroads of Western Asia and Eastern Europe.*

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

1 Why should people visit the Turkic states?
2 What are the characteristics of Baku?
3 What is the importance of the Silk Road?



1 _____
_____
2 _____
_____
3 _____
_____



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

e.g. - *She is a very responsible person; she **can get** a promotion.*

- *Travellers **can experience** a joyful tour in the Republic of Azerbaijan.*

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

g **Watch *Digital Story 1* and take notes of the sentences similar to those in *Exercises e and f*.**

Digital Story 1

1 _____
2 _____
3 _____
4 _____

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

Let's Discover

Circle the correct options below.

I can ***writing*** / ***to write*** / ***write*** poetry.

We use *can* for ____.

a possibility **b** obligation
c ability **d** necessity
e opportunity

Remember *to be*

She ***am / is / are*** my close friend.

Match the sentences to the options you have circled above.

1 The Chinese **can eat** comfortably with chopsticks. ____
2 You **can watch** the most mystical sunset views on Mount Nemrut. ____
3 Today is a national holiday; the museum **can be** closed. ____

i **Complete the sentences with the correct form of *to be*, *can*, and the words in parentheses.**

Let me share some experiences from my two years of living in China. I _____[1] **(to be)** from Australia and studying at a college here. I hope I _____[2] **(help)** you have a great time here. You _____[3] **(eat)** delicious traditional meals with chopsticks, but you _____[4] **(not play)** with them on the table, as it looks like rude and disrespectful behaviour. Or you _____[5] **(not place)** a chopstick upright in rice. China is also a shopping paradise; you _____[6] **(shop)** for loved ones, such as souvenirs, electronics, and luxury items, but be careful while bargaining. You _____[7] **(not touch)** or stay so close to the locals as they _____[8] **(to be)** very sensitive about personal space. A simple bow or nod of the head _____[9] **(to be)** enough for greeting or farewell.

j **Write a similar paragraph in *Exercise i* about Türkiye. Consider the following.**

- The activities to do
- Cultural and social facts

Gamification

Play the game in groups of four. Each group writes a story about the activities a tourist can do in İstanbul, using the photos below in ten minutes.

The group that creates a meaningful story with the most grammatically correct sentences wins the game. Then present your story to the class.


Hagia Sophia Grand Mosque


Topkapı Palace


Maiden's Tower

Reading

a **Look at the photos. Describe them in your own words and circle what they are about.**

1 Historical sites
2 Art museums
3 Monuments
4 Tourist attractions

b **Read the text quickly to write what each paragraph describes about the Republic of Chile.**

1 Paragraph A: _____
2 Paragraph B: _____
3 Paragraph C: _____
4 Paragraph D: _____
5 Paragraph E: _____







Somewhere Far Away

A Located in western South America, the Republic of Chile is the southernmost country in the world. It is very close to Antarctica and extends across the Andes Mountains and the Pacific Ocean as a narrow strip of land. It is near Argentina, Peru, and Bolivia. If you go on a journey to Chile, you can go sightseeing in these countries as well.

B Its enormous geographical length, mostly full of mountains, can cause a wide range of temperatures; that is why the country has the driest desert in the world and millennia-old glaciers. The ancient ruins, its climatic contrasts, diverse landscapes, natural beauty, and rich cultural heritage make the country unique.

C In particular, you can experience the incredible natural beauty of Torres del Paine National Park; it consists of fascinating lakes, amazing glaciers, green forests, and rivers. You can go hiking and trekking in this magnificent scenery. On the other hand, the Atacama Desert and Chiloé Island can also offer wonderful adventures for you.

D The largest city and capital of the country is Santiago; it is in a valley and surrounded by snow-covered mountains. You can engage in plenty of sporting events in Santiago, including snowboarding, climbing, and hiking. On the same day, you can ski in the Andes Mountains, walk down the beach, and surf in the Pacific Ocean.

E The official language in the country is Spanish, but the Chileans can also speak English. They are kind, friendly, and welcoming. The Chileans are an ethnic mix of Europeans and indigenous peoples, mostly Mapuche. Indigenous ancestors and European influences come together to create a rich culture. You can observe this culture in the country and feel it throughout its diverse populations.

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

Each student...

- is responsible for reading a paragraph carefully.
- circles the unknown words in the paragraph.
- discusses the meaning of the words in each paragraph through guessing.
- writes the clues of unknown words in each paragraph.

d **Complete the table below according to your paragraph.**

Paragraph: ____

Unknown words	Clues for the unknown words	Details of the paragraph

e **Retell the paragraph you are responsible for in *Exercise c* in your own words to the group.**

f **Read the text carefully to complete the sentences below in your own words.**

_____[1]; you can also visit these countries. Chile is a unique country because _____[2]. _____[3]; it has lakes, rivers, forests, and glaciers. Santiago is the capital city, and _____ _____[4] on the same day. _____[5], so they have a diverse culture.

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

1. Why is there climatic contrast in Chile?
2. How can climate affect its geography?
3. What opportunities are there in its tourist attractions?
4. Why can people ski and surf on the same day in Santiago?
5. Where are the Chileans usually from?



1 _____
2 _____
3 _____
4 _____
5 _____



h **Work in pairs. Ask and answer questions about the text as in the example.**

e.g. - *What do you like most about Chile? Give at least two reasons.*

- *What do you think is the most interesting thing about Chile?*

In-Theme Activity 1

Writing

a **Work in groups. Discuss the topics that best describe a country's characteristics. Then complete the chart.**

COUNTRY
■
■
■
■

b **Work in pairs. Examine the text on the left page. Find and write sentences about the topics below.**

Title: _____

Topic Sentence: _____

_____

_____

Support the topic sentence: _____

_____

_____

_____

Conclusion: _____

_____

_____

c **Write a short text about the country you would like to visit. Use the checklist below to form your text.**

- ☐ Take the text on *Page 32* as a model.
- ☐ Consider *Rubric 12* on *Page 172*.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Write a title.
- ☐ Start with a topic sentence.
- ☐ Support the topic sentence.
- ☐ Draw a conclusion.

d **Change your text with your peer's. Check her/his paper, using *Rubric 12* on *Page 172*.**

Roots and Routes

a **Look at the photo and the title of the text and discuss what the text is about with your classmates.**



Getting Ready for a Safer Digital World

The Internet is an important part of modern life. People can do a lot of tasks without leaving their homes. For example, they can pay bills, order groceries, or buy travel tickets online. It also allows people to work from home, attend meetings, run their businesses, and study online. It is a great comfort to complete all these tasks quickly and easily and save time for spending time with family or relaxing.

However, when people are online, they often share personal information. This can bring risks such as cyberattacks and data theft. Hackers can steal this information and use it for harmful purposes. They may also damage computer systems and cause serious problems in daily life. For this reason, countries need experts who can protect digital systems and keep data safe.

To meet this need, Türkiye now has a lot of cybersecurity vocational schools to train future experts. They teach students to identify cyberthreats, prevent cyberattacks, and protect digital systems. As part of the education programme, cybersecurity vocational schools are located in technoparks—research and business centres where universities and companies work together. Students get real experience and learn more by working with professionals in these centres.

A growing number of institutions need cybersecurity experts, so after graduation, students can easily find a job in various sectors such as private companies, government offices, banks, schools, hospitals, and cybersecurity firms. Türkiye invests in this education to provide a safer digital environment for its citizens and businesses.

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

1 Cybersecurity vocational schools in Türkiye teach students how to use social media platforms.

2 Cybersecurity vocational schools focus on developing online marketing strategies for private companies.

3 For most people, the Internet is usually safe, but cyberattacks are common for businesses and government offices.

4 Türkiye is focusing on cybersecurity education to protect its citizens and businesses from online threats.

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

1 ____ Cybersecurity vocational schools teach students how to protect computer systems from attacks.

2 ____ There are now four cybersecurity vocational schools in Türkiye.

3 ____ It is necessary for students to know the basics of programming before they begin their education.

4 ____ It is easy for graduates to find a job in sectors like private companies.

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

1 Why is the Internet important in modern life?

2 What are the risks for people when they share personal information online?

3 Why is it good for students to be in technoparks while studying?



1 _____

2 _____

3 _____



e **Work in pairs to discuss the tasks you do online and the ways you can protect your personal information while using the Internet. Then share your ideas with the class.**

Consolidation

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









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

Audio 1.5

1 Comparing popular tourist attractions in Canada
2 Introducing their home countries
3 Discussing the school subjects in Canada
4 Sharing cultural foods of their countries

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

Character	Country	Capital	Famous Landmark(s)
Luke			
Jemma			
Fredrik			
Olena			

d **Listen to the audio again and write activities for each country below.**

You can...



1 _____ _____ in Norway.

2 _____ _____ in Ukraine.



3 _____ _____ in Thailand.





4 _____ _____ in South Africa.

e **Work in groups of four. Imagine you are at a Cultural Exchange Fair. Prepare a short presentation similar to those in the audio about one of the countries from this unit. Then share your presentation with the class.**

E-Portfolio

a **Work in pairs. Imagine you are a student at an international school and make a video about Türkiye. Follow the steps below.**

Before making the video:	
☐ Search for the tourist attractions and activities in Türkiye on the Internet.	☐ Consider the criteria in *Rating Scale 11* on *Page 171*.
☐ Your peer prepares questions to interview you about Türkiye.	
While making the video:	
☐ Start with a warm greeting.	☐ Ask and answer the interview questions.
☐ Introduce yourselves, including your nationality, language, and capital city.	☐ End with a confident bye.
After making the video:	
☐ Present the video to your classmates.	☐ Upload it to your online portfolio.
☐ Submit it to your teacher.	

b **Use *Rating Scale 11* on *Page 171* to assess each other's videos according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

End-of-Theme Activity 1



THEME 2
CLASSROOM LIFE

Sub-Themes

- Classmates
- Friendships
- Daily and study routines, habits, and activities

Functions

- Describing daily and study routines, habits, and activities

Social Language

- Bright and early!
- I call it a day!
- Hit the books!
- I learn by heart!
- Work hard, play later!

Pronunciation

rel**a**x, b**e**d, care**f**ully, **g**et, **g**enerally, **h**ome

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 2

Getting Ready

Watch the clip and answer the questions below.

Clip 2

1 Where are the students, and what are they doing?

2 Imagine you are in the same class. How can you participate in the lesson?

Theme 2

Lead-In

Establishing Links

Look at the photos and say what they are about. Take notes of the words and phrases they remind you.





























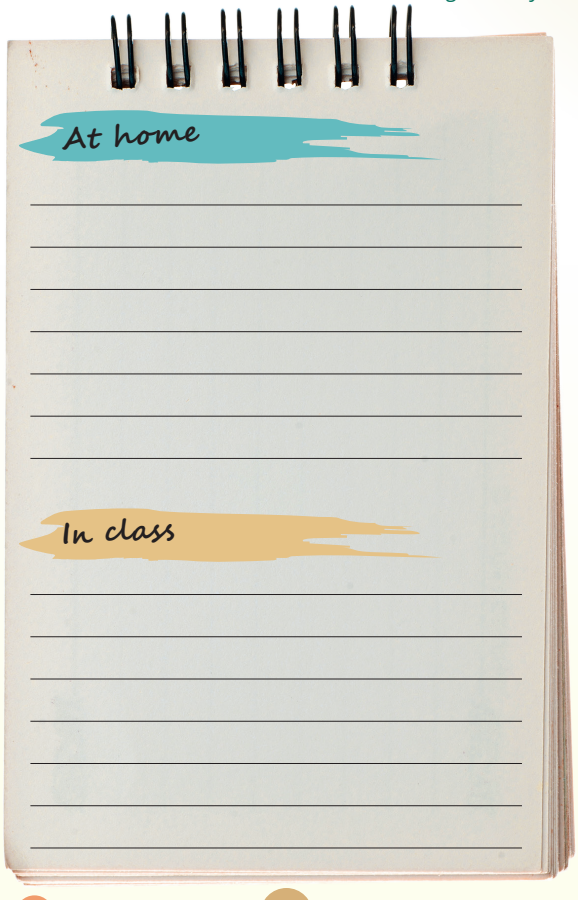
Listening/Watching

a **Tick (✓) the activities that match your daily routine and discuss them with your peer.**

1 ☐ to make your bed
2 ☐ to comb your hair
3 ☐ to take the bus to school
4 ☐ to read books
5 ☐ to work on tasks
6 ☐ to clean your face
7 ☐ to charge your phone
8 ☐ to watch TV
9 ☐ to go shopping
10 ☐ to take notes

b **Watch *Digital Story 2* and write Jacob's habits and activities at home and in class.**

Digital Story 2



c **Work in pairs. Watch *Digital Story 2* again to complete Jacob's daily planner.**

Friday	
———	Wake up and make bed
7.05 a.m.	
7.10 a.m.	Get dressed
7.15 a.m.	
7.20 a.m.	Have breakfast
7.40 a.m.	Leave home
7.50 a.m.	
8.30 a.m.	Attend class
9.10 a.m.	Have a break
12.30 p.m.	
15.00/3.00 p.m.	Leave school
———	Arrive home
15.50/3.50 p.m.	Watch TV
16.30/4.30 p.m.	Work on tasks
18.30/6.30 p.m.	Go shopping
21.00/9.00 p.m.	Read a book

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

1 What time does Jacob usually wake up?
2 What does he do first when he wakes up?
3 What does he do after he gets dressed?
4 How does he usually go to school?



1 _____
2 _____
3 _____
4 _____



e **Read Ceren's daily plans and make sentences as in the example.**



Daily Planner

Date	
7.00 a.m.	Wake up!
9.00 a.m.	School time
17.00/5.00 p.m.	TV
18.00/6.00 p.m.	Homework
21.00/9.00 p.m.	Books

Notes

e.g. *She wakes up at 7 a.m.*
She attends classes at 9 a.m.

1 _____
2 _____
3 _____

f **Make your own daily planner in your notebook and write sentences about your daily routine.**

g **Work in pairs. Tell your peer about your daily routine and ask hers/his as in the example.**

e.g. ***A:*** *What time do you wake up?*
B: *I wake up at 7 a.m. And you?*
A: *I wake up at 7.30 a.m.*

Pronunciation

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

Audio 2.1

Every morning, Pam makes her b**e**d car**e**fully before she starts her day. She washes her **f**ace, combs her **h**air, and char**g**es her phone while she **g**ets dr**e**ssed. After she leaves **h**ome, she follows her busy schedule but always finds time to rel**a**x and h**a**ve a break in the afternoon.

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

Audio 2.2

1 **E**very **F**riday, I **g**o shopping with my sister, and we c**a**rry b**a**gs **f**illed with h**ea**lthy **f**ood to our car.
2 I **g**enerally att**e**nd classes in the morning and study **h**ard in the evening to prepare for my ex**a**ms.
3 After he watches a **f**ilm, George always **h**elps his parents with **h**ousework at week**e**nds.

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

Audio 2.3

- already
- anything
- August
- back
- catch
- Germany
- give
- grocery
- hand
- never
- Norwegian
- orange

rel**a**x	
b**e**d	
get	
generally	

d **Work in groups. Talk about Pam's daily routine in *Exercise a* and record your speech.**

e **Listen to your friends' recordings and give feedback to each other, using *Rubric 2* on *Page 161*.**

f **Work in pairs. Talk about your own daily routine, using the words and sounds you have learnt.**

Vocabulary

a **Work in pairs. Describe the photos and write the phrases for each one below.**

- walk to school
- take notes
- have a break
- leave school
- get dressed
- return home
- attend classes
- wake up
- go shopping
- leave home



Daily routines before school

_____

_____



Study routines at school

_____

_____



Daily routines after school

_____

_____

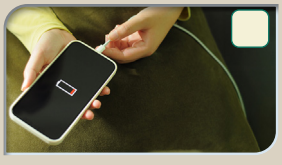
b **Work in groups. Describe each photo, then watch *Digital Story 2* to put the actions below in order.**

Digital Story 2

a



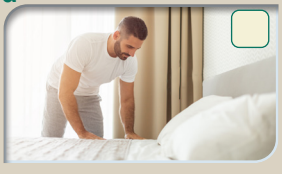
b



c



d



e



f



g



h



c **Read the text quickly to complete the phrases below.**

1 _____ my messages
2 _____ to school
3 _____ valuable information
4 _____ in various social events
5 _____ my outfits



Sally_ ...



Sally_

📌 As a university student, I usually need to get out of bed quite early in the mornings, although I am keen on having a lie-in. After having a shower quickly, I put on casual and relaxed clothes to feel more comfortable while running errands throughout the day.

📌 I usually make an effort to have a well-balanced breakfast to feel more energetic and stay focused. When I have breakfast, I set goals, manage my time, and plan neatly for the rest of my day. The last step before leaving home is to check my messages and respond to them.

📌 Although I always try to make time for physical exercise, such as heading to the gym or jogging, to maintain mental and physical well-being, sometimes I cannot do it. I therefore prefer to walk to school for around twenty minutes; it is an excellent opportunity for light exercise. I spend a significant amount of my time at school attending lectures, listening to professors, and highlighting valuable information about various topics.

📌 After classes, I engage in extracurricular activities, including organising and participating in various social events and meetings. They provide me with opportunities to keep up with necessary social and academic skills that will help shape my future.

📌 After a busy day, I come back home with plenty of new information and experiences that repeat spontaneously in my mind. I take off my outfits and relax for at least an hour on the sofa before doing some household chores. Then I get back to studying; it lasts two hours. At night, after setting an alarm for the next morning, I go to bed early.

d **Read the text carefully to write the synonym and antonym of the words and phrases below.**

Synonym	Antonym
get dressed _____	have a lie-in _____
carefully _____	slowly _____
attend activities _____	leave home _____
return home _____	get dressed _____
have a bath _____	wake up _____
do a task _____	end _____

e **Work in groups. Mime the actions in *Exercise d* for the others to guess.**

f **Cross out (✕) the expression that does not match to the verb in each group.**

plan: a trip to Italy, your budget, daily activities, in the class

relax: music, with a cup of tea, at home, your muscles, in the sun

participate: in classroom activities, in a discussion, in coffee, in a ceremony

make: her own clothes, sports, some mistakes, a hypothesis

leave: a cake, the company, a message, in a hurry

g **Work in pairs. Write the words that come after the phrases below in the text and discuss their roles in the sentences.**

1 get out of bed _____
2 have a shower _____
3 plan _____
4 repeat _____
5 go to bed _____

h **Put the words and phrases below in the table and make sentences with them.**

occasionally | Sundays | have | carefully | comb | at weekends | make | slowly | every day | clean | in the mornings | rarely

Verbs	
Adverbs	
Time Expressions	

i **Work in pairs. Ask and answer questions about the photos as in the example, using the given information.**

e.g. *What does she do at weekends?*
She goes swimming at weekends.



- wake up at 7.30
- rarely walk to school
- never watch TV series
- go swimming at weekends



- get out of bed at 7 a.m.
- participate in school activities
- never go shopping
- occasionally go to the park

Gamification

Play the game in two groups of four. Each student thinks of a sentence about their daily routines, using the given time expressions below.

Time Expressions
7 a.m., 7.30 a.m., 8 a.m., 8.30 a.m., 9.15 a.m., 12 p.m., 1.30 p.m., 3.30 p.m., 5 p.m., 6.30 p.m., 8 p.m., usually, always, at weekends, sometimes, rarely, often, never, twice a week, on weekdays

The player says a meaningful sentence; the other group member retells the full sentence, using the synonym or a close meaning of it.

Each player has 20 seconds to think and say the relevant sentence.

The group that makes an incorrect or irrelevant sentence loses a point, or vice versa. The group with the most points wins.

Language Awareness



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

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

1 My Favourite School Subjects
2 A Week in My Life
3 Being a Teenager in a Small Town
4 My Family's Busy Life

Hi, I am James, and I live with my family in Boston. We do not wake up late on weekdays because we all have busy schedules. My mother never skips breakfast, and we usually have eggs, toast, or cereal with fruit. My father does not join us for breakfast, as he leaves early for his job as a doctor. We eat quickly and leave the house by half past seven. My school is just a ten-minute walk away, so I do not take the bus if it does not rain. School starts at eight o'clock, and I always arrive on time. My favourite subject is mathematics because I love solving problems. During lunch, I sit with my friends, and we often chat about our hobbies or weekend plans. After school, I do not always go straight home; I have guitar lessons every Wednesday evening and meet my friends at the park to play basketball on Fridays. In the evenings, my family has dinner at seven o'clock. If I do not have much homework, I watch a film or read a book before I go to bed at half past ten. My father does not like staying home on Saturdays, so he carefully plans the day and makes sure we do something fun. Sundays are quieter, and we rarely go out; instead, we stay home, cook, and relax before the new week begins.

c **Read the text to write the relevant activity next to the time listed below.**

Time	Activity
7.30 a.m.	_____
8 a.m.	_____
7 p.m.	_____
10.30 p.m.	_____

d **Tick (✓) the sentences that you can infer from the text.**

1 ☐ James's mother cares about having a healthy breakfast.
2 ☐ James does not like rainy weather.
3 ☐ James's school is not far from his home.
4 ☐ James rarely interacts with his friends during the school day.
5 ☐ James practises guitar at home every day.
6 ☐ The family values spending time together despite their busy schedules.

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

1 Why does James's father not join them for breakfast?
2 How long does it take James to walk to school?
3 What is James's favourite subject? Why?
4 When does James's family usually go out for fun activities?



1 _____
2 _____
3 _____
4 _____



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

e.g. *We **live** in a small flat in İstanbul.*

*My mother **goes** for a run in the park every morning.*

*They **do not go out** on weekdays.*

*My father **does not drink** coffee in the evening.*

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

h **Watch *Digital Story 2* and take notes of the similar sentences you have studied in *Exercise f and g*.**

Digital Story 2

1 _____

2 _____

3 _____

4 _____

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

Let's Discover

Circle the correct options below.
We use *The Simple Present Tense* to talk about ____.

a habits
b one-time events
c routines
d future plans

Match the sentences to the options you have circled above.

1 We do not drink coffee with breakfast. _____
2 The school starts at 8 o'clock. _____
3 She does not listen to music when she studies. _____
4 I have art lessons every Friday evening. _____

j **Read the paragraph below and correct the mistakes. Then compare your answers with your peer.**

School start at 8 a.m., and we begin always the day with music. The lesson does not consists of just theory; it involve class performances, and I love playing the piano very much. My best friend is Lily at school. She usually forget to bring her books but always remember her pencil case because she enjoys writing stories very much. We share many things, like our notes, but she do not share her snacks. After school, I usually help my parents with the shopping. Sometimes, Lily join me, but she does not likes going to the store. What you usually do after school? Do you has a best friend like Lily?

k **Work in pairs. Take turns talking about your school day and your peer's.**

l **Assess your peer's sentences, using *Rating Scale 5* on *Page 164*.**

Gamification

- Prepare two challenge cards: one for "Talk" and one for "Try".
- For the "Talk" card, ask a question about habits or routines.

  e.g. *What do you usually eat for lunch?*
- For the "Try" card, write a grammar challenge.

  e.g. *Make a sentence using "never".*
- Collect all the cards and create two separate decks.
- Sit in a circle or at your seat, and choose "Talk" or "Try" on your turn.
- Draw a card from the chosen deck. If you choose "Talk", answer the question in The Simple Present Tense, and complete the grammar task if you choose "Try" .
- You may ask for help if needed or "pass" once but must complete the next challenge.
- Earn bonus points for creativity or correctness.
- Play until everyone has had a turn.

Reading

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





Cultural Differences in Daily Routines

Akio and Lilja are high school students from different countries, and their cultures shape their school life and everyday life.

Akio, from Japan, wakes up at 6 a.m. He makes his bed neatly and wears his uniform. After eating a traditional breakfast of rice, grilled fish, and *miso* soup with his family, he packs his lunch and takes the train to school. On the way, he goes over his notes for the day. Schools in Japan value discipline and academic excellence, with a challenging curriculum focused on science and maths. Akio enjoys maths and physics because they help him develop problem-solving skills. After classes, students clean their classrooms and shared spaces. Then they join clubs like judo, calligraphy, or robotics. Akio is in the robotics club, where he builds and programs robots. After club activities, he goes to cram school to prepare for university entrance exams. This is very common among high school students in Japan. In the evening, he does his homework, checks messages, and reads manga before going to bed.

On the other hand, Lilja, from Finland, starts her day at 7 a.m. She takes a shower every morning and puts on casual clothes. After she has bread with cheese or yoghurt for breakfast, she cycles to school, enjoying the view along the way. Finnish schools focus on teamwork and creative thinking, and they encourage group projects. Lilja enjoys classroom discussions, especially in her favourite subject, environmental science. During breaks, she goes outside to chat with her friends and enjoy the fresh air. Although not all Finnish schools have clubs, some offer activities like music, art, and sports. Lilja joins a photography club to capture Finland's natural beauty. In the evening, she helps with household chores, like clearing the table and washing the dishes. Then she spends an hour doing her homework and practises the violin after that. Later, her family comes together to watch nature documentaries or share stories about their day.

Akio's day is focused on school and rules, while Lilja's day is more about creativity, spending time outside, and being with family. Their routines show how culture shapes daily life in unique ways.

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

1. Japanese schools focus on academic excellence and discipline.
2. All Japanese and Finnish schools have clubs for students after school.
3. Akio and Lilja's daily routines reflect how their cultures shape their lifestyles.
4. Schools in Finland encourage teamwork and creativity.

c **Read the text again and circle the topic that is <u>not</u> mentioned in the text.**

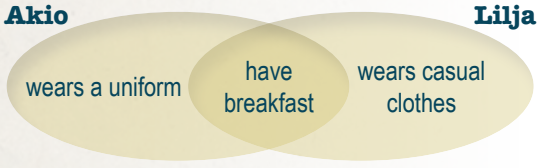
1. Focus of education
2. Morning routines
3. Club activities
4. Eating habits
5. Cultural factors
6. Career plans

d **Work in pairs. Each of you will focus on one person (Akio or Lilja) in the text. Create a list of their daily routines, writing the activities for each part of the day. Then change your list with your peer's.**

_____'s Daily Routine

Before School	At School	After School
_____	_____	_____
_____	_____	_____
_____	_____	_____

e **Work in pairs. Use your notes in *Exercise d* to complete the diagram. Then find and discuss the similarities and differences between Akio's and Lilja's routines as in the example.**



e.g. ***A:*** *Akio wears a uniform when he goes to school, but Lilja wears casual clothes.*

B: *They both have breakfast before they leave home for school.*

f **Read the text carefully to find and write a sentence that supports the idea in each statement below as in the example.**

e.g. *Akio's journey to school is part of his preparation for the day.*
Clue: *"On the way, he goes over his notes."*

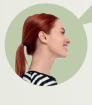
1 Akio's academic effort is not limited to school hours.
Clue: _____

2 Lilja enjoys being outdoors.
Clue: _____

3 Lilja is more interested in artistic activities.
Clue: _____

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

1 How do Akio and Lilja's daily routines reflect their cultures?
2 Why do you think classroom cleaning is an important practice for students?
3 How do you think cycling to school benefits Lilja?



1 _____
2 _____
3 _____



h **Work in pairs. Take turns talking about your daily activities. Then share your ideas with the class.**

Writing

a **Think of someone you admire (a family member, a friend, a famous person, etc.). Make a list of her/his routine for weekdays and weekends.**

The Person I Admire is _____

Her/His Weekday Routine	Her/His Weekend Routine
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

b **Write a short paragraph about the daily life of the person you mentioned in *Exercise a*. Use your notes to compare her/his weekday and weekend routine. Follow the checklist below to organise your paragraph.**

- ☐ Take the paragraph on *Page 46* as a model.
- ☐ Use the vocabulary you have learnt.
- ☐ Use the language structure you have learnt.
- ☐ Consider *Rubric 12* on *Page 172*.

c **Change your paper with your peer's. Check her/his paper, using *Rubric 12* on *Page 172*.**

In-Theme Activity 2

Roots and Routes

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

1 Turkish Students Gain Tech Skills

2 Digital Education Advances in Türkiye

3 Türkiye Modernises Its Classrooms

4 Turkish Teachers Adapt to Digital Trends



Today, technology plays an important role in education. It helps students understand their lessons better, practise more, and improve their skills. Many schools around the world use interactive whiteboards and online platforms to support learning and make lessons much more interesting.

Türkiye is one of the countries that embraces this digital transition. There, a special project, *Digital Transformation in Education*, gives both students and teachers new ways to learn and teach. It offers online platforms with expert-made materials. Students can watch videos, do exercises, and study at their own pace. This allows them to identify their weak points and work on them step by step. For example, a student who finds grammar difficult can choose videos and quizzes on that topic.

The project does not just benefit students; it also aims to help teachers learn about new approaches, methods, and techniques in education. It supports them in increasing their professional knowledge and skills while they develop their abilities to use new technologies and digital tools in class more effectively. Teachers can also find extra materials and track their students' progress more easily on the platforms.

The main goal of this project is to raise the quality of education. It wants to give all students equal chances to gain academic knowledge and do well. By bringing technology into classrooms, Türkiye aims to prepare students for a successful future and empower teachers to give more effective and dynamic lessons.

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

1 What kind of whiteboards do many schools use? _____

2 What is the name of the special project in Türkiye? _____

3 Who does the project aim to support? _____

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

1 ☐ Every school must use interactive whiteboards to benefit from the project.

2 ☐ The platform allows students to focus on the subjects that they find most difficult.

3 ☐ The platform provides personalised support to match students' learning speeds.

4 ☐ Teachers get help from experts when they create their own lesson materials.

5 ☐ Teachers must create digital materials and online lessons for the platform.

6 ☐ Teachers' professional development now includes technology training.

7 ☐ Teachers can better understand their students' progress with the help of the platform.

8 ☐ The project aims to minimise differences in students' learning opportunities.

d **Imagine you are part of a team that works on an online education platform. Write a suggestion to add one new feature to the platform as in the example.**

e.g. *I suggest adding an "Ask a Teacher" button. Students can use it when they need help. Sometimes, they study alone and have questions. This can help them learn better and feel more supported.*

Consolidation

a **Listen to the audio and put the photos in the correct order.**

Audio 2.4



He relaxes for a while and watches documentaries.



He sometimes reads a book silently.



He combs his hair.



He attends classes and participates in class activities.

b **Listen to the audio again. Underline the mistake in each sentence below and write the correct information in the blanks.**

1 Temir talks about his daily routine. _____

2 He makes his bed quickly. _____

3 He listens to an audiobook before the break. _____

4 He leaves school at 4 p.m. _____

5 At 10 p.m., he watches documentaries. _____

6 He always has a busy day ahead. _____

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

1 What time does he wake up?
2 How does he go to school?
3 When does he read a book silently?
4 What does he do after watching documentaries?
5 How often does he plan his studies for the next day?
6 Why does he go to bed and try to fall asleep quickly?



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



E-Portfolio

a **Create a short, engaging video about your typical day. Talk about your main activities, daily routines, and how you feel about them.**

Before making the video:	
☐ Write a detailed outline of your day, focusing on the activities and routines you want to emphasise.	☐ Write your script, dividing it into three parts (introduction, main body, and conclusion).
☐ Set the scene for each part of your video.	☐ Consider the criteria in *Rating Scale 11* on *Page 171*.
While making the video:	
☐ Greet your audience and briefly introduce what the video is about.	☐ Add subtitles or captions if needed.
☐ Keep your video between 2–3 minutes long.	☐ End your video with a question for your audience.
After making the video:	
☐ Present the video to your classmates.	☐ Upload it to your online portfolio.
☐ Submit it to your teacher.	

b **Use *Rating Scale 11* on *Page 171* to assess each other's videos according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

End-of-Theme Activity 2



THEME 3
PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

Sub-Themes

- Physical appearance
- Physical features
- Personality
- Personal traits
- Character

Functions

- Describing people's physical appearances
- Describing people's personalities
- Indicating degrees and the right amount of something

Social Language

- You look amazing!
- That sounds great!
- She's/is too young!
- What a good person!

Pronunciation

evening, g**y**m, vi**s**ion, **c**alm, **k**ind, cheerfu**l**

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 3

Getting Ready

Watch the clip and answer the questions below.

Clip 3

1 Which person do you want to talk to? Why?

2 Imagine you are in the scene. How can you describe yourself?

Lead-In

Establishing Links

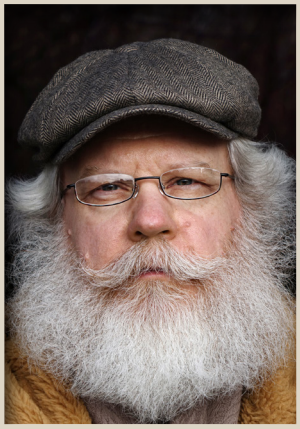
Look at the photos and say what they are about. Take notes of the words and phrases they remind you.





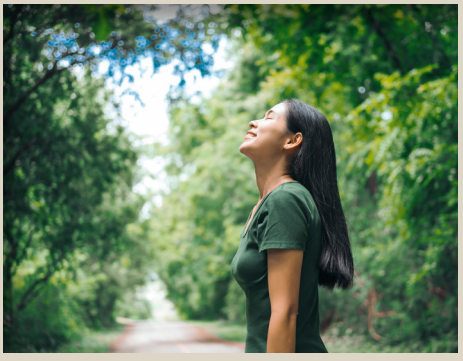




















Listening/Watching

Digital Story 3

a **Tick (✓) the words that are mentioned in *Digital Story 3*.**

1 ☐	attractive	2 ☐	middle-aged	3 ☐	handsome
4 ☐	tan skinned	5 ☐	wavy	6 ☐	careless
7 ☐	serious	8 ☐	generous	9 ☐	curly

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

Physical Features		Personal Traits
Physical Appearance		
Body Weight/Height		
Skin Colour		
Hair Colour/Shape		

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

a ☐ The group share reactions to each other's costumes.

b ☐ The shopkeeper directs them to the costume section.

c ☐ They laugh, pose and have fun in their new outfits.

d [1] The friends enter the vintage shop and look around with excitement.

e ☐ The group gather in front of a large mirror.

f ☐ The friends check the rails to find interesting costumes to try on.



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



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

1 What kind of store do the friends visit?
2 What type of costume does Irmak want to find?
3 Why does Maya think the red jacket suits Leo?
4 Why is Maya unsure about her fairy costume?
5 What does Adrian think of the cowboy jacket?
6 What type of person is Lucy?

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

1 Irmak picks up a magnifying glass and puts on a lab coat and goggles because she ___.
   A dislikes standing out at parties
   B does not care about fashion
   C wants to look like a scientist

2 Leo wears a red jacket and poses like a pirate. This shows that he ___.
   A is brave, enjoys adventure, and feels confident
   B feels uncomfortable in the jacket and unsure about his look
   C looks a bit shy and does not want to draw too much attention

3 Maya tries on the flower headband and dances around; she ___.

A is unsure about whether the costume will look good on her
B loves the way it looks and feels; it completes her fairy costume
C thinks it is too childish but wears it to please her friends

4 Irmak mentions that Lucy is coming to the party because she ___.

A is excited for her friends to meet Lucy and thinks they will get on well
B feels worried about her friends' opinions and wants to impress them
C does not care much about Lucy's attendance but thinks it is worth mentioning

f **Work in groups of three. Imagine you are shopping for a special event. Use the photos below to role-play a dialogue similar to the one in *Digital Story 3*.**



Pronunciation

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

Audio 3.1

Gather**i**ng toni**g**ht turns **i**nto a special o**cc**a**s**ion for us. **I**t **i**s a perfe**c**t deci**s**ion to watch the Olymp**ic** Games on televi**s**ion. We adm**i**re an athl**e**te. W**i**th her gr**ee**n eyes and shoulder-**l**ength, fair hair, **K**ate **i**s a very beauti**f**u**l** gymnast. She **c**ontr**i**butes a **l**ot to the g**l**obal vi**s**ion of gymnasti**c**s. **E**speci**a**lly her cheerfu**l** and sympathet**ic** att**i**tude **i**n toni**g**ht's performance **k**ept the audience's **i**nterest and **l**ove.

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

Audio 3.2

1 The artist is **e**xtr**e**mely ta**l**ented; you **c**an wi**t**ness a great **e**xplo**s**ion of **c**reativity in his wor**k**s.
2 Although h**e** sounds **li**ke an arrogant person, w**e** draw many **c**oncl**u**sions from his sp**ee**ches.
3 As sh**e** **i**s a**ll**ergic to meta**l**, fa**k**e jewe**ll**ery damages her s**k**in.

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

Audio 3.3

- academic
- dish
- leisure
- title
- successful
- team
- employee
- massage
- driver
- silent
- confused
- greedy
- treasure
- skin
- innocent

evening	
g**y**m	
t**i**me	
v**i**s**i**on	
cl**e**ver	

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

e **Assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

Vocabulary

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

Digital Story 3

- brunette
- curly
- fair
- medium-height
- plump
- straight
- well-built

In the vintage shop, the friends try on fun costumes and talk about each other's looks. Maya is a _____[1] with dark hair. She wears a fairy costume with a headband for her _____[2] hair. Leo is a _____[3] skin and blond hair, and he wears a red pirate coat. Irmak talks about her friend Lucy. She says Lucy is slim, with long, _____[4], red hair and blue eyes. Adrian asks if Lucy is the girl who is a bit _____[5] and always wears black, but Irmak says no. She explains that Lucy is a _____[6] girl and wears colourful clothes.

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

brave | confident | careless | honest | serious | kind | friendly


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____

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



Faces Behind the Fair

A Our school is full of excitement as we all prepare for the annual school fair. Mr Johnson, our middle-aged principal with tan skin, always seems cheerful and calm, even when things get chaotic and everyone is worried.

B Sophie, a shy, medium-height girl with pale skin, is in charge of the art exhibit. She can sometimes go unnoticed, as she is a bit quiet, but her creativity and attention to detail shine through in her work. She is actually very smart and clever, so it is no surprise that they have chosen her for such an important part of the fair.

C Liam, who has straight black hair, organises the game stalls. He is funny and always makes us laugh with his jokes; no one can be moody when he is around. However, Liam can sometimes be a bit forgetful. He often needs reminders to stay on task.

D Olivia, our class president, is coordinating the event schedule. You can never see her being rude even in stressful situations. Everyone in the school likes her because she is always kind and polite. This makes it easier for her to communicate with them and give tasks to various groups. She is always gentle and peaceful. That is why she can handle problems with softness and diplomacy while maintaining a positive and harmonious atmosphere.

E Even Ms Lee, the librarian, joins us in the preparations. She may look serious at first, but she is actually very friendly and generous. She gives her time to help students and even shares useful materials for their stands.

F This event brings us together and helps us feel more connected.

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

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

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

e.g. *quiet*	*go unnoticed*
smart	_____
_____	_____
_____	_____
_____	_____
_____	_____

g **Write your inferred meanings in your notebook. Then check and note the correct definitions next to them.**

h **Complete the table below with the words and phrases in the text.**

Physical Appearance	
Height	
Hair	
Skin	
Age	

Personality	
Positive	
Neutral	
Negative	

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

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

Synonym	Antonym
calm _____	cheerful _____
smart _____	tan _____
polite _____	rude _____

k **Work in pairs. One reads *Paragraphs B–C*, and the other *Paragraphs D–E*. Find and underline one cause-and-effect relationship from your assigned paragraphs as in the example. Then share your sentence with your peer.**

e.g. *Mr Johnson is always cheerful and calm, so he never appears worried, even when things get chaotic.*

l **Imagine a fictional character. Then work in pairs to describe her/him as in the example.**

e.g. ***A:*** *What does your character look like?*
B: *S/he's medium-height, slim, and has curly dark hair. S/he looks really cheerful.*
A: *What kind of person is s/he?*
B: *S/he's outgoing, funny, and very kind.*

m **Think about the new words you have learnt. Write a short paragraph about yourself, using the words you think describe you best.**



Gamification

- Form groups of four or five.
- Decide on a well-known public figure or character/role from films, books, or cartoons that you will describe.
- Describe your chosen public figure or character/role with 3–4 clues, using the target words as in the example.

  e.g. *This person is tall and handsome. S/he is brave and smart. S/he has curly blond hair and is cheerful.*
- As listeners, ask yes-no questions to get better details as in the example.

  e.g. *Is s/he slim? Has s/he got fair skin?*
- Take turns until all groups have had a chance to describe their chosen figures or characters/roles.
- After each description, the other groups try to guess who the described person is. The group that guesses correctly first earns 1 point. If no one guesses correctly, the describing group earns 1 point. At the end of the game, total your group's points. The group with the most points is the winner.

Language Awareness

a **Read the text quickly and circle the photo that best reflects Sophie and Sam.**







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

1 The Adventures of Sophie and Sam
2 A Typical Day of Identical Twins
3 How to Look Like Your Siblings
4 The Opposite Twins: Sophie and Sam

Sophie and Sam are twin siblings, but they are very different in both appearance and personality. Sophie is a medium-height, slim girl with long, curly, brown hair and fair skin. She is young and attractive, with a cheerful smile that makes her look very friendly. Sophie is confident and outgoing, always meets new people and makes friends easily. She is brave enough to try new things, like singing in front of a crowd. However, Sophie can sometimes be too careless and often forgets where she leaves her things. She is also generous enough to share her lunch with her friends who have forgotten theirs. Sam, on the other hand, is tall and well-built. He has short, straight, black hair and tan skin from doing sports outdoors. Sam is handsome and looks calm and peaceful most of the time. He is too shy to start conversations, but he is smart enough to solve difficult puzzles and win strategy games. Sam is polite and kind, but sometimes he is too moody and prefers to stay alone. Despite their differences, Sophie and Sam share a close bond. They trust each other enough to share their secrets and always offer help when needed. Together, they make a great team!

c **Read the text carefully. Ask and answer the questions about the text in pairs.**



1 What is Sophie like?
2 Why does Sam have tan skin?
3 How can Sophie make friends easily?
4 In what ways are Sophie and Sam different?
5 What can you tell about their relationship?
6 Do you think twins always look like each other? Why?

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



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

e.g. *Alia is* ***too*** *shy to make new friends easily.*
Karia is clever ***enough*** *to solve difficult problems.*

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

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

Digital Story 3

1 _____
2 _____
3 _____

Let's Discover

Circle the correct options below.

1 We use **too** to indicate...
   a something is more than necessary
   b the right direction of something

2 We use **enough** to emphasise...
   a the great degree of something
   b the necessary amount of something

Match the sentences with the options you have circled above.

1 She runs too fast for me to keep up. ____
2 The dress is long enough to wear to the event. ____
3 This bag is too heavy for me to carry alone. ____
4 He speaks loudly enough for everyone to hear clearly. ____
5 He is too young to drive a car. ____
6 There is not enough time to finish the project today. ____

g **Complete the text, using *too* and *enough*.**

The weather is _____[1] hot to go out, so my brother Mark and I are staying inside. Luckily, the air conditioner is strong _____[2] to keep the house cool, but we are bored. In fact, Mark has to study for his exams, but he is _____[3] lazy nowadays and I cannot help him because I am not patient _____[4]. Moreover, when he gets bored, he talks _____[5] much. So, I offered to make cookies together. We are looking for a recipe simple _____[6] to follow now. Hope we can enjoy the day.

h **Rewrite the sentences as in the example.**

e.g. *My cat is fat. He can't climb up the tree in the garden.*
- *My cat is **too fat** to climb up the tree in the garden.*
- *My cat is **not slim enough** to climb up the tree in the garden.*

1 The bags are heavy. I can't carry them all day.
   - _____
   - _____

2 We can't finish the film tonight. It is long.
   - _____
   - _____

3 I have cooked soup, but it is hot. I can't eat it.
   - _____
   - _____

i **Work in pairs. Make similar sentences and share them with your classmates.**

Gamification

Work in groups of four. Two of you write true sentences, and two of you write false sentences about yourselves, using *too* and *enough* as in the example.

e.g. *My cat is too fat to climb up the cupboards.*
Our sitting room is not big enough for an armchair.

True	Bluff

Take turns reading your sentences aloud. The other groups' members ask follow-up questions to decide which sentences are true and which are false.

Students get points for guessing correctly or bluffing perfectly. The group with the most points at the end wins the game.

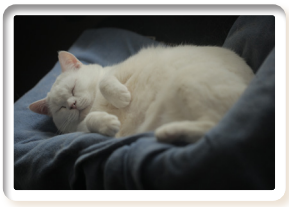
Reading

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

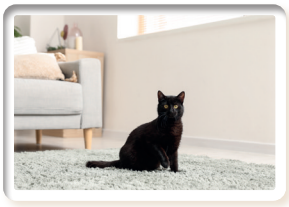
b **Read the text quickly and write the names of the pets.**



1 _____



2 _____



3 _____

c **Read the text and tick (✓) the main topic.**

1 ☐ Derek shares how to care for animals.

2 ☐ Derek talks about his pets and their lives.

3 ☐ Derek explains why animal shelters are important.

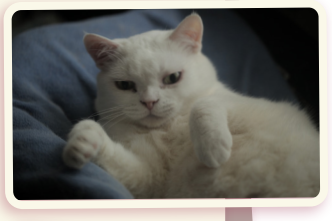


Charming Personalities, Soft Furs

Hello, everyone! I am Derek, and I want to introduce my pets to you.

I have two sister cats, Fluffy and Bella, and a dog named Rex. They were stray animals living in a shelter when I met them.

Fluffy is a plump cat. She has a round body with white fur, pink skin, and bright green eyes. She is very clever, calm, and quiet, but sometimes she can be a little moody. She loves to sleep here and there all day. Bella, her sister, is well-built. She has a fit body, dark skin, black fur, and hazel eyes on a careless face. She is very playful and outgoing, though. She loves to run around the house and chase after toys.



On the other hand, Rex is a big, strong dog. He has dark skin, brown eyes, and brown, straight fur. He looks very serious, but he is actually very friendly and funny. He always makes Bella happy with his silly tricks. Moreover, he is kind and gentle. He is always careful when he plays with Fluffy and Bella, even though Bella is sometimes too fast for him!

They all eat, play, and sleep together. I sometimes think that they talk to each other in a kind of animal language, as when Rex barks loudly, I can see the anger on Fluffy's face. She looks like saying, "Stop it, Rex! You're too noisy!" or when Bella hides in a small box and calls Rex, I can feel Rex saying, "Oh, I'm not tiny enough to fit in that box."



I love my pets very much. Their lives began in a shelter, but now they live happily with me; fed and loved.

d **Read the text carefully and complete the pet passports below.**



1 Name _____
2 Species _____
3 Gender _____
4 Appearance _____
_____
5 Personality _____
_____



1 Name _____
2 Species _____
3 Gender _____
4 Appearance _____
_____
5 Personality _____
_____



1 Name _____
2 Species _____
3 Gender _____
4 Appearance _____
_____
5 Personality _____
_____

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

1 How are Fluffy and Bella similar?
2 Compare Rex's personality with his appearance. Do they match?



1 _____
_____
2 _____
_____



f **Read the text again and circle the answers to the questions below.**

1 **What is Fluffy's favourite activity?**
- **A** Playing with Rex.
- **B** Sleeping all day.
- **C** Running around the house.
- **D** Chasing toys.

2 **Why do you think Rex looks serious?**
- **A** He is big and strong.
- **B** He has brown, straight fur.
- **C** He is funny but angry.
- **D** He barks loudly.

3 **What is something all three pets have in common?**
- **A** They were all born in Derek's house.
- **B** They all have similar behaviours.
- **C** They like running around the house.
- **D** They eat, play, and sleep together.

g **Discuss the questions below with your classmates.**

1 Why do you think Fluffy gets angry when Rex barks loudly?
2 Why do you think Rex is careful when playing with Fluffy and Bella?
3 Why do you think Derek chose to adopt his pets from a shelter?

Writing

a **Think about two pets you know in real life or through TV with opposite personalities and physical features. Take notes below to make comparisons.**

Pet #1	Pet #2

b **Write a short paragraph to compare the pets you mentioned in *Exercise a*. In your paragraph, you should...**

- ☐ take Derek's paragraph as a model.
- ☐ include their names, personalities, physical features, and favourite activities.
- ☐ use the vocabulary and language structures you have learnt.
- ☐ start with a topic sentence.
- ☐ support the topic sentence.
- ☐ draw a conclusion.

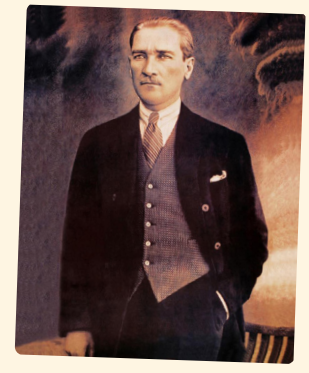
c **Change your paper with your peer's. Check her/his paper, using *Rubric 12* on *Page 172*.**

In-Theme Activity 3

Roots and Routes

a **Look at the photos of Mustafa Kemal Atatürk and share what you feel about them.**





Mustafa Kemal Atatürk, the founder and first president of the Republic of Türkiye, was a soldier, statesperson, and reformer. With his great military and political achievements, he is known and remembered as one of the greatest figures of the 20th century. Not only the Turkish people know him, but also world nations know him. On the hundredth anniversary of his birth, the United Nations and UNESCO declared 1981 'The Atatürk Year in the World'. The aim was to honour his extraordinary contributions to humanity. In particular, his efforts helped improve international collaboration and achieve world peace. He always worked for and paid attention to helping people live in harmony without discrimination against race, religion, or ethnicity throughout his life.

Along with all these brave and smart characteristics, he, on the other hand, focused on his personal development. He was so passionate about reading various books. Therefore, he was highly knowledgeable and cultured in all areas of life. Reading so much helped him to build a very rich library of his own; he also wrote books on military issues, citizenship, and geometry. He used to invite statespersons, scholars, and scientists to dinners to discuss state affairs with them. In addition to this, being a cheerful person, Atatürk enjoyed listening to music very much, especially Turkish classical and folk music, Rumelian songs, and dancing. He had a particular interest in the *Zeybek*, a traditional folk dance from Western Anatolia. He was also interested in different sports, especially horse riding and swimming. According to him, doing sport contributes to not only body health but also mental well-being. His impressive physical appearance reflected how confident and gentle he was. He gave quite a bit of importance to his appearance and dressed smartly at all times.

b **Read the text quickly and circle which topic below is <u>not</u> mentioned.**

1 Atatürk's contributions to world peace
2 Atatürk's daily life, hobbies, and interests
3 The appearance and personal characteristics of Atatürk
4 The ways of how he achieved to become a leader

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

1 Why did UNESCO declare 1981 'The Atatürk Year in the World'?
2 How did Mustafa Kemal Atatürk help people live in harmony?
3 What benefits did all his intense reading bring to his life?
4 What kinds of music did he like?
5 What characteristics of Mustafa Kemal Atatürk impress you most? Why?



1 _____
2 _____
3 _____
4 _____
5 _____



d **Work in groups. Brainstorm the quotes of Mustafa Kemal Atatürk about peace, reading, creativity, or sport. Then discuss what you think about them.**

Consolidation

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









b **Listen to the audio and match the names to the descriptions.**

Audio 3.4

a Ethan **b** River
c Violet **d** Zeynep

1 ☐ studies software engineering
2 ☐ sounds like a film star
3 ☐ has brilliant ideas
4 ☐ looks like an actress

c **Listen to the audio again to take notes about the people below.**

Names	Physical Features	Personal Traits
River		
Ethan		
Zeynep		
Violet		

d **Listen to the audio again and retell each character in your own words to the class.**

e **Work in pairs. Ask and answer questions about the characters as in the example.**

e.g. *What kind of hair does Zeynep have?*
She has got long, curly hair.

f **Work in pairs. Read the dialogue below and complete it with the phrases below. One is extra.**

handsome	out of class	what type
enough	what does	too

Yiğit: Who is your close friend _____[1]?
Kevin: My uncle Anthon is my best friend.
Yiğit: _____[2] he look like?
Kevin: He is tall and extremely _____[3].
Yiğit: _____[4] of person is he?
Kevin: He is clever, cheerful, and a brave man. He is generous _____[5].

E-Portfolio

a **Design a digital poster about your favourite person in your life. Describe her/him in terms of personality and physical appearance. Consider the steps below.**

Before designing the poster:	
☐ Arrange a meeting or a phone call to ask questions about the details of her/his personality.	
☐ Consider the criteria in *Rating Scale 11* on *Page 171*.	
While designing the poster:	
☐ Keep it entertaining but clear to view.	☐ Use detailed photos and fancy fonts for written parts.
☐ Add background music or sound effects.	☐ Greet your audience and briefly introduce your favourite person.
☐ End with a question for your audience.	
After designing the poster:	
☐ Present the poster to your classmates.	
☐ Submit it to your teacher.	☐ Upload it to your online portfolio.

b **Use *Rating Scale 11* on *Page 171* to assess each other's posters according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

End-of-Theme Activity 3



THEME 4
FAMILY LIFE

Sub-Themes

- Family members' jobs
- Work routines
- Work activities
- Workplaces

Functions

- Asking and answering about family members' and other people's jobs
- Describing work activities
- Identifying workplaces
- Describing where people work

Social Language

- Great job!
- S/he made it!
- S/he's/is in charge of the building.
- S/he's/is responsible for designing the plans.

Pronunciation

mother, desig**n**, dressi**ng**, **p**et, **o**ffice, h**a**ll

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 4

Getting Ready

Watch the clip and answer the questions below.

Clip 4

1 What relationship do you think the people have?

2 Imagine you know these people well. What job and work routine does each person have?

Lead-In

Establishing Links

Look at the photos and say what they are about. Take notes of the words and phrases they remind you.


















DIGITAL
MARKETING
KEY WORDS
SEO
SEM

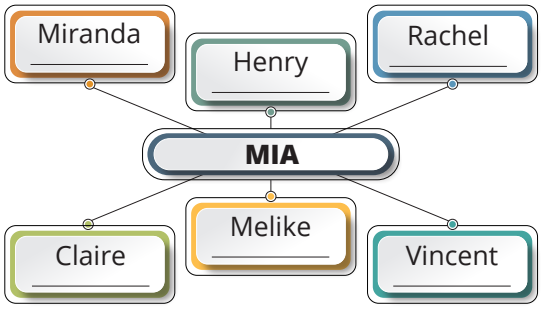




Listening/Watching

a **Watch *Digital Story 4* and write about the relationship between Mia and the people below.**

Digital Story 4



b **Watch *Digital Story 4* again and take notes about the people below.**

Names	Occupations	Work Routines and Activities
Henry		
Miranda		
Rachel		
Claire		
Vincent		

c **Work in groups. Compare the jobs in *Digital Story 4*, considering the questions below.**

1. What do you think the advantages and disadvantages of these jobs are?
2. Which job in the video do you think is the most interesting? Give reasons.
3. Which job is more common in your country? Why?

d **Work in pairs. Think of the answers to the questions according to the clues in *Digital Story 4*. Ask and answer them.**

1. How does Mia feel about her grandfather?
2. Why does Melike think Miranda works with kids?
3. Where does Rachel live?
4. What does Mia think about being a farmer?
5. Why are Mia and Melike spending time together today?



1 _____
Clues: _____
2 _____
Clues: _____
3 _____
Clues: _____
4 _____
Clues: _____
5 _____
Clues: _____



e **Imagine you text to Mia's relatives. Write what you would like to say and ask them about their jobs.**


Henry: _____


Miranda: _____


Rachel: _____


Claire: _____


Vincent: _____

f **Discuss with your peer. What jobs, work routines, and activities do you think the people in the photos have?**



g **Work in groups. Choose two of your family members and talk about them, considering the questions below.**

- What does s/he do?
- Where does s/he work?
- What kinds of activities does s/he engage in at work?
- What might their typical weekday routine be?

h **Work in pairs. Imagine you have your dream job now. Talk about how your work routines and activities would be.**

i **Assess your peer's performance in *Exercise h*, using *Rubric* 8 on *Page 167*.**

Pronunciation

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

Audio 4.1

In my family, everyone has a busy schedule. My mother works in an office as a digital **m**arketer. She **o**rganises campaigns and helps businesses **p**ublish online, especially on social media platforms. My father is a lawyer and works in an office, too. He helps people who need support with the law. My older sister is a journalist. She rep**o**rts news on an online channel. My younger sister is studying to become an architect because she wants to design buildi**ng**s. My brother works at a firm as an accou**n**tant and uses specialised s**o**ftware to analyse data. At weekends, we enjoy shopping and spending time together.

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

Audio 4.2

1 **M**y **m**other uses her co**m**puter to write reci**p**es on an **o**nline **p**latform.
2 Goi**ng** shoppi**ng** and havi**ng** fun with friends are **o**ccasionally **n**ecessary.
3 Janet is looki**ng** f**o**r an **o**ffice to **m**ove her law fir**m** next **m**onth.

c **Listen to the audio in *Exercise a* again and find similar words in the text for each.**

marketer	
accou**n**tant	
buildi**ng**	
publish	
s**o**ftware	
organise	

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

e **Assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

Vocabulary

a **Talk about the photos with your peer and match the jobs below to each. One is extra.**

- a digital marketer
- a business person
- a content creator
- a psychologist
- a pharmacist
- an architect





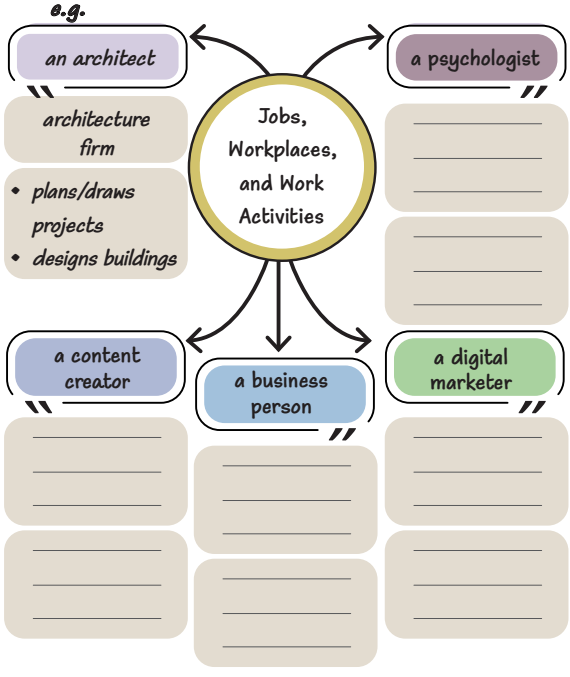






Digital Story 4

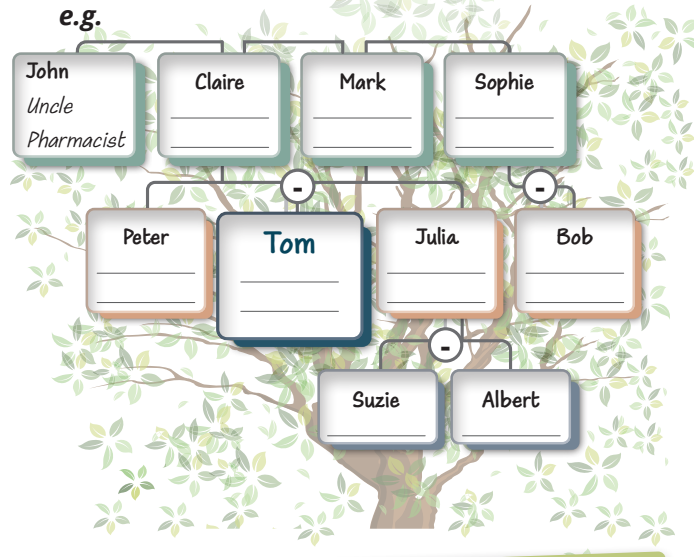
b **Work in pairs. Complete the mind map below and write sentences for each job as in the example in your notebook. Then watch *Digital Story 4* to compare your answers.**



e.g. *An architect works in an architecture firm and designs buildings.*

c **Read the text quickly to complete the family tree of Tom as in the example.**

e.g.



Heroes of Everyday Life

Tom's family members all work in different jobs, and each person has an interesting story. Tom has a degree in botany and works with a team of scientists in a lab. They research ways to protect endangered plants. His brother, Peter, drives him to work every morning because their workplaces are close to each other. Peter is a security guard at a shopping centre. He checks people's IDs and monitors the security of the different areas of the building, including the business offices and leisure centre. Tom's mother, Claire, works as a bank clerk at a busy city bank. She serves customers and helps them with their money and bank accounts. His father, Mark, is a journalist at a well-known news agency. He reports news and writes articles on current events. Mark has a busy schedule, so he works with a virtual assistant. The assistant organises his emails and meetings. Tom's sister, Julia, is a computer programmer at an IT company. She develops computer programmes and fixes problems with software. Julia has twins, and Tom enjoys spending time with his three-year-old nephew and niece, Albert and Suzie. His uncle, John, is a pharmacist at a local pharmacy. He advises customers on medications and prepares prescriptions. His aunt, Sophie, is a lawyer at a prestigious law firm. She defends her clients in court and gives legal advice. Sophie's stepson, Bob, is a talented photographer at a popular studio. He loves nature photography and often goes on weekend trips to shoot photographs for his portfolio. Sometimes, he takes his stepmother and Tom with him. All the members of Tom's family are everyday heroes, as they work hard and make life better for others.

d **Watch *Digital Story 4* and complete the sentences with a suitable word below. One is extra.**

nephew | grandfather | relatives | stepdaughter | stepfather | cousin

Mia and Melike are looking at a family photo and talking about Mia's _____[1]. Mia's _____[2] is an architect, and he works on some new projects. Melike's _____[3] is a civil engineer, and he builds structures. Claire is Mia's aunt's _____[4]; she works remotely as a digital marketer. Mia does not get on well with her _____[5], Vincent, who is also a content creator.

e **Read the text on *Page 70* again to match the workplaces to the people below. One is extra.**

1	☐ John	**a**	a bank
2	☐ Claire	**b**	a photography studio
3	☐ Mark	**c**	a science lab
4	☐ Sophie	**d**	a law firm
5	☐ Peter	**e**	a shopping centre
6	☐ Tom	**f**	an IT company
7	☐ Julia	**g**	a pharmacy
8	☐ Bob	**h**	a news agency
		i	a clinic

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

1 Who does Tom work with in the lab?
2 Does Sophia have any children? If yes, how many?
3 Who does Bob take with him on his weekend trips?



1 _____
2 _____
3 _____



g **Underline the verbs that describe the activities people do in each job in the text on *Page 70* as in the example.**

e.g. *He <u>advises</u> customers on medications.*

h **Match the underlined verbs in *Exercise g* with the correct group of words in the table. Then make sentences using them.**

Verbs	Words and Phrases
	a film, a video, a target
	skills, an idea, a programme
	a meal, a purpose, cold
	the family history, the options, a topic
	documents, events, tasks
	strongly, country, rights
	a case, weather, an accident
	tickets, information, passports
	on health issues, on investments, on education plans

i **Take turns asking and answering questions about the photos on *Pages 66-67* as in the example.**

e.g. ***A:*** *What's the woman's job?*
B: *She's a psychologist.*
A: *What does a psychologist do?*



Gamification

- Draw your own 4x4 grid lines on a piece of paper.
- Then fill in the grids with jobs, workplaces, and work routines or activities.
  e.g. *teacher, hospital, flies a plane*
- The teacher will call out clues for jobs, workplaces, and work routines or activities.
  e.g. *This person writes articles for newspapers.*
  This is where you buy medicine.
  This is what doctors do at the hospital.
- Mark the matching squares.
- The first student to get a row, column, or diagonal shouts "Complete!" and explains her/his answers.
- The winners take turns being the "caller", using their own clues to challenge their classmates.

Language Awareness

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

1 A Family Business Empire **2** Dinner Conversations About Jobs **3** A Family with Many Careers

My family is quite unique, and everyone has a different job. For example, I, Tolga, am an architect. Every day, I design new buildings in an architecture firm. I work at a small office on the third floor of a business block. My sister, Gökçe, is a journalist. She reports important news stories at a local news agency, and she interviews people to understand their opinions. My cousin, Berkay, is a photographer. He shoots photographs in a professional photography studio, and often, he edits his work before posting it online.

Our parents also have interesting careers. My father, Ayhan, is a lawyer. He defends clients in a respected law firm, and he advises them on legal issues. My mother, Neşe, is a computer programmer. She develops software applications at a large IT company. She researches the latest technologies, and she manages projects with other programmers. My grandfather, Yaşar, is a farmer. He grows vegetables and takes care of the animals on a farm.

Even my nephew, Umut, is involved in something creative. He is a virtual assistant. He organises emails, and he publishes updates for clients on social media platforms.

When we get together for dinner, we usually share stories about work. Everyone is busy, but we enjoy talking about our own workplaces.

b **Read the text quickly again and write the names of the people in the photos below.**


1 _____


2 _____


3 _____


4 _____

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



1 What is Tolga's job?
2 What does Gökçe do as part of her job?
3 Where does Berkay work?
4 What activities does Yaşar do on the farm?
5 What do the family members do when they get together for dinner?

1 _____
2 _____
3 _____
4 _____
5 _____



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

e.g. *My niece works* ***at*** *a pharmacy, and my nephew works* ***in*** *a lab.*

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

f **Watch *Digital Story 4*. Find and write three similar sentences to those in *Exercise d*.**

1 _____
2 _____
3 _____

Digital Story 4

g **Work in groups. Discuss the common points of the parts of the sentences you have found in *Exercises e* and *f*.**



Let's Discover

Complete the sentence below with your own words.
We use ***in***, ***on***, and ***at*** to talk about _____.

Tick (✓) the sentences that contain a preposition of place.

1. ☐ My aunt's stepson works in an architecture firm.
2. ☐ A cousin of mine works late on Thursdays.
3. ☐ My father starts seeing his clients at 9 a.m.
4. ☐ My brothers and sisters work on a farm.
5. ☐ My sister checks her emails in the afternoon.
6. ☐ One of my relatives works at an IT company.

h **Use the given words and phrases to form correct sentences as in the example.**

e.g. *design / an architecture firm / my son / new buildings / in*
My son designs new buildings in an architecture firm.

1. customers / in / my brothers / a bank / serve
   _____
   _____
2. do / my mother / a science lab / in / research
   _____
   _____
3. check / a shopping centre / IDs / at / my stepdaughter
   _____
   _____
4. a social media platform / products / promote / my nieces / on
   _____
   _____

i **Work in groups of three. Act as a member of the family. Introduce yourself, describe your job, workplace, and what you do.**

Student	A	B	C
Role	Mother	Father	Child
Name	Tina	Rob	Ian/Di
Job	Accountant	Psychologist	Content creator
Workplace	An accounting firm	A clinic	A social media platform
Activities	advise clients on finances, develop financial plans	counsel people, study human behaviour	publish content online, record podcasts

j **Work in pairs. Take turns introducing your family members in *Exercise i* to your peer.**



Gamification

- Form groups of three. Stand or sit in a line with your group members.
- Listen to the sentence starter your teacher gives.
  e.g. *S/he is a(n)...*
  S/he works in/at a(n)...
- Take turns making sentences based on the starter.
  e.g. ***The 1st person:*** *S/he is a teacher.*
  The 2nd person: *S/he works in a school.*
  The 3rd person: *S/he teaches children.*
- Check for grammar accuracy. If someone makes a mistake, the next person in line must correct it before continuing.
- Each correct sentence earns the group 1 point, but the sentences the next person corrects do not earn points. If they no one can correct it, the teacher gives the correct answer.
- Play for at least four rounds. The team with the most points at the end of all rounds is the winner.

Reading





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

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

1 Two families with similar jobs
2 Two families with different routines
3 Two families from the same country

Divided by Routines, United by Ties

The Panyas and the Morenos are two families with very different lives, but both find happiness in their routines.

The Panyas live in the countryside in Thailand. Mr Panya is a virtual assistant who works from home. He organises emails, schedules meetings, and supports small businesses remotely. His wife, Ms Panya, is an accountant at a small firm, and she advises families on managing their finances. Their teenage son, Sunan, is a public school student; he wants to become a content creator. He dreams of creating a channel to share videos about his favourite hobbies and inspire others, so he spends some of his free time developing skills in filming.

The Morenos, on the other hand, live in a small town in Peru. Mr Moreno is a psychologist; he works in a local clinic. He spends his days counselling people face to face and helping them overcome challenges and improve their mental health. Ms Moreno is a digital marketer; she creates online campaigns and promotes products for international brands from the comfort of her own home. Their daughter, Carmen, works as a security guard at a shopping centre. She monitors the premises, checks IDs, and ensures visitors' safety.

Though they have different routines, the Panyas and the Morenos always find time to be together as a family. Every evening, they gather for dinner to talk about their day, catch up on life, and enjoy some quality time.

c **Read the text and match the statements below to the correct family member. One is extra.**


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐

a I ensure the safety of visitors at a shopping centre by monitoring the premises and checking IDs.

b I help people overcome challenges and improve their mental health.

c I organise emails, schedule meetings, and support small businesses from home.

d I promote products for international brands through online campaigns.

e I dream of sharing videos about my favourite hobbies and spend my free time learning filming skills.

f I help families manage their finances and plan their budgets.

d **Work in pairs. One reads the paragraph about the Panyas; the other about the Morenos. Complete the table below with the information from your assigned part.**

Family	Family Member	Workplace
The Panyas	Mr Panya	
	Ms Panya	
	Sunan	
The Morenos	Mr Moreno	
	Ms Moreno	
	Carmen	

e **Share your findings with your peer. Complete the missing parts of your table.**

f **Compare the workplaces of the two families. Use the questions below to guide your discussion.**

- Which family members work from home?
- Which family members work outside the house?
- Which family member does not have a workplace yet?
- What similarities are there between the workplaces of the Panyas and the Morenos?

g **Think about the jobs and routines described in the text. Decide if the following statements make sense (✓) or not (×). Then explain your reasoning, using information from the text.**

1 ☐ Ms Panya can do her job remotely instead of at an accounting firm.

2 ☐ Mr Moreno can work as a psychologist from home.

3 ☐ Carmen can work in a clinic instead of a shopping centre.

h **Select a job from the text that interests you and one that you would not prefer. Explain your choices in two or three sentences, detailing why you feel this way.**

Writing

a **Think of two families you know. Take notes about the family members' jobs, workplaces, and what they do below.**

Family #1	Family #2

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

- ☐ Take the text on *Page 74* as a model.
- ☐ Consider *Rubric 12* on *Page 172*.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Use the notes you have taken in *Exercise a*.
- ☐ Write at least five sentences for each family, and make sure that each sentence adds new information.

c **Change your paper with your peer's. Give feedback to each other, using *Rubric 12* on *Page 172*.**

In-Theme Activity 4

Roots and Routes

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





b **Read the text quickly and circle the values that are mentioned.**

1	Respect	**2**	Co-operation	**3**	Independence	**4**	Honesty
5	Care	**6**	Freedom	**7**	Love	**8**	Patience

Love Through Traditions

In Turkish culture, relationships among relatives are very important. Many people like to live close to their relatives and families in Türkiye. Sometimes, grandparents, parents, and grown-up children live in the same house or in the same neighbourhood.

People visit each other very often, especially at weekends. They usually have breakfast, drink tea, and enjoy each other's company. During special days, relatives also visit each other, eat traditional food, and spend time together. They express good wishes and receive blessings from older relatives.

Moreover, respect for elders is a strong tradition in Turkish culture. Younger people always greet older people first and talk to them politely. They help them at home and ask for and listen to their advice. When elders are old or sick, younger family members usually take care of them. They visit them quite often to provide for their needs, such as cooking, cleaning their houses, and taking them to hospital.

Even when life changes and time flies in big cities, Turkish people still keep their traditions alive and take care of their families. For many, family means love, respect, and co-operation.

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

1 What do families usually do when they visit each other?

2 How do people show respect for elders in Turkish culture?

3 How do you think big city life affects relationships among people?

4 Do you think it is important to keep family traditions? Give reasons.



1 _____

2 _____

3 _____

4 _____



d **Work in pairs. Role-play a dialogue between two relatives, using the topics below. Then switch roles.**

- Greeting and asking about health
- Talking about a family visit
- Listening to advice
- Offering help (e.g. cooking, cleaning, taking to hospital)

e **Discuss the values in *Exercise b* with your classmates. Which ones do you think are the most important? Give reasons.**

Consolidation

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









b **Listen to the audio and match the names to the jobs below.**

Audio 4.3

1	☐ Anna		**a**	digital marketer
2	☐ Jade		**b**	business person
3	☐ Kevin		**c**	content creator
4	☐ Marc		**d**	accountant

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

1 _____ Anna is in charge of the news agency.
2 _____ Kevin writes content for the news website.
3 _____ Marc is responsible for digital marketing.
4 _____ Jade and Anna are the same age.
5 _____ Kevin and Anna are married.
6 _____ Anna is Marc's stepdaughter.

E-Portfolio

a **Create a short film featuring the jobs, work routines, and work activities of one of your family members.**

Before making the video:			
☐	Choose a family member to feature.	☐	Consider the criteria in *Rating Scale 11* on *Page 171*.
While making the video:			
☐	Record scenes of their work or related activities.	☐	Keep the camera steady while recording.
☐	Write a clear and simple script.	☐	Make sure your video is between 2–3 minutes long.
☐	Add interesting details to make your video engaging.	☐	Add subtitles or captions if needed.
After making the video:			
☐	Review and edit the video if needed.	☐	Upload it to your online portfolio.
☐	Present it to your classmates.	☐	Submit it to your teacher.

b **Use *Rating Scale 11* on *Page 171* to assess each other's videos according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

End-of-Theme Activity 4



THEME 5
LIFE IN THE HOUSE & NEIGHBOURHOOD

Sub-Themes

- Types of houses
- Types of rooms
- Furniture
- Activities in the house

Functions

- Asking and answering about types of houses
- Asking and answering about where people live in terms of house types
- Describing present activities in the house

Social Language

- Make yourself at home!
- Home sweet home!
- There's no place like home!
- What a nice house!

Pronunciation

quick, **r**oom, **s**ofa, di**sh**washer

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 5

Getting Ready

Watch the clip and answer the questions below.

Clip 5

1 What rooms and furniture are there?

2 Imagine you design the living room in the scene. How can you design it?

Theme 5

Lead-In

Establishing Links

Look at the photos and say what they are about. Take notes of the words and phrases they remind you.





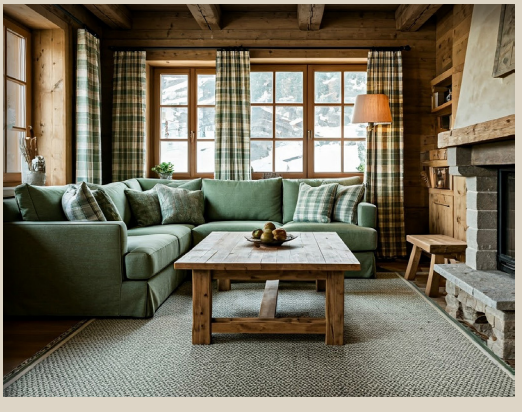














Listening/Watching

Digital Story 5

a **Watch *Digital Story 5* and complete the table below with three items for each category.**

Types of Houses	Rooms and Places in the House	Furniture and Appliances in the House	Household and Decorative Items	Activities in the House

b **Watch *Digital Story 5* again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 ____ Sharon and Quincy are looking for a new home.

2 ____ The estate agent offers two alternatives to the family.

3 ____ The cottage has a terrace and a utility room.

4 ____ The sitting room in the cottage has no furniture.

5 ____ Sharon decides to make changes to the bathroom.

6 ____ Sharon's friend Kate is moving to a new house too.

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

1 ☐ The family has enough budget to buy a house for £250,000.

2 ☐ The family does not want to move too far away from the city centre.

3 ☐ The cottage does not have enough bedrooms for the family.

4 ☐ The estate agent pays close attention to the family's needs.

5 ☐ The children are disappointed with their new rooms.

6 ☐ All family members actively participate in household chores.

7 ☐ The children miss their old flat and want to move back.

8 ☐ The family enjoys hosting and values spending time with friends.

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

1 What kind of room does Sharon want in the new house?

2 How many bedrooms are there in the cottage?

3 What does Lucy like in the sitting room?

4 Which room is opposite the sitting room?

5 What is Lucy doing while Quincy is washing the dishes?

6 What time does the house-warming party start?



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



e **Work in pairs. Read the phone dialogue and make a similar one, using the role cards.**

Hi, Lisa! How are you? I've heard you moved into a new house. Congrats! Where do you live now?

Hi, Anna! I'm great, thanks. I live in **a detached house outside the town**. What about you? Do you live in the same place?

No. I live in **a flat in the city centre** now.

Congrats to you too! What are you doing at the moment?

I'm **making my bed**. And you?

I'm **having lunch** in the kitchen.

That sounds nice! I'll call you later to arrange something for the weekend.

Great, looking forward to it! Have a lovely day. Bye!

Student A

You are Eric/Erica.

Where you live
a cottage in the countryside

Current activity
ironing your clothes

Whom you are calling
your friend Paul/Paula

Student B

You are Paul/Paula.

Where you live
a block of flats near the sea

Current activity
washing the dishes

Whom you are talking to
your friend Eric/Erica

f **Prepare a role card like those in *Exercise e* and use it to make a similar dialogue with your peer.**

Pronunciation

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

Audio 5.1

She love**s** her co**s**y cottage. In the **s**itting **r**oom, the clock tick**s** **s**oftly, and the **s**ofa with **s**oft cushion**s** invite**s** **r**elaxation. In the bathroom, there is a **s**pacious **sh**ower designed for comfort and **s**tyle. A **q**uick walk th**r**ough the hall lead**s** to the te**rr**ace, a perfect **s**pot to enjoy the fre**sh** air.

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

Audio 5.2

1 The **s**trong **s**torm along the coa**s**t cra**sh**ed into the **sh**ore and forced the **sh**ip to **s**top.
2 The **q**uiet **r**abbit **r**an **q**uickly along the **r**ocky **r**oad, **r**esting near a c**r**ystal-clear c**r**eek.
3 As **sh**e placed the anti**q**ue cu**sh**ion on the **s**oft **s**ofa, the **s**mall mi**r**ror deco**r**ations **r**eflected the **s**unlight, causing the wall**s** to **sh**immer.

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

Audio 5.3

- basin
- equal
- fashion
- fish
- garage
- house
- liquid
- mirror
- quilt
- rock
- seat
- shelf

queen	
fo**r**eign	
style	
fre**sh**	

d **Prepare a short talk about your home and furniture. Use at least five words that include the sounds you have studied in the exercises above.**

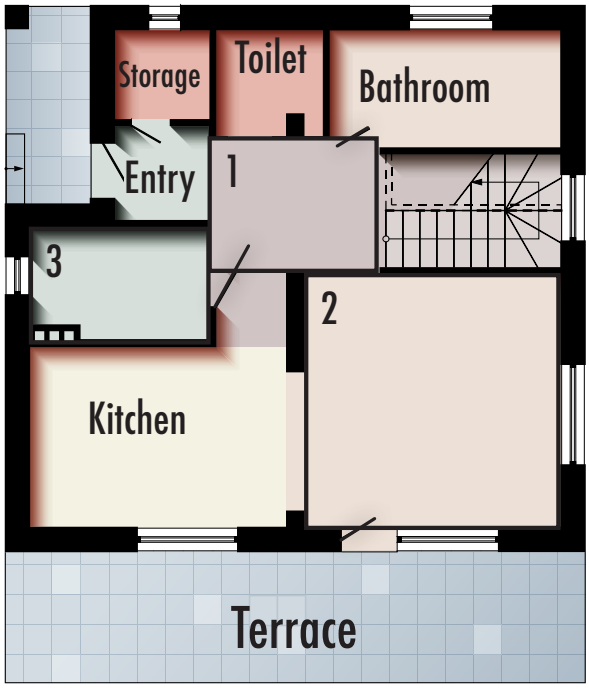
e **Work in pairs and take turns presenting your talk. Then assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

Vocabulary

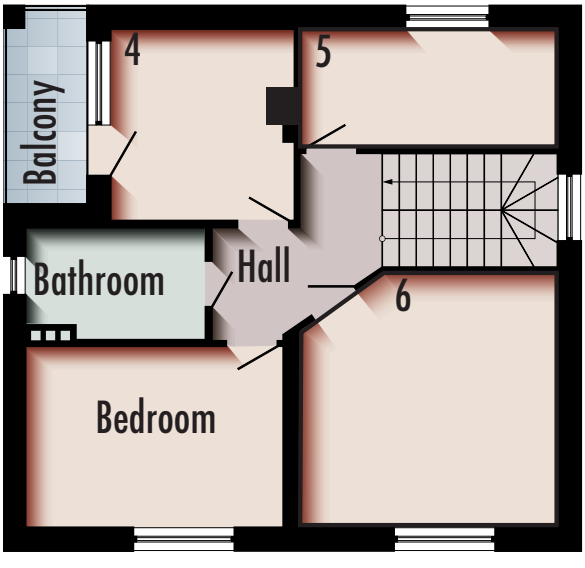
a **Work in pairs. Watch *Digital Story 5* again and complete the floor plans of the cottage. Then check if you placed them correctly.**

Digital Story 5

Downstairs



Upstairs



b **Read the text quickly and discuss what it is about with your classmates.**

c **Read the text and match the headlines to the paragraphs.**

1 Furniture in the house ____

2 Types of houses ____

3 Rooms in the house ____

4 Activities in the house ____

d **Read the text again and circle the words and phrases you do not know.**

A A house is a place where we rest, have fun, and sometimes work. There are many types of houses for different needs. A terraced house, for instance, is one of several houses connected in a row and is very common in Europe. In crowded cities, people often live in a block of flats, where many apartments are in a single building. A bungalow is a small house with just one floor, which makes it easy to move somewhere else. A penthouse, on the other hand, is a luxury apartment at the top of a tall building, usually with a great view.

B Houses have various spaces for daily needs. The sitting room is a space where people get together, chat, and relax. Families have breakfast, lunch, and dinner together in the dining room while they prepare meals in the kitchen. People sleep and rest in the bedroom while they use the bathroom for having a shower, brushing teeth, and washing hands at the basin.

C For sure, each room has its own furniture and appliances. In the sitting room, you might find a chair, a cushion, a coffee table, and a rug on the floor. The bedroom usually has a wardrobe for clothes, a bedside table, and soft pillows on the bed. In the kitchen, there are appliances like a freezer, dishwasher, oven, and cooker. These items help us to make the house more comfortable and organised.

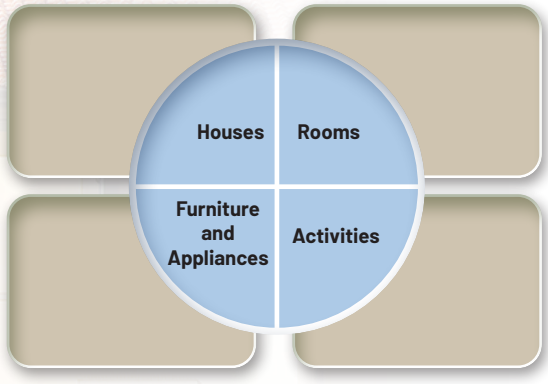
D There are lots of things to do in the house, such as watching TV, reading books, or playing computer games, but family members should also take care of the house. Although most of us are very busy, we should spare some time to tidy up and clean it regularly. Everyone can do small tasks like making the bed in the mornings, hoovering the carpet for a few minutes, washing the dishes, or doing the laundry. After all, there is no place like home!

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

e.g. *a terraced house _____ several houses connected in a row*
a block of flats _____ many apartments in a single building

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

f **Work in pairs. Categorise the words and phrases you have found in *Exercise e*.**



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

1. Do you think a bungalow is easy for young people to live in? Why?
2. What type of house would best suit someone who wants luxury and privacy?
3. Why do people in crowded cities live in blocks instead of detached houses?
4. Why do you think the passage says, "There is no place like home."?



1 _____
2 _____
3 _____
4 _____



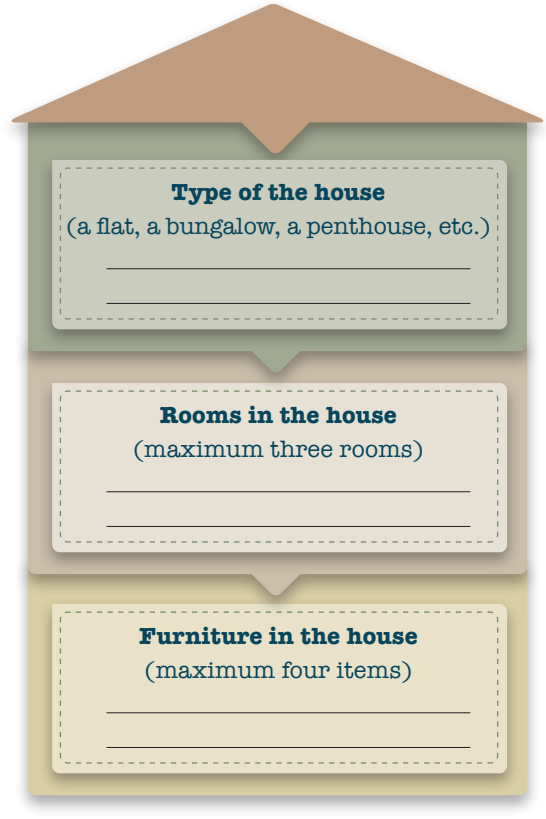
h **Write a paragraph about your favourite house type. Use the words and phrases you have studied. Then share it with your peer and give feedback to each other.**

- What type of house do you live in?
- What furniture is in your bedroom?
- What do you usually do to help keep the house clean?



Gamification

Create a house profile for yourself.



Walk around the classroom, asking questions as in the example to find the best sister/brother for your house.

e.g. *Do you live in a flat?*
Do you have a terrace?
Do you have a sofa?

When you find someone with the same house type and at least five matching items, shout "sister/brother"!

The first three pairs win the game.

Language Awareness

a **Read the text quickly to match the paragraphs to the photos.**









Home Sweet Home

A As the population increases, living space gets smaller, particularly in crowded areas. People's habits and social lives are changing according to **their** living environments, as compared to previous decades. Keeping up with the busy rhythm of modern city life can be challenging at times. My name is Keyla, and I am working as an artist in Manhattan, New York.

B We moved into this city three years ago primarily for the children's education. We rented an 80-square-metre penthouse with two spacious bedrooms, a small kitchen, and a cosy living room in a five-storey building. It is quite close to all the services we need, such as public transport and educational and recreational facilities in the city centre. **My** little girl, Joyce, is walking to **her** school for five minutes. It is a big advantage.

C **Our** furnished house reflects the spiritual, cultural, and family unity values. High ceilings, minimalist furniture, photo wall collages, and elegant furnishings are all important things for a house. They help create a comfortable living room for daily relaxation and quality time with loved ones.

D Spending time with family members at home and sitting at the dinner table every evening is perfect. At the moment, I am reading a book at a warm bergère by the window. It looks through the city's amazing, vivid view. My husband is preparing the table for dinner. The children are studying in **their** room right now.

b **Read the text again to find what the words below refer to.**

1 In Paragraph A **their**: _____
2 In Paragraph B **my**: _____
3 In Paragraph B **her**: _____
4 In Paragraph C **our**: _____
5 In Paragraph D **their**: _____

c **Work in pairs. Ask and answer questions about the text, using possessive adjectives as in the example.**

e.g. *What is Keyla**'s** little girl**'s** name?*
__Her__ name is Joyce.

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

1 What does Keyla do?
2 What kind of a house does she live in?
3 What values does her house reflect?
4 What do you think is important for a house?



1 _____
2 _____
3 _____
4 _____



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

e.g. *I **am** listen**ing** to the teacher attentively.*
*She **is** mak**ing** dinner in the kitchen now.*

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

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

Digital Story 5

1 _____
2 _____
3 _____
4 _____

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

i **Look at the photos on *Pages 80–81* and make sentences with them, using *The Present Progressive Tense*.**

Let's Discover

Circle the correct option below.

We use *The Present Progressive Tense* to talk about ____.

a past events
b progressive actions
c future dreams
d general truths

Circle the sentences that include *The Present Progressive Tense*.

1 We are having lunch now.
2 I usually have healthy food for lunch.
3 She gets up at 7 a.m. every day.
4 I am loading the dishwasher.

j **Complete the sentences with the correct form of *The Present Progressive Tense* and the words in parentheses.**

Wyatt: Where's mum? What _____[1] **(do)** now? I need her help with my maths homework.

Livia: She _____[2] **(cook)** for dinner in the kitchen; she's really busy.

Wyatt: Where is dad?

Livia: He isn't available now.

Wyatt: Why?

Livia: He _____[3] **(help)** mum in the kitchen.

Wyatt: Why don't you help me then? Maybe you can show me how to solve the problems.

Livia: Stop bothering me, Wyatt. I _____[4] **(do)** my project assignment.

Wyatt: OK. I _____[5] **(not study)** it then; after dinner, they'll help me.

Livia: Wait a minute. _____[6] **(play)** the guitar now instead of doing your homework?

Wyatt: Yeah, I _____[7] **(pass)** the time while I'm waiting for them.

k **Make a similar dialogue in *Exercise j*, using the words and phrases below. Then act it out.**



l **Assess your peer's performance, using *Rating Scale 5* on *Page 164*.**

Gamification

- Play the game in two groups of four, setting the time for ten minutes. Each group member makes a sentence with a word or phrase below, using *The Present Progressive Tense*.

`cottage` `utility room` `basin` `cushion` `bungalow` `downstairs` `cupboard` `pillow` `terraced house` `upstairs` `dishwasher` `rug`

- The group members take turns sharing their sentences correctly and never speak or give a hint to each other during the game.
- The student who is in turn should not say the same sentence that they have made before.
- The group scores one point for each correct sentence.
- If a student cannot make a sentence appropriately or cannot say a sentence in 20 seconds, the opposite group scores one point.
- The group with the most points when the time is up wins the game.

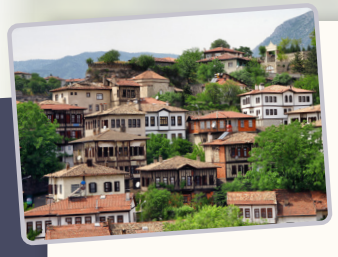
Reading

a **Look at the photos below. Describe them and circle what they are about.**

1 Types of houses
2 Activities in the house
3 Rooms in the house
4 Furniture in the house

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

1 Historical and cultural house architecture shapes human lifestyle.
2 Turkish architecture plays an important role in the types of houses in the world.
3 Many factors affect the types of houses, as in some examples in Türkiye.
4 Human beings are still discovering a decent house type to protect themselves.







Home is Where the Heart is

A Human beings have used many forms of shelter to protect themselves from the different weather conditions and natural events throughout history. While building a house, people have considered many factors, including cultural, historical, climatic, and geographical conditions. Therefore, house types around the world reflect the different cultures and lifestyles of the communities and the needs of people.

B For instance, Türkiye is famous for its historical and cultural house architecture. There are unique and modern homes, luxurious villas, and high-storey blocks of flats with perfect views of the city or the sea. In particular, the traditional Ottoman-style Safranbolu houses in the north-western Black Sea region are on the list of UNESCO World Heritage Sites. The inside and outside designs of these houses reflect the large Turkish family lifestyle and culture. An important detail about the houses is that residents value the neighbourhood and respect each other. These detached houses with two or three storeys and a large garden never prevent one another's view. Türkiye's Development Plan aims to protect our cultural heritage at home and abroad. It also aims to improve societal, cultural, historical, and aesthetic awareness and contributes to cultural tourism.

C White-painted houses in the Aegean region of Türkiye, Bodrum, symbolise how people defend themselves from the climate conditions. Since the area is hot in the summer, the whitewashed outside of structures reflect the sun's rays. It keeps the houses cool in the summer and warm in the winter. Although these houses look like stone cottages, they are mostly known as sugar cube houses. These houses also have blue doors. People think the blue colour keeps insects and the evil eye away.

D The Yayla wooden houses in the Kaçkar Mountains in Türkiye's Black Sea region are an example of taking the geographical conditions into account. People in dense woodlands build penthouses in the trees. In order to protect themselves from the dangerous animals, people prefer to stay on the second floor of these two-storey homes.

c **Read the text carefully to complete the table below.**

	Types of houses	Location	The basic feature
Safranbolu Houses			
Bodrum Houses			
The Yayla Wooden Houses			

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

1. What conditions influence the types of houses?
2. What moral value do Safranbolu houses emphasise? How?
3. Why are Bodrum houses white?
4. How do people build their houses in the Kaçkar Mountains?
5. Why do you think the two types of houses in the Black Sea region are different?



1 _____
2 _____
3 _____
4 _____
5 _____



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

Each student...

- is responsible for reading a paragraph.
- guesses the meaning of the words they do not know in the paragraph.
- figures out the paragraph in detail.
- paraphrases the paragraph and writes the sentences about it in their own words.

Paragraph: ____

1 _____
2 _____
3 _____
4 _____

f **Retell the paragraph you have studied in *Exercise e* in your own words to the group.**

g **Work in pairs. Look at the photos and discuss what factors may influence people to build them.**


Erzurum


Ankara

Writing

a **Draw your dream house in your notebook, considering the prompts below.**

- views and location
- services close to the house
- rooms in your house
- furniture you need

b **Work in pairs. Describe your house you have drawn and ask and answer questions about it.**

c **Prepare a sale ad for the house you have drawn in *Exercise a*. Use the checklist below to form your task.**

- ☐ Consider *Rubric 12* on *Page 172*.
- ☐ Use the vocabulary you have learnt.
- ☐ Draw or find a photo of the house.
- ☐ Give details about the rooms.
- ☐ Put a price on the house for sale or rent.
- ☐ Write impressive sale ad sentences.

d **Present your house sale ad to the class and answer their questions if they have any.**

e **Change your house sale ad with your peer's. Check her/his poster, using *Rubric 12* on *Page 172*.**

In-Theme Activity 5

Roots and Routes

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

1. Climate Change: A Growing Global Problem
2. Solar Panels: A Popular Way to Power Electronic Devices
3. Zero-Energy Buildings: A Smart Solution for the Future
4. How to Decorate Buildings: Creative Interior Ideas



In modern life, people spend most of their time inside buildings. They live, work, study, shop, and socialise indoors. As a result, buildings use a lot of energy for heating, cooling, lighting, and powering electronic devices. However, the world is facing serious problems like climate change and high energy costs. Using too much energy harms the environment and increases costs. To solve this problem, many countries, including Türkiye, are looking for better and more eco-friendly solutions.

One smart idea is the use of zero-energy buildings. These buildings use very little energy and also produce their own power from clean sources, such as sunlight and wind. They often have solar panels on the roof to make the energy they need. In addition, smart windows help control sunlight to keep the building cool or warm and save energy. Most of the time, they do not need extra power from the national grid. When the weather is not good and the building cannot make enough energy, it takes power from the grid. Once the sun shines or wind blows again, the renewable systems start working to power the building. Zero-energy buildings are also built with special materials that save energy. These materials keep the heat inside in winter and outside in summer. This makes the building more comfortable and energy-efficient all year.

Türkiye supports these buildings as part of its 2053 climate goals. New public and private buildings, especially large ones like schools, offices, and hospitals, need to meet zero-energy standards. These buildings must get at least 10% of their energy from renewable sources. The main aim is to use energy more wisely and protect the environment. Zero-energy buildings help save natural resources and energy for future generations.

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

1. climate change
2. solar panels
3. water pollution
4. smart windows
5. renewable sources
6. artificial intelligence

c **Read the text carefully and answer the questions.**

1. Why do buildings use so much energy in modern life?
2. How do zero-energy buildings produce their own energy?
3. What is the main purpose of zero-energy buildings?



1 _____
_____
2 _____
_____
3 _____
_____



d **Tick (✓) the sentences that you can infer from the text.**

1. ☐ Zero-energy buildings are only useful in warm countries.
2. ☐ People can save money with zero-energy buildings in the long term.
3. ☐ Zero-energy buildings are helpful in the fight against climate change.
4. ☐ All buildings in Türkiye meet zero-energy standards.

e **Work in pairs to find and discuss other solutions for saving energy at home. Then share your ideas with the class.**

Consolidation

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



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

Audio 5.4

1 Talking about home decoration
2 Visiting a friend's new house
3 Organising a house-warming party
4 Talking about sweet memories

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

Type of the House	
Rooms and Places in the House	
Furniture and Appliances in the House	

d **Tick (✓) the activities that are mentioned in the audio.**

1 ☐ relaxing on the terrace
2 ☐ exercising in the garden
3 ☐ reading books
4 ☐ baking biscuits in the kitchen
5 ☐ cooking meals
6 ☐ making the beds every morning

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

1 What is Defne currently doing for her garden?
2 Is there a garage in Defne's house?
3 Which room does Defne say is her favourite? Why?

1 _____
2 _____
3 _____

f **Work in pairs. Role-play a dialogue between a homeowner and a guest similar to the one in the audio. Then switch the roles.**

E-Portfolio

a **Work in groups of four. Prepare a documentary or a short film about a historical house in your environment with permission or your own house. Follow the steps below.**

Before making the video:	
☐ Consider the criteria in *Rating Scale 11* on *Page 171*.	☐ Pay attention to privacy.
While making the video:	
☐ Start with an impressive motto.	☐ Give clear information about whatever you talk about.
☐ Each group member talks separately about the type of house, rooms, furniture, and activities in the video.	☐ End with a warm bye.
After making the video:	
☐ Present the video to your classmates.	☐ Submit it to your teacher.
☐ Upload it to your online portfolio.	

b **Use *Rating Scale 11* on *Page 171* to assess each other's videos according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

End-of-Theme Activity 5



THEME 6
LIFE IN THE CITY & COUNTRY

Sub-Themes

- Local and international food culture
- Food festivals in the city

Functions

- Asking for options to help someone choose something by using the word "or"
- Asking and answering about present information by using the Simple Present Tense and the Present Progressive Tense
- Comparing the descriptions of general truths, routines, and habits by using the Simple Present Tense and the Present Progressive Tense

Social Language

- This tastes amazing!
- What a delicious meal!
- I'm full, but I can't stop eating!
- You're/are good at/bad at cooking!

Pronunciation

c**oo**k, seaf**oo**d, toge**th**er, me**th**od, swee**t**, sa**v**oury

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 6

Getting Ready

Watch the clip and answer the questions below.

Clip 6

1 What do you think is happening at that place?

2 Imagine you visit that place, which activities can you do there?

Lead-In

Establishing Links

Look at the photos and say what they are about. Take notes of the words and phrases they remind you.

























Listening/Watching

Digital Story 6

a **Watch *Digital Story 6* and tick (✓) the dishes that are mentioned.**

1 ☐	kebab	2 ☐	soup	3 ☐	Turkish pizza	4 ☐	pasta
5 ☐	burger	6 ☐	salad	7 ☐	curry	8 ☐	biscuit
9 ☐	dessert	10 ☐	falafel	11 ☐	lamb chop	12 ☐	couscous
13 ☐	omelette	14 ☐	taco	15 ☐	noodle	16 ☐	stew

b **Put the events below in the correct order while watching *Digital Story 6*.**

a ☐ They try orange cake at the dessert stall.

b ☐ They decide to taste falafel and curry.

c ☐ They taste barbecued lamb chops.

d ☐ They watch the people cooking omelette.

e ☐ They talk to the Turkish pizza vendor.

c **Watch *Digital Story 6* again and write the ingredients of the dishes below.**

Turkish pizza



Omelette



Sushi



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



1 What are Leyla and Oscar doing at the festival?

2 What kinds of food are there at the festival?

3 How does the vendor describe the orange cake?

4 What do you think 'a feast of flavors' means?

5 How can food be a great way to learn about cultures?

6 Which of the dishes in the video do you want to try? Why?

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



e **Work in pairs. Compare a food festival you have visited or heard about to the one in *Digital Story 6*. Take notes and discuss how they are similar or different.**

Similarities

Differences

f **Work in pairs. Pick a dish and role-play a scene like the ones in *Digital Story 6*. Ask questions as in the example.**

e.g. *What are the ingredients?*
How do you cook it?
How do you serve it?



Green Beans with Olive Oil



Cracked Wheat Pilaf



Stuffed Bell Peppers

Pronunciation

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

Audio 6.1

At the food festival in our city, c**oo**ks from different countries come toge**th**er. They make dishes like n**oo**dles with catfish or o**th**er types of seaf**oo**d with different cooking me**th**ods. The festival offers swee**t** desserts for some and sa**v**oury meals for others. Many recipes include **v**inegar as an ingredien**t** to add flavour. The event has every**th**ing from cooking shows to tasting sessions.

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

Audio 6.2

1 T**oo** much s**ou**p makes **th**e w**oo**den sp**oo**n dr**oo**p.
2 **Th**e c**oo**k p**u**lled **th**e b**u**tcher's apron off **th**e f**u**ll h**oo**k.
3 **Th**e **th**ick bro**th** boiled wi**th** **th**yme and ga**th**ered.

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

Audio 6.3

- birthday
- bull
- ethnic
- further
- healthy
- look
- moon
- move
- rhythm
- tuna
- wolf
- worthy

c**oo**k	
seaf**oo**d	
toge**th**er	
me**th**od	

d **Work in groups. Talk about the festival in *Exercise a* and record your speech.**

e **Listen to your friends' recordings and give feedback to each other, using *Rubric 2* on *Page 161*.**

f **Work in pairs. Talk about one of the food festivals in your city or country, using the words and sounds you have learnt.**

Vocabulary

a **Work in pairs. Describe the photos. Write the food below for each.**

- omelette
- barbecue
- lamb chop
- taco
- soup
- burger
- couscous
- falafel
- kebab
- stew
- Turkish pizza
- curry



Traditional Food



International Food



Street Food

b **Work in groups. Describe the photos, and then watch *Digital Story 6* to match them to the countries below. One is extra.**

Digital Story 6

a Türkiye **b** Italy **c** Spain **d** Japan **e** England

1 

2 

3 

4 

c **Read the text quickly to write what it is about.**



Blessed Days

Throughout human history, harvest festivals have played a significant role in connecting generations. They help preserve traditions and honour nature and the cycles of the Earth. The feasts in these festivals are always more than just family gatherings; they reflect the prosperity and cultural heritage of a community. Here are some festivals around the world:

The Mid-Autumn Festival in China aims to honour the full moon, family reunions, and cuisine. On this occasion, *Peking duck* is famous for its crispy skin and tender meat. People serve it with sweet bean sauce on the side. The duck's round shape, like the full moon, symbolises unity and wholeness. It reflects the festival's lunar elements. Children enjoy mooncakes, a dessert filled with sweet or savoury fillings. It is not exactly a biscuit but a bakery product. It is symbolic of reunion.

In India, the *Onam* festival, which usually falls between August and September, is an annual harvest and Hindu cultural event. *Onam* cuisine has a vegetarian nature; dishes like *sambar* and *avial* are the key elements of the occasion. *Sambar*, a lentil and vegetable stew, generally has a sour taste but sometimes a bitter taste. It depends on the amount of spices and aromatic herbs. *Avial* is another vegetable dish with coconut and yoghurt sauce.

Chuseok, Korean Thanksgiving, is one of Korea's most important holidays. It is celebrated in late September or early October. Many traditional dishes are served on this holiday. For instance, *Japchae*, a noodle dish made with vegetables like mushrooms, spinach, and juicy beef, looks a bit like a pasta salad. It has a unique chewy texture. *Manduguk*, a Korean dumpling soup with soy sauce and vinegar, is also a special food for this day.

Festa Junina is a festival that marks rural life and the harvest season in Brazil. *Pamonha*, a traditional food, is served on this day. It is a boiled paste made from sweetcorn with coconut milk wrapped in corn husks. Grilled pineapple, a tropical fruit, is also commonly connected with festivities and special occasions in Brazilian culture. It represents hospitality, abundance, and the joy of community meals.

d **Read the text quickly again to write the ingredients of the dishes below.**

Peking duck: _____

Sambar: _____

Avial: _____

Japchae: _____

Pamonha: _____

e **Read the text carefully to find examples for each category below.**

Vegetable/Fruit	
Meat	
Cereal/Grain	
Pastry	
Condiment	

f **Watch *Digital Story 6* again to find examples for each category below as in *Exercise e*.**

Vegetable/Fruit	
Meat/Fish	
Cereal/Grain	
Pastry	
Condiment	

g **Work in pairs. Take turns describing and guessing the words in *Exercises e* and *f* as in the example.**

A: *It's a vegetable and has dark-green leaves. We usually use it in dishes and pastries, sometimes in salads. What is it?*

B: *It's spinach.*

h **Work in groups. Read each paragraph and summarise it, considering the prompts below.**

- The time and place of the festival
- The type of the dishes
- Ingredients and condiments of the dishes

i **Work in pairs. Write the words that describe food in the text and discuss their roles in the sentences.**

_____

_____

j **Watch *Digital Story 6* again to write similar words in *Exercise i*. Then describe a meal, using the adjectives you have learnt.**

_____

_____

k **Work in pairs. What is the main commonality of some adjectives you have studied?**

l **Change the form of the words below to put them in the correct column. Then make sentences with them.**

● tradition ● juice ● tropic ● milk
● taste ● region ● nature ● savour
● salt ● culture ● cream

Suffixes	Nouns	Adjectives
-y		
-al		

m **Assess your peer's sentences, using *Rubric 3* on *Page 162*.**



Gamification

Play the game in groups. Each group member asks and answers questions about the photos below in ten minutes. Consider the prompts below.

- The activities they have
- The food they prepared
- The ingredients and condiments of the dishes
- The responsibilities among them

The group member who asks and answers most wins the game.









Language Awareness

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

b **Read the dialogue quickly and circle the topics that are <u>not</u> mentioned.**

1 Tasting sessions **2** Cooking competitions **3** Workshops on local dishes
4 A recipe for the kebab **5** The history of Adana **6** Types of meat used in the kebab







Interviewer: We're here in Adana, one of the gastronomic centres of Türkiye and home to the Taste of Adana Festival. Let's learn more about it. Hello!
Organiser: Hello, and welcome to our festival.
Interviewer: Thank you! Is this a local or an international event?
Organiser: It's local; however, thousands of visitors from Türkiye and other countries are joining us.
Interviewer: Adana seems to attract many food lovers! When does the festival take place?
Organiser: Every October; it's an annual celebration.
Interviewer: Why is Adana so special when it comes to food?
Organiser: The city's cultural diversity greatly influences its cuisine. In addition, the use of spices and herbs gives the dishes their unique flavour.
Interviewer: Which dish is the most famous?
Organiser: The iconic Adana kebab, of course!
Interviewer: It's well known even outside Türkiye! What makes it so delicious?
Organiser: It's all about the combination. Chefs mix minced lamb and beef, season it with red pepper flakes and aromatic herbs, and then grill it over a charcoal fire for a smoky flavour.
Interviewer: How do they serve it?
Organiser: Traditionally, they serve it with onion salad and grilled vegetables. However, chefs are currently serving it in flatbread with fresh salads.
Interviewer: Perfect for a festival setting! Oh, what are the women over there cooking?
Organiser: They're making stuffed meatballs. We usually cook them for family gatherings, but today, they're preparing a lot to serve all the visitors.
Interviewer: I can't wait to taste them! Do visitors only taste the dishes, or can they also participate in activities?
Organiser: Both! A group is working on a local dish in the workshop right now. Visitors can also enjoy live cooking shows and concerts.
Interviewer: That's fantastic! Thank you for your time.

c **Read the dialogue quickly to answer the questions below.**

1 Is the festival an annual or a one-time event?
2 Does the festival take place in October or November?
3 Are the chefs preparing the kebab by grilling it or baking it?
4 Do the chefs serve the Adana kebab with rice or onion salad?



1 _____
2 _____
3 _____
4 _____



d **Work in pairs. Ask and answer questions about the dialogue by stating options as in *Exercise c*.**

e **Circle the question words in the dialogue as in the example.**

e.g. *Why is Adana so special for food?*

f **Write questions to the answers below, using the question words you have circled in *Exercise e*.**

1 _____
Festival organisers are managing the crowd by using digital tickets.

2 _____
The visitors are wearing raincoats because it is raining outside.

3 _____
The street food festival takes place in July.

4 _____
Hot chocolate is the most popular drink at the winter festival.

g **Work in groups. Read and examine the sentence below.**

e.g. ***They usually hold*** *the festival outdoors; however,* ***today, they are moving*** *the activities indoors due to heavy rain.*

h **Find and underline the sentences in the text as in the example in *Exercise g*.**

i **Watch *Digital Story 6* and take notes of the similar sentences to those in *Exercise g and h*.**

Digital Story 6

1 _____

2 _____

j **Work in groups to discuss the common points of the sentences you have studied.**

Let's Discover

Complete the missing information below.

1 We use _____ to ask for information.
2 We use _____ to ask for options.

Complete the sentences, using the information above.

1 Do you prefer to visit the food stalls _____ attend the live music performances?
2 _____ does the concert start; at 7 p.m. _____ 8 p.m.?

k **Complete the sentences with the correct form of words in parentheses.**

The city _____[1] **(host)** a grand music festival in August every year. The festival _____[2] **(offer)** a variety of genres, including rock, jazz, and electronic. Visitors usually _____[3] **(attend)** for three days, but this year, some _____[4] **(stay)** longer because of the special guest performances. Two bands _____[5] **(play)** on separate stages right now, creating an incredible atmosphere. I cannot decide which performance _____[6] **(hold)** the audience's attention the most.

l **Work in pairs. Ask and answer questions in turns about the photos on *Pages 94-95*, using the language structures you have learnt.**

m **Assess your peer's sentences, using *Rating Scale 5* on *Page 164*.**

Gamification

- Play the game in groups of five.
- Each round, one student is the festival reporter, while the others are the audience.
- The reporter pretends to be at a food festival and describes what is happening using the Present Progressive Tense.

  e.g. *I am at a food festival right now. Visitors are tasting different kinds of street food.*
- After each sentence, group members take turns asking follow-up wh-questions or yes-no questions.

  e.g. *Does the festival take place in summer or winter?*

  What food do they serve at the festival?

  Do people eat sweet or savoury food at the festival?

  What is the chef cooking?
- After a few rounds, switch roles so every student has a chance to be the reporter.
- Groups vote for the team that asks the most creative and appropriate questions. The group with the most votes wins.

Reading

a **Work in pairs. Look at the photos below and discuss what the text can be about.**

b **Read the text quickly to circle the title of the text.**

1 Ramadan Traditions Around the World
2 Traditional Foods at Turkish Festivals
3 Celebrating the End of Ramadan in Türkiye
4 The Role of Food in Ramadan Celebrations





A Eid al-Fitr, also known as the Ramadan Feast in Türkiye, is more than just a celebration; it is a time of joy, gratitude, and togetherness for billions of people around the world. In Türkiye, it has great cultural and religious significance. It lasts for three days and marks the end of Ramadan, the holy month of fasting. Since the Islamic calendar follows the lunar cycle, the festival falls on different dates every year.

B As the festival approaches, families clean their homes, shop for new clothes, and buy chocolates or candies to offer visitors or give as gifts during home visits. Children receive new or clean outfits and shoes to wear for the celebrations. Preparing food for family gatherings is also an important tradition, as meals bring people together. From big family breakfasts to festive dinners, every meal celebrates this joyful time.

C During the festival, people visit relatives, starting with the elders. Younger family members kiss their elders' hands as a sign of respect, and elders give them pocket money or small gifts in return. It is also traditional for children to knock on their neighbours' doors to greet them and receive candies.

D Desserts are an essential part of the celebration; families serve guests Turkish delight and chocolates, often with cologne as a welcoming gesture. Many households prepare home-made treats, such as *baklav*a, a sweet pastry with nuts, walnuts, or pistachios and syrup, and *sütlaç*, a creamy rice pudding. On the other hand, savoury dishes, especially meat-based ones like beef stew with aubergine and onions, are also the favourites of large family dinners.

E This holiday, whether through sweet treats or warm gatherings, brings happiness and togetherness to homes across Türkiye. It also encourages people to share, forgive, and strengthen their relationships.

c **Read the text quickly again to find and write at least three words or phrases for each category below.**

1 Festival-Related Words : _____
2 Festive Preparations : _____
3 Traditional Foods : _____
4 Customs : _____

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

Each member...

- reads one paragraph of the text carefully.
- writes one true statement and one false statement about her/his paragraph.
- retells her/his assigned paragraph to the group members in her/his own words (without reading from the text).
- listens to her/his group members' statements and decides which one is false.
- explains why the statement is false based on the text.

Paragraph: ____

1 _____
2 _____

e **Tick (✓) the sentences that you can infer from the text.**

1 ☐ The lunar calendar measures time in different ways.

2 ☐ Turkish people celebrate Eid al-Fitr only with their families.

3 ☐ Eid al-Fitr is an important time for strengthening family bonds.

4 ☐ Respect for elders is an important tradition in Turkish culture.

5 ☐ People avoid eating meat during the festival.

6 ☐ Eid al-Fitr encourages people to forgive past mistakes.

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

1 How long does Eid al-Fitr last?
2 What do younger family members receive from elders during the celebrations?
3 Why is food an important part of the festival?
4 What tradition do Turkish families follow to welcome their guests during the festival?
5 Why do children knock on their neighbours' doors during Eid?



1 _____
2 _____
3 _____
4 _____
5 _____



g **Work in pairs. Role-play a short dialogue between two people. One person is a visitor asking questions to learn about Eid al-Fitr. The other gives information about the festival. Then switch the roles.**

Writing

a **Think of an international festival that you know or a festival that people celebrate in your country. Then complete the table below.**

Festival Name	
Date and Duration	
Traditions and Practices	
Food Specialties	
Activities	

b **Write a short paragraph about the festival you mentioned in *Exercise a*. In your paragraph, you should...**

- ☐ take the paragraph on *Page 102* as a model.
- ☐ consider *Rubric 12* on *Page 172*.
- ☐ use the vocabulary you have learnt.
- ☐ use the language structure you have learnt.
- ☐ use the notes you have taken in *Exercise a*.

c **Change your paper with your peer's. Check her/his paper, using *Rubric 12* on *Page 172*.**

In-Theme Activity 6

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

1 A city in Türkiye that organises concerts and fun games for children
2 A festival that brings music, theatre, and dance to Türkiye's cities
3 A cultural festival in Türkiye and its food-focused part in Gaziantep

Experiencing Türkiye Through Festivals

Every year, many cities in Türkiye join the Türkiye Culture Route Festival. This festival started in 2021 in İstanbul and now runs in 20 cities across the country. It includes concerts, theatre shows, exhibitions, workshops, and fun activities for children. People of all ages enjoy music, art, and culture together. The festival also helps more people learn about Türkiye's traditions.



Gypsy Girl, 2nd century CE. Roman mosaic fragment from Zeugma, Commagene (modern-day Gaziantep, Türkiye). The Zeugma Mosaic Museum, Gaziantep.

One of the most popular parts of the festival is in Gaziantep, the food capital of Türkiye. The city is world-famous for its rich food culture, which is hundreds of years old. Many dishes in Gaziantep use local ingredients and traditional cooking methods. Families often learn recipes from their elders.

The GastroAntep Culture Route Festival takes place every September in Festival Park and other parts of the city. It celebrates this special food culture and brings together award-winning chefs from Türkiye and other countries. They cook special meals, share new ideas in the kitchen, and use local products in creative ways. Some prepare healthy dishes with vegetables, herbs, and grains.

Visitors can watch live cooking shows, join workshops, and try new dishes. They can learn how to cook with less waste or prepare old recipes in modern ways. Food lovers can also meet famous chefs and explore ideas about healthy eating and the future of food.

The festival is not only about food. There are concerts, art shows, and games for children. The streets of Gaziantep come alive with colour, music, and the smell of delicious food. GastroAntep is a great way to enjoy Turkish culture through food and art.

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

1 When did the Türkiye Culture Route Festival start? _____
2 How many cities host the Türkiye Culture Route Festival? _____
3 In which month does the GastroAntep Festival take place? _____

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

1 ☐ The Türkiye Culture Route Festival supports local culture in different cities.
2 ☐ The festival includes the same activities in every host city.
3 ☐ The festival's growth from 2021 to 20 cities shows its growing popularity.
4 ☐ Visitors who enjoy cooking may learn new techniques at GastroAntep.
5 ☐ The streets of Gaziantep likely look more decorated and festive during the event.
6 ☐ The main focus of GastroAntep is on healthy food and diet tips.

d **Work in pairs. Imagine that the Türkiye Culture Route Festival is coming to your home town and you are helping to plan one day of the festival. Write about your plan, considering the prompts below.**

- Choose one activity for the morning, one for the afternoon, and one for the evening.
- Say where each activity will happen in your home town.
- Explain why you think these activities and places are good choices.

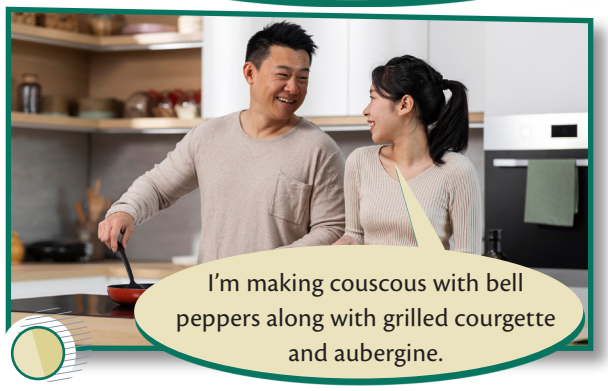
Consolidation

Audio 6.4

a **Listen to the audio and put the photos in the correct order.**









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

1 ____ Joon prefers sweet dishes to savoury ones.
2 ____ Duri suggests celebrating their anniversary at a food festival.
3 ____ The Noodles Festival offers spicy and creamy dishes.
4 ____ The Tacos and Salsa Festival takes place in June.
5 ____ Duri and Joon have visited other food festivals before.
6 ____ They choose the Falafel Festival because it is affordable.

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

1 What is Duri slicing?
2 Which festival has options for vegetarians?
3 What kind of meat fillings do they use in tacos?
4 Which dishes do they serve with fresh bread and salad?
5 Who books the plane tickets?



1 _____
2 _____
3 _____
4 _____
5 _____



d **Work in pairs. Write a dialogue about planning a festival trip and act it out. Consider the following in your dialogue.**

- Choose a festival.
- Discuss the dishes you want to try.
- Decide on travel details.

E-Portfolio

a **Create a video about a local or an international festival that takes place in your city.**

Before making the video:	
☐ Choose a festival you would like to introduce.	☐ Include information about traditional foods prepared for the occasion.
☐ Write a detailed outline, covering main aspects of the festival.	☐ Interview your classmates about their festival experiences and include their answers in your recording.
While making the video:	
☐ Greet your audience and briefly introduce what the video is about.	☐ Add subtitles or captions if needed.
☐ Keep your video between 2–3 minutes long.	☐ End with a question for your audience.
After making the video:	
☐ Present the video to your classmates.	☐ Submit it to your teacher.
☐ Upload it to your online portfolio.	

b **Use *Rating Scale 11* on *Page 171* to assess each other's videos according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

End-of-Theme Activity 6



THEME 7
LIFE IN THE WORLD & NATURE

Sub-Themes

- Nature
- Endangered animals
- Endangered animals' natural living conditions and habitats
- The protection of endangered animals

Functions

- Describing facts, situations, and conditions about endangered animals in the past
- Asking and answering for information about the endangered animals and their habitats at a specific time in the past
- Asking and answering about factual information and questioning the existence of endangered animals at a specific time in the past
- Describing advice, recommendation (and expectation)
- Describing obligation (and expectation)

Social Language

- It's (not) too late!
- Every little bit helps!
- Spread the word!
- In safe hands!

Pronunciation

b**ea**r, d**ee**r, **w**ildlife, fi**x**

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 1 & Audio 7.1

Getting Ready

Watch the clip and answer the questions below.

Clip 7

1 What problems do the animals have?

2 Imagine you start a campaign to save them. What can you do?

Theme 7

Lead-In

Establishing Links

Look at the photos and say what they are about. Take notes of the words and phrases they remind you.









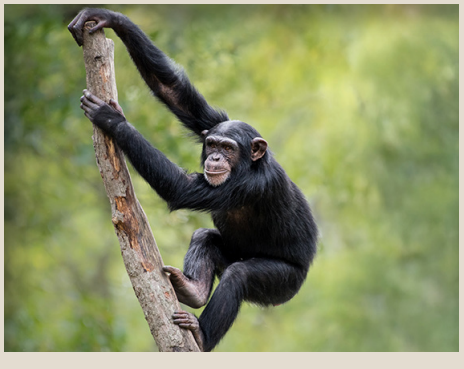
















Listening/Watching

Digital Story 7

a **Watch *Digital Story 7* and tick (✓) the words you hear.**

1 ☐	volunteers	**2** ☐	overfishing	**3** ☐	survival	**4** ☐	wildlife
5 ☐	enemy	**6** ☐	jellyfish	**7** ☐	diseases	**8** ☐	habitat loss
9 ☐	air pollution	**10** ☐	jungle	**11** ☐	rainforest	**12** ☐	shelter

b **Watch *Digital Story 7* again and write the habitats of the animals below.**



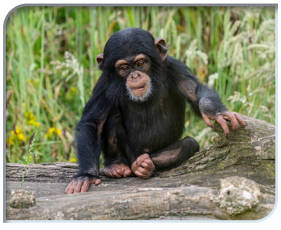
1 _____



2 _____



3 _____



4 _____

c **Watch *Digital Story 7* again to complete the table below.**

Endangered Animal	Threats	Ways to Protect Them
Polar Bear		
Chimpanzee		
Sea Turtle		
Saharan Cheetah		

d **Tick (✓) the sentences that you can infer from *Digital Story 7*.**

1 ☐ Illegal hunting still threatens endangered species.

2 ☐ To save endangered animals, we must save their habitats too.

3 ☐ Individual efforts cannot deal with the threats to endangered animals.

4 ☐ Baby turtles follow the moonlight to find their way to the sea.

5 ☐ Sea turtles cannot live in cold waters like the Arctic and Antarctic.

6 ☐ It is difficult for polar bears to find food because they cannot swim well.

7 ☐ The Sahara Desert offers better conditions for animals today than in the past.

8 ☐ Human activity is causing animals to become extinct faster.

e **Work in groups. Compare the past and present conditions of endangered animals and their habitats according to the information in *Digital Story 7*. Take notes while watching, then share them with your group members as in the example.**

e.g. *Arctic Sea ice was bigger and thicker forty years ago. So, it was easier for polar bears to hunt. Now, they need to swim longer distances to find food.*

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

1. What is the mission of the Wildlife Conservation Centre?
2. How does swimming long distances affect polar bears?
3. Why do sea turtles eat plastic?
4. How do lights from buildings near beaches affect hatchlings?
5. What was the habitat of the Saharan cheetah like in the past?



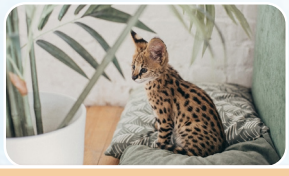
1 _____
2 _____
3 _____
4 _____
5 _____



g **Work in pairs to discuss each of the photos below as in the example. Consider the following points.**

- Describe the problem in the photo.
- Explain why the problem is serious and suggest ways to solve it.

e.g.



Keeping this wild cat as a pet is wrong. Wild animals shouldn't live in houses; they belong in their natural habitat. We should do something about this issue!

I agree. We shouldn't keep wild animals as pets because they need space and freedom to run and hunt naturally. Their natural environment provides everything they need to survive. We can talk to others and help raise awareness.

1



2



Pronunciation

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

Audio 7.2

To determine the r**ea**l population of each species, e**x**perts per**io**dically count its number in as many **a**reas across the world as possible. Th**ey** also take into account ho**w** people care for it, the condition of its environment, **w**hether a disease harms it, and any other factors that could lead to its e**x**tinction. **W**hen scientists sh**a**re that the species app**ea**rs in danger of becoming endangered, the la**w** makes it illegal to catch, hunt, or injure that animal **w**ithout permission.

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

Audio 7.3

1. Several species have e**x**tensive ranges of hundreds of squ**a**re kilometres.
2. Students prep**a**red a digital content on bact**e**rial disease in animals and ho**w** it impacts them bi**o**logically.
3. Sev**e**re precautions are requ**i**red to prevent the disapp**ea**rance of wildlife.

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

Audio 7.4

- atmosphere
- declare
- woodland
- air
- whether
- oxygen
- various
- complex
- peer
- relax
- whale
- theory

bear	
deer	
wildlife	
fix	

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

e **Assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

Vocabulary

a **Work in pairs. Describe the photos and write the words and phrases under the correct category.**

- cheetah
- chimpanzee
- desert
- grassland
- ocean
- polar bear
- rainforest
- sea turtle
- woodland



Endangered Animals



Habitats

b **Watch *Digital Story 7* and circle the correct words or phrases.**

Digital Story 7

The exhibits at the Wildlife Conservation Centre show problems that happen because of human activities like illegal **(1) hunting / breeding** and deforestation, which leads to **(2) marine pollution / habitat loss**. Emily Ford, a dedicated conservationist, explains how these species struggle to **(3) survive / donate** as their environments change. She emphasises that efforts to **(4) prevent / save** further destruction, such as reducing energy consumption and raising awareness, are essential. Additionally, she explains how human impact increases the spread of **(5) population / disease**, and she says that it further endangers **(6) wildlife / volunteers**. Through their visit, Charlotte, Luna, Miles, and Berk realise that small actions can help **(7) need / protect** these animals and their ecosystems.

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



Animals and Their Homes in Danger

Wildlife is having a hard time in many parts of the world. Some species are in danger because their homes are getting smaller. Take tigers, for example. They live in jungles; there, they hunt deer and other small animals. However, deforestation and illegal activities such as overhunting take away their food sources and lessen their ability to survive. Without enough to eat, their population falls. Tigers need safe environments to breed and care for their young.

Similarly, marine animals face serious threats. Great white sharks are in danger because of overfishing. People hunt them for some of their body parts, and this practice prevents their population from growing. Whales also suffer from various threats; noise from ships creates difficulties for them, and sea pollution harms their health. Fishing nets often catch whales, so they cannot move freely. Volunteers try to protect them, but too few people take action.

Polar animals also face difficulties. Penguins, like the emperor penguin, live in icy regions, but human-caused climate change due to air pollution is causing the ice to melt. Melting ice makes them travel long distances to find food. Some penguin species hide and raise their chicks in rocky areas, but this does not provide complete safety.

Protecting these animals is possible. Many organisations donate money to build shelters for injured wildlife. Scientists are also working to produce better programmes, such as wildlife conservation plans, and they share ideas with local people on how to protect endangered species. By learning more and taking action to cut pollution, we can all play a role in saving these creatures before it is too late.

d **Read the text quickly to check if your predictions were correct. Then cross out (✕) the animals that are <u>not</u> mentioned in the text.**

1 ☐	Asian elephants	2 ☐	dolphins	3 ☐	great white sharks
4 ☐	pandas	5 ☐	penguins	6 ☐	tigers
7 ☐	whales				

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

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

e.g. *jungles* *live in, there*

overhunting _____

_____ _____

_____ _____

_____ _____

g **Write your inferred meanings in your notebook. Then check and note the correct definitions next to them.**

h **Complete the table below with the words and phrases in the text.**

Wildlife-Related Nouns/Phrases	Wildlife-Related Verbs

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

j **Work in groups of three. Create an imaginary campaign to save an endangered animal, following the instructions below.**

- Choose an animal from *Exercise d*.
- Write three sentences, using at least three words from *Exercise h* as in the example.

  e.g. *Melting ice is a big problem for penguins, so we should donate money to build shelters for them.*
- Find a slogan for your campaign.
- Share your campaign with another group.

k **Work in pairs. Role-play a dialogue between an ecologist and a student, using the role cards.**

Student A

You are the student.

- Ask questions about the animals.
- Show interest and ask for more details.

Student B

You are the ecologist.

- Explain why some animals are endangered.
- Describe threats and suggest how people can help.

Gamification

- Work in eight groups. The teacher assigns each group an endangered animal on a piece of paper. Keep your animal a secret.
- Explain why your animal needs protection by describing the threats it faces and suggesting solutions in one minute.
- Use at least five words from the target vocabulary you have learnt in this theme, but you cannot say the name of the animal.
- As listeners, try to identify the five target words used in each speech.
- After each speech, the other groups take turns guessing which endangered animal the speakers are describing.
- Each correct guess earns the guessing group one point.
- If no groups guess correctly, the speaking group earns one point—but only if they have used at least five target words.
- Take turns until all groups have had a chance to speak.
- Calculate your group's total points at the end of the game. The group with the highest score wins.

Language Awareness

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

b **Read the text quickly and tick (✓) the topics that are mentioned about the animal.**

1 ☐ Its appearance
2 ☐ Its historical importance
3 ☐ Where and how it lived in the past
4 ☐ Where and how it lives today
5 ☐ Ways to protect it
6 ☐ The reason why it became extinct

c **Read the text carefully to complete the information board.**



Name:
Appearance:
Habitat:
How to Save:







Old and Bald: *Geronticus eremita*



Geronticus eremita, or the bald ibis, is a special bird that is in danger of disappearing forever. It is a large bird with shiny black feathers, an unfeathered red face, a bald head, and a long, curved beak. These birds are very social and prefer to live in groups.

Were they always endangered? The answer is no. Many years ago, there were thousands of them in North Africa, the Middle East, and Türkiye. However, today there are only a few hundred left, and you can see them only in a few protected areas. This is because people destroyed their habitats, and there was not enough food source for them. People also hunted them, which made their numbers drop. However, conservation projects now aim to save these birds from extinction. One of the protected areas of the bald ibises is in Şanlıurfa, Türkiye. There are reintroduction programmes to help these birds survive in their natural habitats, and Türkiye is making great efforts to protect them according to the Environmental Protection Objectives in the Twelfth Development Plan.

There should also be strict laws to stop hunting. Moreover, people should work hard to protect them. We should not destroy the places where the bald ibises live. Everyone should care about endangered animals because they are an important part of our world and help maintain the balance of the ecosystem.

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

1 Why are the bald ibis birds endangered?
2 What do reintroduction programmes aim to do?
3 Why is it important for people to care about endangered animals?



1 _____
_____
2 _____
_____
3 _____
_____



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

e.g. There were *more wild animals in the past.*
There was not *any clean water to survive.*
Was *the food source enough to spend that night?*

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

g **Watch *Digital Story 7* again. Write five similar sentences to those in *Exercise e* and *f* in your notebook.**

Digital Story 7

Let's Discover

Complete the missing information below.

1 We use _____ and _____ as the verbs *to be* in the past.
2 We use _____ and _____ as the negative forms of *to be* in the past.

Complete the sentences below, using the information above.

1 There _____ many laws and efforts to protect animals in the past.
2 _____ there many more rhinos in Africa before overhunting?
3 _____ the Anatolian Tiger more common in the wild a century ago?

h **Find and underline the sentences in the text in *Exercise c* as in the example.**

e.g. *We **should** do our best to protect natural habitats.*
*People **should not** cut trees because it destroys wildlife.*

Let's Discover

Complete the missing information below.

1 We use _____ to give or ask for advice.
2 We use _____ to make recommendations.
3 We use _____ for obligations and expectations.

Complete the sentences below, using the information above.

1 There _____ be more laws to stop illegal hunting of endangered animals.
2 People _____ use plastics because it harms marine animals like sea turtles.

i **Work in groups. Discuss and find the common points of the sentences you have underlined.**

j **Complete the text with the correct form of *to be in the past, should*, and the words in parentheses.**

The bald ibis _____[1] **(not be)** an endangered bird in ancient times. There _____[2] **(be)** a great number of colonies across North Africa, the Middle East, and Türkiye. There _____[3] **(be)** even paintings of these birds in Egypt. Hunting them _____[4] **(be)** a sin in these cultures because people believed they _____[5] **(be)** holy creatures. However, as time passed, things changed. People forgot their importance, and they _____[6] **(not be)** as respected as before. Today, we _____[7] **(do)** more to protect these birds. We _____[8] **(save)** their habitats and _____[9] **(not allow)** people to hunt them.

k **Make similar sentences to the ones you have studied and share them with your peer.**

l **Assess your peer's sentences, using *Rating Scale 5* on *Page 164*.**

Gamification

- Work in groups of four.
- Choose an endangered animal as a symbol of your group. Keep it a secret.
- Create an information board for your animal as in *Exercise b* on a piece of paper.
- Write a few sentences, using the language structures you have learnt, to give clues about your animal.
- Read your board and sentences aloud. Other groups will ask questions and try to guess your animal.
- The group with the most correct guesses wins the game.

Reading

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


Durupınar


The Kızılırmak Delta


Küre Mountains


Munzur Valley

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

1 The natural beauty of Türkiye
2 Türkiye's efforts to protect wildlife
3 The importance of the Kızılırmak Delta
4 Various national parks in Anatolia

c **Read the text to underline the key facts about species, places, and projects/ programmes.**

Türkiye: The Noah's Ark of the World



A & B Anatolia has been home to a lot of different species of plants and animals since ancient times, but today, some of these species are in danger of disappearing. To protect them, Türkiye has started various projects and programmes.

A One of these projects is Noah's Ark. Turkish scientists and researchers are working on a biodiversity database and monitoring plants, animals, and their habitats in different areas across the country. One of these areas is in Durupınar, Ağrı. They keep track of plants and animals and make plans to protect them. Türkiye is also working with international organisations to save wildlife. For example, the Kızılırmak Delta, a wetland with various plant, bird, and fish species, is on the UNESCO World Heritage tentative list. The National Commission of Türkiye and other institutions continue their great efforts to add it to the main list.

B In 2012, the Ministry of Agriculture and Forestry created the first wildlife corridor, which links Sarıkamış Forest to Artvin-Şavşat Forests in an area of 23,533 hectares. This corridor helps species move safely from one place to another and reduces the risks of habitat loss. In Türkiye, there are national parks and areas like Küre Mountains and Munzur Valley National Parks, where animals and plants are under special protection, and the country is making great progress in saving endangered animals like Bald Ibis, Mountain Gazelles, and Anatolian Wild Sheep. Thanks to these efforts, the wildlife population in Anatolia will be much more diverse, just like it was in ancient times.



d **Work in pairs. Share the text with your peer and read your section silently.**

e **Retell your sections to each other in turns. Then take notes in pairs to complete the information.**

Species	Places	Projects/Programmes

f **Work in pairs. Read the text again and circle the correct options.**

1 The purpose of the Noah's Ark project is to ___.
- **A** search for ancient ruins in Ağrı
- **B** monitor and protect species
- **C** build a national park for wild animals
- **D** protect animals from overhunting

2 Kızılırmak Delta is important because it ___.
- **A** is a large biodiverse wetland area
- **B** is a World Heritage Site
- **C** has many endangered fish species
- **D** is a famous tourist attraction

3 The wildlife corridor can help ___.
- **A** Türkiye have more land for agriculture
- **B** authorities make a new national park for visitors
- **C** tourists walk along 23,533 hectares safely
- **D** animals move safely and protect their habitats

4 If Türkiye continues its efforts, ___.
- **A** more animals will disappear
- **B** it will become a UNESCO site
- **C** the number of wildlife species will increase
- **D** overhunting will end

g **Work with your classmates. Think of the answers to the questions. Ask and answer them.**

1 Why do you think it is necessary for a country to protect its wildlife?
2 Which wildlife project would you like to help with? Give reasons.



1 _____
2 _____



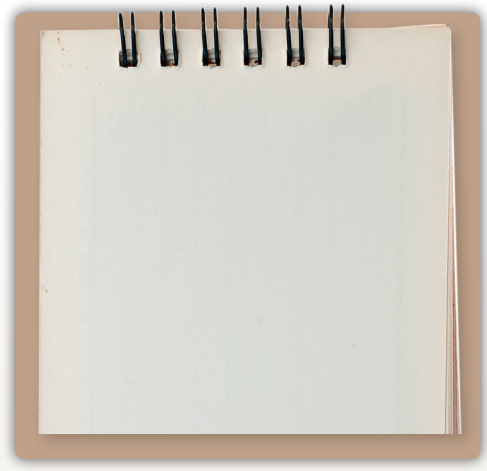
h **Imagine you are a wildlife volunteer and helping with a project to set up a national park in Türkiye. Describe your project, answering the questions below.**
- What animals and plants live there?
- How will you take care of the area?



Writing

a **Think about how you can personally help protect wildlife in Türkiye. Brainstorm and take notes about at least three things as in the example.**

e.g. *I will use less plastic. I will inform people about endangered species. I will learn more about projects and support them.*



b **Write a paragraph about the things you have written in *Exercise a*. Follow the checklist below to organise your paragraph.**

- ☐ Use the vocabulary you have learnt.
- ☐ Use the language structures you have learnt.
- ☐ Give details and examples.
- ☐ Consider *Rubric 12 on Page 172*.

c **Change your paper with your peer's. Check her/his paper, using *Rubric 12* on *Page 172*.**

In-Theme Activity 7

Roots and Routes

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

1 Nature is the source of life.
2 Deforestation is a global issue.
3 Ecosystems are in danger.
4 Green routes connect different habitats.

Ecological Corridors





Scientists and authorities across the globe have been taking precautions to protect nature and wildlife populations. One of the most effective actions is ecological corridors, also known as wildlife or green corridors. Artificial or natural geographical spaces are designated and protected to connect several habitats. These corridors allow animals and plants to move and spread. So, they help genetic transfer and reduce the risk of population isolation. The goal of the green corridors is also to improve biodiversity conservation. They help protect nature, fight climate change, and save animals and plants in danger.

Türkiye has successfully developed policies and initiatives to deal with global issues: climate change, excessive fossil fuel consumption, greenhouse gas emissions, loss of biodiversity, and deforestation. In addition, expanding green areas, raising public awareness, and enhancing water and land capacity are also top national priorities.

In 2020, authorities determined ecological corridors between the protected areas of the Central Anatolia and Central Black Sea Regions. The aim is to increase environmental quality, combat climate change and global warming, reduce carbon emissions, and prevent species extinction in the fight against floods. There is also research to identify and construct suitable places for ecological corridors in the Aegean, Mediterranean, and Eastern Anatolia Regions.

As a result, all protected areas in Türkiye, which are the country's most significant carbon sinks, will have long-term and healthy connections. They maintain ecological continuity, ecosystem integrity, and biodiversity preservation. Natural ecosystems, particularly forests, wetlands, coastal regions, and soils, play an important role as carbon sinks. It is vital to protect and expand their capacity in order to reach the national goal of achieving net zero emissions by 2053. It focuses on climate change and its effects on biodiversity. This aim is also included in Türkiye's Development Plan.

b **Read the text quickly and circle the topic that is <u>not</u> mentioned.**

1 The definition of ecological corridors
2 Global contributions to protect nature
3 Türkiye's efforts to protect wildlife
4 The ecological areas in Türkiye

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

1 How do ecological corridors contribute to wildlife?
2 What has Türkiye done to deal with global nature issues?
3 Why did Türkiye determine ecological corridors in 2020?
4 Which areas work as carbon sinks?



1 _____
2 _____
3 _____
4 _____



d **Work in groups. Think of the actions authorities take to protect wildlife in your city or country. Discuss if these actions really help animals and nature. Then share your ideas about what people can do or improve to protect wildlife better.**

Consolidation

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









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

Audio 7.5

1 Living conditions of endangered wildlife
2 The reasons why dolphins are at risk
3 Wildlife habitats in the past
4 Some human activities to save dolphins

c **Listen to the audio again and order the topics the presenter and Mr Austin talk about.**

a ☐ Ability to communicate
b ☐ Possibility of dolphins not existing
c ☐ How to protect dolphins
d ☐ Effects of overfishing
e ☐ Dolphin population
f ☐ Lack of food supply

d **Listen to the audio carefully and take notes about the topics below.**

Population	
Habitat	
Threats	
Precautions	

e **Work in groups. Discuss what you think about Mr Austin's quote below.**

"Dolphins use echolocation to find food, stay with their group, and warn each other of danger. The noise from ships makes it difficult for them to do these things, putting their safety at risk."



E-Portfolio

a **Design a digital poster about an endangered animal to raise awareness. Mention its history, habitat, appearance, and importance in a few sentences. Consider the steps below.**

Before designing the poster:	
☐ Search for the details about the animal.	☐ Consider the criteria in *Rating Scale 11* on *Page 171*.
While designing the poster:	
☐ Keep it eye-catching but clear to view.	☐ Use photos and striking but readable fonts.
☐ Add background music or sound effects.	☐ End with a question for your audience.
After designing the poster:	
☐ Present the poster to your classmates.	☐ Submit it to your teacher.
☐ Upload it to your online portfolio.	

b **Use *Rating Scale 11* on *Page 171* to assess each other's posters according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

End-of-Theme Activity 7



THEME 8
LIFE IN THE UNIVERSE & FUTURE

Sub-Themes

- Films
- Film genres
- Futuristic films with futuristic ideas
- Technology

Functions

- Describing what happens in different types of films
- Describing predictions, expressing what speakers believe and expect, explaining speakers' opinions or guesses about the future
- Describing advice, recommendations (and expectations)

Social Language

- This (film) is a breath of fresh air!
- This (film) is not my cup of tea!
- I'm not brave enough to watch this!
- What's next?

Pronunciation

sh**o**w, **y**outh, discover**y**, **z**odiac

Warm-Up/ Well-Being

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

Warm-Up/ Well-Being 8

Getting Ready

Watch the clip and answer the questions below.

Clip 8

1 Do you think the flying car in the scene is real? Why/Why not?

2 Imagine you make a science fiction film. What technology and ideas can you include?

Theme 8

Lead-In

Establishing Links

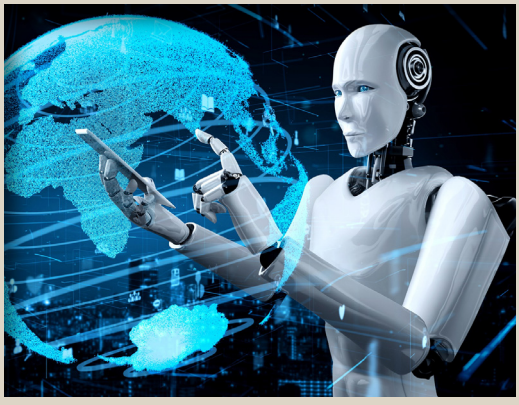
Look at the photos and say what they are about. Take notes of the words and phrases they remind you.

















Listening/Watching

Digital Story 8

a **Watch *Digital Story 8* and tick (✓) the film genres you hear.**

1 ☐	musical	**2** ☐	martial arts	**3** ☐	space adventure	**4** ☐	historical
5 ☐	biographical	**6** ☐	alien invasion	**7** ☐	detective	**8** ☐	documentary

b **Watch *Digital Story 8* again. Write the film genres that the characters like in common below.**

Özlem and Paloma: _____ Marcelo and Ahmet: _____

c **Watch *Digital Story 8* carefully and complete the table with their favourite classical film genres.**

Name	Favourite Film Genre	Plot
Özlem		
Marcelo		
Paloma		
Ahmet		

d **Work as a whole class. Read the dialogue between the two characters in *Digital Story 8* below. Do you agree with Paloma? Why/Why not?**

Marcelo: Do you think aliens will visit the Earth?

Paloma: Of course, no. People won't mention them in the future any more. It's just a myth.

e **Work in groups. Talk about the film genre(s) in *Digital Story 8*, considering the following.**

- The films that aroused your interest
- The films that you think you will never watch
- Compare the films and give reasons.

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

1. Why does Ahmet like historical films?
2. What does Paloma think of the martial arts films?
3. Why does Marcelo feel pessimistic about the future?
4. Who has the most knowledge about the films in the story?



1 _____
2 _____
3 _____
4 _____



g **Work in pairs. Imagine you interview a character in *Digital Story 8*. Ask and answer as in the example.**

e.g. ***A:*** *Marcelo, why do you think biographical films are boring?*

B: *Because they have true life stories.*

A: *Yes, they give lessons about life; that's why I think you should watch them.*

B: *No. It means that they never have unrealistic, adventurous lives. You know, I love mystery and thriller films.*

h **Work in groups. Create an imaginary scene or a film about the photos, following the steps below.**

- Describe the photos.
- Complete the film clapperboard.
- Share your film scene with the class.



Film	
Genre	
Plot	
Characters	



Film	
Genre	
Plot	
Characters	

i **Work in pairs. Brainstorm and take notes on the tasks below.**

- Imagine you create a futuristic film with futuristic ideas together as a screenwriter and director.
- Think of a perfect future with all global problems solved.
- Consider the following.

1 The genre of the film
2 The plot of the film
3 The characters of the film
4 The technology: images, effects, and sounds used

j **Present the film you created in *Exercise i* to the class and answer the questions if the class has any.**

k **Assess your peer's performance in *Exercise j*, using *Rubric 8* on *Page 167*.**

Pronunciation

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

Audio 8.1

In futuristic films, we often see r**o**bots that take over the world. Some of these films have a superher**o** who plays an important r**o**le in saving the planet. Others tell stories about a great discover**y**, like a new planet in the cosmos. Some of them are full of myster**y**. Strange aliens visit the Earth, and people try to find out if they are friends or enemies. In some others, scar**y** **z**ombies take over cities, and people fight to survive. Every **y**ear, new futuristic films give us exciting adventures to enjoy.

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

Audio 8.2

1 In his latest musical, the famous actor's r**o**le was to fight against scar**y** **z**ombies.
2 I dream of having a r**o**botic pet and assistant as members of my famil**y** in the future.
3 There was a comed**y** film about the dail**y** lives of **y**oung Martians trying to take contr**o**l of the world.

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

Audio 8.3

- clone
- documentary
- year
- fantasy
- yellow
- crazy
- zone
- scenery
- show
- code
- wormhole
- zoom

romance	
young	
reali**t**y	
zombie	

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

e **Assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

Vocabulary

a **Work in pairs. Describe the photos and write the film genres below for each category.**

- adventure
- alien invasion
- biographical
- cartoon
- comedy
- family
- historical
- mystery
- robot
- romantic
- science fantasy
- science fiction
- space adventure
- thriller
- time travel



Classic Film Genres

_____
_____
_____
_____



Futuristic Film Genres

_____
_____
_____
_____

b **Watch the *Digital Story 8* to circle the correct option to complete each sentence below.**

Digital Story 8

The friends are at a café, discussing their favourite films and genres. Paloma thinks that films based on true stories require intense efforts for the full film casts and _____ **(1)**. Ahmet mentions that historical films _____ **(2)** stories from novels and portray historical figures and events with accuracy. Paloma's favourite genre is epic science fiction dramas, which mostly focus on _____ **(3)** and are mainly about finding a new planet to _____ **(4)** human beings. These films often use _____ **(5)** visual effects to create the feeling of being in real space.

1	**A** crews	**B** actresses	**C** actors
2	**A** adapt	**B** control	**C** invade
3	**A** superhero	**B** martial arts	**C** space exploration
4	**A** explore	**B** save	**C** survive
5	**A** artificial	**B** virtual	**C** technological

c **Read the text quickly and circle the topic that is <u>not</u> mentioned below.**

1 The impact of technology on film genres
2 The influence of literature on films
3 The evolution of horror films
4 The use of modern tools in films

How Technology Shapes Film Genres

New discoveries and inventions in technology are shaping the film industry. Film-makers now use these tools to tell their stories. This change also affects audience interest. People are into stories about intelligent machines and advanced technology, so futuristic films are becoming more popular. Some types, such as musical films with songs and dancing, are less popular than before. As a result, the survival of a genre is possible when it adapts its content to new trends.

Action films, for example, have intense action scenes with high-tech gadgets now, and directors use new filming techniques to increase the excitement. Detective films have changed, too. In the past, detectives were interested only in physical clues, like fingerprints and DNA, but recent films show them investigating digital footprints, such as a person's online activities, to solve mysteries. Documentaries also benefit from technological advancements. Thanks to high-resolution satellite imagery and robotic cameras, audiences can discover new aspects of the ocean depths and outer space through these films. In the same manner, film-makers invent new ways to scare audiences in horror films. In the past, vampires and werewolves were the focus, but now these films reflect modern anxieties and futuristic threats like robots with artificial intelligence or alien invasions.

The future of the film industry looks even more exciting, with technology playing a major role. Film-makers will continue to create new genres and use innovative techniques to provide more immersive and engaging experiences for audiences.

d **Work in pairs. Complete the table below with the words and phrases in the text.**

Film Genres	Clue Words or Phrases
e.g. *Musical Films*	*songs, dance*
1	
2	
3	
4	
5	

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

f **Complete the table below with the words related to films, film genres, and futuristic ideas in the text.**

Verbs	Nouns	Adjectives

g **Work in pairs. Discuss the role of the words in *Exercise f*.**

h **Work in pairs to create questions related to films and film genres, using different forms of the words below. Then take turns answering them as in the example.**

● discover ● invent ● direct
● survive ● robot ● future

e.g.

*What is the most interesting **invention** in films?*

I think the time machine in science fiction films is really interesting.

*How are **robotic** characters different from human characters in films?*

Robots do not have emotions, but humans do.

*Why is the **director** important in a film?*

The director guides the actors and the crew, and plans each scene carefully to bring the story to life.

i **Assess your peer's performance, using *Rubric 3* on *Page 162*.**



Gamification

- Work in groups of four.
- Write down at least four film-related words on separate small pieces of paper.
- The words can be film genres, nouns, verbs, or adjectives from the lesson.
- Fold the papers and put them in a bag.
- Pick a word from the bag without showing it to others.
- Then choose and complete a challenge based on the word you picked; your team must guess the genre.
- The challenges are:

  Act It Out: Act out a scene from a film in this genre.

  Define It: Explain the word without saying it.

  Film Example: Name a film that fits the genre/word. Explain why.

  Word Formation: Use a different form of the word in a sentence.
- Teams score one point for each correct answer.
- The game continues until all cards are used.
- The team with the most points wins.

Language Awareness

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

1 Lost in Tech: The Concerns About Artificial Film-Making
2 Behind the Scenes: The Secrets of Film-Making Today
3 Film-Making Tomorrow: How Tech Is Changing Cinema

A I love films, sci-fi or mysteries. For me, storytelling on screen feels like magic. But as I look at the way people make films today, I cannot help but wonder—what will film production look like in the future? I believe technology will bring big changes to the industry, and here are some of my predictions.

B Film-making is already changing, and new technology will continue to influence the way people create films. Many studios no longer use only green screens; they also use LED walls to build realistic digital environments. With improving technology, more film-makers will use it to save time and money.

C Artificial intelligence (AI) will play a great role as well. It will help with screenwriting, animation, and even creating digital actors. Some film-makers believe AI should remain a tool for support; others fear it will take over certain creative tasks. However, to me, AI won't be able to replace human imagination.

D Film-watching habits have also changed, and they will continue to do so. Streaming platforms allow us to watch films anywhere, anytime. Cinemas will not disappear, but I think hybrid releases will become more common and films will appear in cinemas and online at once. Also, new technology will make storytelling more interactive. Films will let viewers determine the flow of the story by choosing different plot lines, while virtual reality will take cinema to another level. Instead of just watching, audiences will enter the film and explore scenes from different angles. Will people stop going to cinemas? Probably not, but the cinematic experience will change a lot, and I cannot wait to see what is next.

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

1 The rise of artificial intelligence in cinema _____
2 The writer's personal reflection on films _____
3 The changing ways people watch films _____
4 The changes in the film production process _____

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

1 What do film-makers use instead of green screens?
2 Which areas of film production can AI assist with?
3 Why do some film-makers worry about AI?
4 What is a hybrid film release?



1 _____
2 _____
3 _____
4 _____



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

e.g. *People **will watch** films on holographic screens in their houses.*
*Audiences **will not/won't need** special glasses to experience 3D films.*
***Will** robots **direct** films instead of human directors in the future?*

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

f **Watch *Digital Story 8*. Find and write five similar sentences to those in *Exercise d*.**

Digital Story 8

1 _____
2 _____
3 _____
4 _____
5 _____

g **Work in groups. Discuss the common points of the sentences you have found in *Exercises e* and *f*.**

Let's Discover

Complete the missing information below.

We use _____[1] to talk about predictions, beliefs, expectations, opinions, or guesses about the future. In negative sentences, we add _____[2] after _____[3]. In questions, _____[4] comes before the person or thing that does the action.

h **Complete the dialogue with the correct form of *The Simple Future Tense* and the words in parentheses.**

Kenji: People keep saying film-making _____[1] **(go)** green. Do you think that's true?

Alper: Yeah! Studios want to cut costs and waste, so they _____[2] **(use)** cleaner energy and fewer materials.

Kenji: That sounds good. But _____[3] **(they/stop)** using real objects?

Alper: Not completely. Some _____[4] **(not give)** them up, but they _____[5] **(turn to)** eco-friendly materials.

Kenji: What about big film sets? _____[6] **(they/be)** a thing of the past?

Alper: No, not all of them, but many film-makers _____[7] **(make)** use of digital backgrounds instead. That _____[8] **(save)** money and help reduce waste.

Kenji: Do you think films _____[9] **(look)** the same?

Alper: Pretty much, but not right away. Visual effects are improving so much that most audiences _____[10] **(not notice)** a big difference. But some studios _____[11] **(not switch)** quickly because digital production is expensive.

i **Work in groups. Imagine the world 50 years from now and discuss the questions below. Then write your predictions with reasons and share them with another group.**

- Will there still be crews, or will AI handle everything?
- What new film genres will emerge?
- Will films be shorter or longer in the future?

j **Work in pairs. Create two characters for a futuristic film. Describe each character in three sentences as in the example. Then share your characters with the class.**

e.g. *My character will be a time-travelling scientist. S/he will have a time machine that can change the past. S/he will try to prevent disasters before they happen.*

Gamification

- Form groups of four or five.
- One group starts by making a sentence, using *will* about future films.
  e.g. *People will watch films on screens in the sky.*
- The next team must say a different sentence about future films.
  e.g. *Cinemas will offer 360° film experiences.*
- Groups take turns making new sentences.
- You cannot repeat an idea or hesitate for more than five seconds.
- If a group repeats an idea or takes too long to say a sentence, they get a strike.
- Getting three strikes means the group is out of the game.
- The last group standing is the winner.

Reading

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

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

1 The difficulties Turkish film-makers face today
2 The history of Turkish film-making
3 How Türkiye is strengthening its film industry



Türkiye's Roadmap for Growth

A Türkiye has a long history of cinema, and its film industry is still growing. To help Turkish cinema become more successful and well-known around the world, the country's development plan has some goals. They include supporting film-makers, showing Turkish films to more people, and improving cultural institutions.

B One important goal is to make producing, selling, and screening films fairer. Today, big companies dominate most of the film business. So, independent film-makers often have difficulty in showing their films to viewers. The plan says there will be new rules to fix this and to help film-makers. It also says that cultural centres should be used as cinemas. This way, more people can watch films in different locations.

C Another goal is to show Turkish films to larger audiences in Türkiye and other countries. They will do promotional activities to tell people about Turkish films. There will also be more Turkish films in cinemas, at festivals, and on digital platforms so they can reach a great number of people.

D The plan also wants to make cultural and art centres better by training more qualified professionals and expanding educational opportunities. More universities will open new programmes about arts and cultural management. They will also improve their faculties to give students better education. These steps will help future professionals learn more about working in the film industry and managing cultural centres.

E With these strategies, Türkiye can develop its film industry. Equal opportunities, better promotion, and stronger education will help Turkish cinema grow and become more popular around the world.

c **Read the text carefully and circle the item that does <u>not</u> belong in each heading. Then explain why it is incorrect.**

1 The ways Türkiye will support film-makers:

A Encouraging fair competition
B Supporting the distribution of Turkish films
C Making all films free to watch
D Providing money for independent projects

2 Changes in film education:

A Focusing only on classroom learning
B Offering professional training
C Expanding university programmes
D Strengthening cultural institutions

3 The ways Turkish films will reach larger audiences:

A Screening in more cultural centres
B Promoting Turkish films abroad
C Increasing digital distribution
D Showing films at private events

d **Read the statements below. Write if they describe Turkish cinema before (B) or after (A) the development plan.**

1 More film-makers have access to much better opportunities. ___
2 Independent film-makers cannot show their films easily. ___
3 Film education has more specialised university programmes. ___
4 A small number of cultural centres screen films. ___
5 With better promotion, more people see Turkish films. ___

e **Work in pairs. One reads *Paragraphs A* and *B*, and the other reads *Paragraphs C* and *D*. Match each challenge from your assigned paragraphs to its solution.**

1 Small film-makers cannot compete with big companies.
2 Film-makers need help with making and showing films.
3 People watch films online, not in cinemas.
4 There are not enough experts in arts and film management.

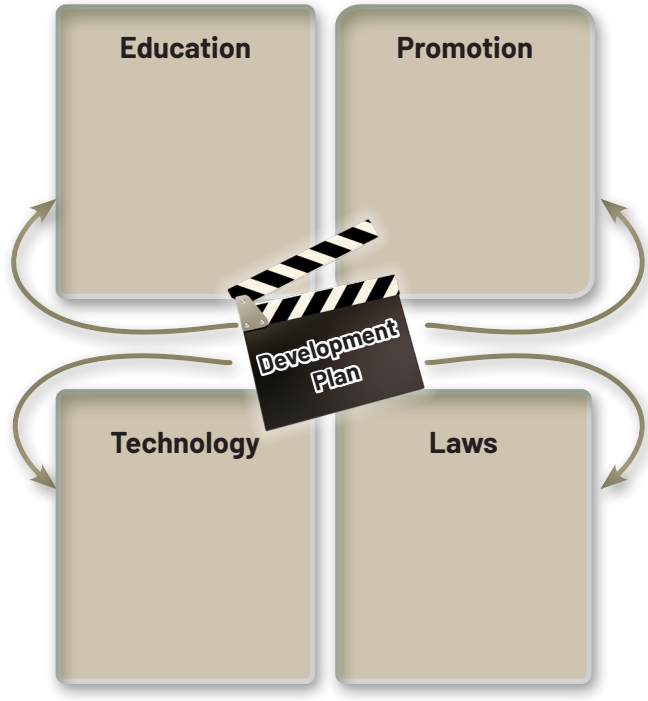
___ **a** Strengthening cultural management programmes.
___ **b** Using digital platforms to reach more audiences.
___ **c** Creating a healthier film market.
___ **d** Giving money and support to film-makers.

f **Share your answers in *Exercise e* with your peer and explain why each solution is important.**

g **Choose the strategy from the text that you find most important and write two sentences, explaining your choice.**

Writing

a **Imagine you are a part of the team that develops Türkiye's 17th Development Plan. Think about the film industry in 20–25 years from now and complete the mind map below with futuristic strategies.**



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

- ☐ Take the text on *Page 130* as a model.
- ☐ Consider *Rubric 12 on Page 172*.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Use the notes you have taken in *Exercise a*.
- ☐ Make sure that each sentence adds new information.

c **Change your paragraph with your peer's. Give feedback to each other, using *Rubric 12 on Page 172*.**

In-Theme Activity 8

Roots and Routes

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







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

1 The Space Investigation History of Türkiye

2 The Life Story of a Turkish Astronaut

3 Türkiye's Space Journey and Future Plans

4 The Satellites and Space Agencies of Türkiye

Türkiye started its own national space agency, the Turkish Space Agency (TSA), in 2018. The agency plans and organises space-related projects for the country. Its main goals are to help Türkiye develop space technology, train space scientists, and take part in international space missions.

In 2021, Türkiye announced its National Space Programme, which includes ten goals for the next ten years. One of the most important ones is to send a spacecraft to the Moon. Türkiye plans to make a hard landing on the Moon in the near future. In the next step, the country wants to send a domestically developed spacecraft for a soft landing. Another goal is to train and send Turkish astronauts into space. In 2023, Türkiye reached this milestone for the first time. Alper Gezeravcı became the first Turkish astronaut to join an international space crew and travel to the International Space Station. Then in 2024, Tuva Cihangir Atasever joined a space mission and flew on *Galactic 07* as a backup crew member. Türkiye is also working on building its own satellites, like *TÜRKSAT 6A* and *GÖKTÜRK-2*. These satellites help with communication, weather forecasting, and Earth observation. There are also plans to create a national spaceport for launching rockets.

TSA works with other countries and space organisations, too. It also supports education and encourages young people with an interest in science and space. Through these efforts, Türkiye aims to become a strong part of the global space community.

c **Read the text carefully and answer the questions.**

1 What does the Turkish Space Agency do for Türkiye?

2 How many goals are there in the National Space Programme?

3 How can Turkish astronauts help Türkiye's future space plans?

4 Why do you think it is important for countries to build their own satellites?



1 _____

2 _____

3 _____

4 _____



d **Work in pairs. Role-play an interview between an astronaut and a reporter, asking questions as in the example. Then switch roles.**

e.g.

What is a day like in space? Is it fun or boring?

What is the most exciting part of your job?

e **Do you think countries should invest more time and money on space research? Discuss with your classmates, giving reasons.**

Consolidation

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



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

Audio 8.4

1 The memories of Farah and Bora as film directors
2 Various film genres and their impact on people
3 The use of technology in futuristic films
4 The most successful films of the year

c **Listen to the audio again and write the film genres to the statements below.**

1 "They always bring people together." _____
2 "There's always that moment when you wait to see if the characters will survive the challenge they're facing." _____
3 "Especially when it has a robot or an alien invasion" _____
4 "Someone discovers something that changes the world." _____

d **Listen to the audio again and put the events in the correct order.**

a ☐ Bora talks about his favourite types of films.
b ☐ Farah welcomes the audience to the radio show.
c ☐ Farah asks Bora if he prefers futuristic technology or time travel.
d ☐ Farah thanks Bora for joining the discussion.
e ☐ Bora mentions that he enjoys detective films.

E-Portfolio

a **Write and design the content of a futuristic film script. Then present it as a film-showing event in class by inviting other students as actors, directors, etc.**

For the content:			
☐	Create an original and engaging futuristic storyline.	☐	Use dialogue that fits the futuristic theme.
☐	Develop characters with clear roles and motivations.	☐	Describe settings, costumes, and special effects clearly.
For the event:			
☐	Assign roles like actors and directors to classmates.	☐	Invite classmates and make the event interactive.
☐	Prepare visuals to enhance the presentation.	☐	Rehearse to ensure smooth performances.
During and after the event:			
☐	Follow the planned sequence.	☐	Submit it to your teacher.
☐	Present the content to your classmates.	☐	Upload it to your online portfolio.

b **Use *Rating Scale 11* on *Page 171* to assess your classmates' contents and events according to the given criteria.**

Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

4 What grammatical structures in this theme can you use correctly?

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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

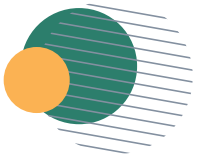
End-of-Theme Activity 8

1 CHECKLIST FOR LISTENING/WATCHING SKILL

Observed Skill	Yes (✓)	No (×)	Notes
1. Understands the main idea of spoken/audio-visual material **(10 pts.)**			
2. Identifies and recalls supporting details **(10 pts.)**			
3. Makes logical inferences from the content **(10 pts.)**			
4. Accurately decodes meaning from tone, intonation, or visuals **(10 pts.)**			
5. Summarizes or paraphrases spoken/watched content meaningfully **(10 pts.)**			
6. Responds appropriately to closed, semi-open, and open-ended questions **(10 pts.)**			
7. Participates in follow-up discussions or group tasks **(10 pts.)**			
8. Demonstrates critical thinking or reflective comments about the material **(10 pts.)**			
9. Uses note-taking or visual strategies (e.g., charts, lists) effectively if needed **(10 pts.)**			
10. Takes turns, listens actively, and engages respectfully in collaborative settings **(10 pts.)**			

Scoring Guide

- **90–100 Excellent.** Consistently performs all listening/watching skills with accuracy and depth.
- **75–89 Good.** Strong skills with minor gaps in detail or inference.
- **60–74 Satisfactory.** Basic comprehension and engagement with some inconsistencies.
- **40–59 Needs Improvement.** Limited understanding; needs targeted support.
- **0–39 Poor.** Major gaps in listening skills; requires intensive intervention.



2 PRONUNCIATION ASSESSMENT RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Good (3)	Excellent (4)
Clarity	The speech is very unclear, making it significantly difficult for the listener to understand.	The speech is often unclear, and the listener struggles to understand.	Most speech is clear, with minor issues with a few words, but understanding is not affected.	The speech is clear and easy to understand, with no ambiguity.
Fluency	The speech is very hesitant, with significant pauses, making it choppy and difficult to follow.	Frequent pauses or hesitations disrupt the flow of the speech.	The speaker is generally fluent, with occasional pauses but maintains the flow.	The speaker talks smoothly and naturally with minimal hesitation.
Accuracy	Pronunciation errors are numerous, with fundamental issues affecting understanding.	Pronunciation errors are frequent, with several sounds or words mispronounced.	Most sounds and words are pronounced correctly, with a few minor errors not affecting overall understanding.	Pronunciation of sounds and words is consistently correct, with no noticeable errors.
Intonation	Intonation is inappropriate, making the speech monotonous and ineffective at conveying meaning.	Intonation is inconsistent and does not enhance meaning, occasionally leading to misunderstandings.	The speaker generally has good intonation with some variations but may lack emphasis in certain areas.	The speaker uses appropriate intonation patterns that enhance meaning.

3 VOCABULARY SKILL RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Vocabulary Recognition	Very limited vocabulary recognition, struggles to identify basic words.	Limited recognition of basic vocabulary, often relies on assistance.	Recognises common words but needs help with less familiar vocabulary.	Recognises familiar vocabulary, occasionally needs assistance with new words.	Recognises and understands most basic vocabulary with ease.
Vocabulary Usage	Struggles to use basic vocabulary; relies on memorised words.	Uses very limited vocabulary; avoids using unfamiliar words.	Uses basic vocabulary but is hesitant to use new words.	Uses familiar vocabulary correctly; sometimes attempts new word types such as antonyms, synonyms, and word forms.	Uses a wide range of familiar words and word types such as antonyms, synonyms, and word forms appropriately.
Accuracy in Usage	Consistently struggles with correct word usage; meaning is frequently unclear.	Frequent errors in vocabulary usage; meaning often unclear without support.	Uses vocabulary correctly with occasional support needed.	Makes minor errors in word usage, but the meaning remains clear.	Uses vocabulary accurately in context with few errors.
Understanding in Context	Rarely understands words in context, even in familiar settings.	Difficulty understanding words, even in simple contexts.	Grasps basic words in context but struggles with unfamiliar ones.	Understands familiar vocabulary in context; requires help with new words.	Understands familiar words in simple sentences and short texts with ease.
Total Score					

Scoring Guide

1. **20-18 points:** Exceeds Expectations. The student demonstrates strong vocabulary knowledge and recognition.
2. **17-15 points:** Meets Expectations. The student is comfortable with familiar vocabulary and shows a good understanding of the context.
3. **14-10 points:** Approaching Expectations. The student recognises basic vocabulary but requires support with unfamiliar words.
4. **9-7 points:** Needs Development. The student is beginning to recognise vocabulary but relies heavily on support.
5. **6-4 points:** Beginning Stage. The student needs significant assistance in all areas of vocabulary recognition and usage.

4 CHECKLIST FOR VOCABULARY RECORDING

Criteria	Yes (✓)	No (×)
1. Word Selection (1 pt. each)		
Includes target vocabulary words with their antonyms and synonyms related to the content objective		
Selects a minimum number of words required for the assignment (e.g. 10 words)		
2. Definition Accuracy (1 pt. each)		
Provides simple, accurate definitions, antonyms, and synonyms for each word		
Writes the definitions in her/his own words where possible		
3. Example Sentence Usage (1 pt. each)		
Includes a simple example sentence for each word		
Uses the word correctly in the context of the example sentence		
4. Organisation and Presentation (1 pt. each)		
Organises the words alphabetically or by theme for easy reference		
Uses a clear layout (e.g. separate entry for each word with definition and example)		
5. Effort and Completeness (1 pt. each)		
Completes the dictionary with all required elements (e.g. words, definitions, examples)		
Shows effort in creating neat and visually organised entries		
Feedback:		

Scoring Guide

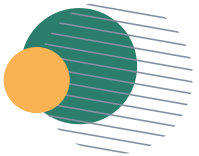
- **10-9 Yes (✓) marks: Excellent.** The student has met all or nearly all expectations and has created a thorough, well-organised dictionary.
- **8-7 Yes (✓) marks: Good.** The student meets most expectations with only minor areas for improvement.
- **6-4 Yes (✓) marks: Satisfactory.** The student meets some expectations but needs improvement in organisation, definitions, or effort.
- **3-2 Yes (✓) marks: Limited.** The student requires significant guidance to complete the dictionary effectively.
- **1-0 Yes (✓) marks: Needs Improvement.** The student has not met the expectations.

5 RATING SCALE FOR GRAMMAR

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
The rules of the target grammar structure are implemented.					
The meaning of the sentences is clear and meaningful.					
The different forms of the target grammar structure are implemented.					
The target grammar structure is linked with the previous grammar structures.					
Sentences are natural and fluent.					

Put a check mark in the appropriate box in each row.

Comments:



RUBRICS

6 READING SKILL RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Reading Fluency	Reads with frequent errors and hesitations.	Reads slowly; some errors affect comprehension.	Reads with pauses; generally understandable.	Reads smoothly with few errors; good pace and expression.	Reads fluently with excellent pacing, intonation, and minimal errors.
Comprehension Accuracy	Fails to understand main ideas or details; frequent misinterpretations.	Understands some basic ideas; misses key details or context.	Understands main ideas and some supporting details.	Accurately comprehends main ideas and most supporting details.	Fully understands and interprets all main ideas and details.
Inference and Interpretation	Struggles to infer meaning; unable to interpret ideas.	Occasionally infers meaning but with limited success.	Can infer basic meanings and interpret simple ideas.	Makes logical inferences and interprets messages.	Consistently infers, interprets, and explains deeper meanings.
Critical Thinking	There is no analysis or personal response to text.	Limited analysis or drawing conclusions.	Some analysis; basic personal interpretation or connection.	Good analysis with thoughtful insights and connections.	Highly insightful analysis; thoughtful, critical responses.
Paraphrasing and Summarising	Unable to rephrase or summarise the text meaningfully.	Attempts paraphrasing but often unclear or incomplete.	Basic paraphrasing and summarising with minor inaccuracies.	Clear and mostly accurate paraphrasing and summarising.	Skillfully rephrases and summarises content with clarity and precision.
Engagement in Reading Activities	Rarely participates or shows interest in reading activities.	Minimal participation; engagement is inconsistent.	Participates with moderate interest and effort.	Regular participation and contribution to reading tasks.	Actively participates and enhances group reading activities.

Scoring Guide

1. **20-18 points: Exceeds Expectations.** The student demonstrates strong reading skills.
2. **17-15 points: Meets Expectations.** The student reads with a good level of comprehension, fluency, and vocabulary recognition.
3. **14-10 points: Approaching Expectations.** The student is developing foundational skills but needs occasional support.
4. **9-7 points: Needs Improvement.** The student is beginning to grasp skills but requires consistent support to improve.
5. **6-4 points: Beginning Stage.** The student needs significant assistance in all areas to build reading comprehension and fluency.

7 RATING SCALE FOR SPEAKING SKILL

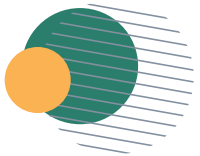
Category	Scoring Criteria	Score				
		Needs Improvement				Excellent
		1	2	3	4	5
Rapport with the Audience	Demonstrates understanding of the subject.	1	2	3	4	5
	Answers class questions accurately.	1	2	3	4	5
	Provides additional relevant details when needed.	1	2	3	4	5
Organisation	The presentation has a clear beginning, middle, and end.	1	2	3	4	5
	The flow of the ideas is sequenced well.	1	2	3	4	5
Delivery	Speaks with a strong and clear voice.	1	2	3	4	5
	Maintains eye contact with the audience.	1	2	3	4	5
	Effectively manages presentation time.	1	2	3	4	5
	Pronunciation is clear and accurate.	1	2	3	4	5
Language Use	Uses accurate and appropriate grammar.	1	2	3	4	5
	Uses correct spelling and punctuation in any written materials.	1	2	3	4	5
	Vocabulary is relevant to the topic.	1	2	3	4	5
Creativity	The presentation is original and interesting.	1	2	3	4	5
	Visuals or aids are used effectively to support the presentation.	1	2	3	4	5
	Visual aids are clear, relevant, and engaging.	1	2	3	4	5

8 PARTICIPATION AND ENGAGEMENT IN DIALOGUES

Category	Scoring Criteria	Score				
		Needs Improvement				Excellent
		1	2	3	4	5
Effective Turn-taking	Waits for the peer to finish speaking before taking a turn.	1	2	3	4	5
	Paces responses naturally, neither too quickly nor too slowly.	1	2	3	4	5
	Maintains balanced speaking time with peer, allowing an even flow of conversation.	1	2	3	4	5
Attentive Listening	Listens actively and attentively to the peer without distractions.	1	2	3	4	5
	Shows engagement by nodding, summarising, or reflecting on the peer's points.	1	2	3	4	5
	Avoids interrupting the peer and waits for them to complete their thought.	1	2	3	4	5
Engaging in Effective and Meaningful Communication	Asks open-ended questions to involve the peer in conversation.	1	2	3	4	5
	Provides verbal encouragement (e.g. "That's interesting! Tell me more.") to promote open dialogue.	1	2	3	4	5
	Encourages the peer to share more by showing genuine interest in their thoughts and opinions.	1	2	3	4	5

RUBRICS

Category	Scoring Criteria	Score				
		Needs Improvement				Excellent
		1	2	3	4	5
Response Quality	Demonstrates thoughtful responses that show understanding of the peer's message.	1	2	3	4	5
	Reflects on the peer's statements before adding her/his own ideas, demonstrating consideration for their input.	1	2	3	4	5
	Uses relevant questions or comments to deepen conversation based on the peer's statements.	1	2	3	4	5
	Avoids short or minimal responses; adds ideas or reflections to maintain flow.	1	2	3	4	5
Concluding the Conversation	Wraps up conversation collaboratively, allowing the peer a final turn to add or clarify any points.	1	2	3	4	5
	Ensures both sides feel heard and understood before concluding the discussion.	1	2	3	4	5
	Ends on a positive note, expressing gratitude or summarising main ideas with mutual agreement.	1	2	3	4	5



9 PARTICIPATION AND ENGAGEMENT IN GROUP WORK

Category	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Use of Target Vocabulary	Rarely or never uses target vocabulary, or frequent misuse makes her/his message unclear.	Uses limited target vocabulary, with frequent errors or inappropriate usage.	Uses target vocabulary with occasional errors, but the meaning remains generally clear.	Uses target vocabulary appropriately in most cases, with minor errors or omissions.	Consistently uses a wide range of target vocabulary accurately and appropriately.
Use of Target Grammatical Structures	Does not use target grammatical structures or makes errors that severely hinder communication.	Makes frequent grammatical errors that often make it difficult to understand her/him.	Uses basic grammatical structures with noticeable errors that sometimes affect clarity.	Uses grammatical structures correctly most of the time, with some minor errors.	Consistently uses target grammatical structures accurately and in varied contexts, with minimal or no errors.
Turn-Taking and Role Fulfilment	Does not take turns and either dominates the task or avoids participation, with minimal or no role fulfilment.	Rarely takes turns, often dominates discussions or avoids participation, with incomplete role fulfilment.	Takes turns but occasionally dominates or hesitates to contribute, with partial role fulfilment.	Usually takes turns and fulfils her/his role effectively, with minimal instances of domination or hesitance.	Actively takes turns, ensures others have time to speak, and fulfils her/his role without dominating the group, encouraging balanced participation.
Collaboration with the Group	Does not collaborate with others, ignores group members, or is disengaged from the task.	Rarely interacts meaningfully with others or dismisses others' contributions.	Contributes to discussions but occasionally ignores others' ideas or contributes minimally.	Collaborates well with others, listens, and makes helpful contributions, with only minor issues in interaction.	Actively listens to and builds on others' ideas, supports group members, and contributes meaningfully to discussions.
Adherence to Task Instructions	Does not follow task instructions, resulting in incomplete or incorrect work.	Inconsistently follows task instructions, leading to confusion or incomplete work.	Follows task instructions, but with occasional lapses or incomplete adherence.	Follows task instructions well with only minor deviations or omissions.	Fully adheres to task instructions, ensuring all guidelines are followed precisely and producing high-quality work.

10 PARTICIPATION AND ENGAGEMENT IN DRAMA WORK

Criteria	Fair	Good	Great	Comments and Suggestions
Language Use: The target grammar/vocabulary presented is clear and easy to understand.				
Facial Expressions: The student uses facial expressions well to communicate.				
Body Language: The student uses body language well to communicate.				
Coordination of Actions: The student coordinates actions well with the story's flow.				
Creativity: The student is highly creative.				
Engagement: The student is fully engaged and shows enthusiasm.				
Rapport with the Audience: The student has the ability to communicate with the audience.				

11 RATING SCALE FOR SELF-PRODUCTIONS

Criteria	Fair	Good	Great	Comments and Suggestions
Material Preparation Skills: It is well-organised, flows, and captures viewers' attention.				
Creativity: It includes innovative use of digital tools, sound effects, and/or images.				
Organisation: The background distractions are minimal, and the scenes are clear.				
Content Relevance: The content is relevant to the topic.				
Coherence: The content makes sense.				
Presentation Skills: The speaker seems confident and stands upright.				
Language Use: The speaker uses fluent language without spelling or grammatical mistakes.				

12 WRITING SKILL RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
Organisation	There is not any clear structure; ideas are hard to follow.	There is organisation but lacks flow or logical order.	Structure is present but may have a lack of coherence.	Well-organised with logical progression of ideas.	Exceptionally clear and logical structure; ideas flow smoothly.
Creativity & Originality	There is no originality; ideas heavily rely on clichés.	There is limited creativity and a few original ideas.	Some creativity and originality present.	Mostly original ideas with creative expression.	Highly creative and original; engages the reader effectively.
Effort	Minimal effort; work is rushed or incomplete.	Inconsistent effort; lacks development.	Reasonable effort; mostly complete.	Good effort; writing is well-developed and thoughtful.	Outstanding effort; work is thorough and detailed.
Content Relevance	Off-topic or mostly irrelevant content.	Partially addresses the topic.	Mostly relevant; minor off-topic sections.	Content is relevant and appropriate to the task.	Fully addresses the topic with deep content.
Language Use (Accuracy & Meaning)	Frequent errors; target grammar and vocabulary are mostly misused.	Errors occasionally confuse the reader; limited use of target language.	Meaning is generally clear; some correct use of target grammar and vocabulary.	Accurate and meaningful language use; good control of grammar and vocabulary.	Highly accurate and effective use of target grammar and vocabulary.
Presentation Skills	Unorganised or missing basic formatting.	Some attention to presentation; errors distract.	Adequate formatting and legibility.	Neat and well-formatted; visually clear.	Excellent presentation; professional and visually engaging.

GLOSSARY

Abbreviations: **(n)** noun **(adj)** adjective **(v)** verb **(adv)** adverb **(phr)** phrase **(idm)** idiom

THEME 1 SCHOOL LIFE		
ancient	**(adj)**	very old; historical
art museum	**(n)**	a place to see pieces of art
Azerbaijani	**(adj)**	a person from Azerbaijan
Azerbaijani	**(n)**	the language of Azerbaijan
baths	**(n)**	public places where people have a bath or swim
be famous for	**(v)**	to be known by many people
boat ride	**(n)**	a short trip on a boat
Bulgarian	**(adj)**	a person from Bulgaria
Bulgarian	**(n)**	the language of Bulgaria
castle	**(n)**	a large strong building for emperors
Chilean	**(adj)**	a person from Chile
fascinating	**(adj)**	very interesting
fjords	**(n)**	long, narrow areas of sea between high cliffs mostly in Norway
fluently	**(adv)**	in a way that is easy and smooth
head to	**(v)**	to go in the direction of
historical/ancient ruin	**(n)**	an old, damaged building from the past
historical site	**(n)**	an important place in history
Hungarian	**(adj)**	a person from Hungary
Hungarian	**(n)**	the language of Hungary
join	**(v)**	to take part in something
journey	**(n)**	a long trip from one place to another
Kazakh	**(adj)**	a person from Kazakhstan
Kazakh	**(n)**	the language of Kazakhstan
Korean	**(n)**	the language of South Korea
Kyrgyz	**(adj)**	a person from Kyrgyzstan
Kyrgyz	**(n)**	the language of Kyrgyzstan
location	**(n)**	the position or place of something or somewhere
monument	**(n)**	a building or statue to remind people of a famous person or event
native	**(adj)**	existing naturally in a place
native language	**(n)**	the first language a person learns
Norwegian	**(adj)**	a person from Norway
Norwegian	**(n)**	the language of Norway
palace	**(n)**	the official home of a king, queen, president, etc.
Peruvian	**(adj)**	a person from Peru
Polish	**(adj)**	a person from Poland

Polish	(n)	the language of Poland
sightseeing	(n)	visiting interesting places as a tourist
South Korean	(adj)	a person from South Korea
square	(n)	an open area in a town or city, surrounded by buildings
Thai	(adj)	a person from Thailand
Thai	(n)	the language of Thailand
tourist attraction	(n)	an interesting or lively place to visit as a tourist
tourist spots	(n)	popular places to visit as a tourist
tower	(n)	a tall, narrow building
trip	(n)	a short journey to a place and back again
Turkish Cypriot	(adj)	a person from Turkish Republic of Northern Cyprus
Turkmen	(adj)	a person from Turkmenistan
Turkmen	(n)	the language of Turkmenistan
Uzbek	(adj)	a person from Uzbekistan
Uzbek	(n)	the language of Uzbekistan

THEME 2 CLASSROOM LIFE

always	(adv)	at all times; on every occasion
arrive home	(idm)	when a person or vehicle arrives at a home
attend classes	(idm)	to go officially and usually regularly to classes
carefully	(adv)	with a lot of attention to detail
check	(v)	to look at or give your attention to something to get information
clean (my) face	(idm)	to remove the dirt or dust from face
comb (my) hair	(idm)	to tidy your hair using a comb
do household chores	(idm)	to do regularly tasks at home such as cleaning, washing, and ironing
focus	(v)	to give attention, effort, etc. to one particular subject
every day	(adv)	each day or on all days in a regular, daily pattern
get back to	(phr)	to return to something
get dress	(idm)	to wear dress
get out of bed	(idm)	to arise after a period of sleep
go shopping	(idm)	to visit places where goods are sold to look at and buy things
have a break	(idm)	to stop something for a short period in order to rest and have a drink
have a shower	(idm)	to clean oneself in a shower
highlight	(v)	to emphasise something; to give something more attention
keep up with	(phr)	to learn about or be aware of the news, current events, etc.
last	(v)	to continue for a particular period of time
leave home	(idm)	to go out of home
leave school	(idm)	to go out of school

make (my) bed	(idm)	to neatly arrange the sheets, blankets, and bedspread on the bed
neatly	(adv)	in a way that is tidy and in order; carefully
never	(adv)	not at any time; not on any occasion
occasionally	(adv)	sometimes but not often
often	(adv)	many times
participate	(v)	to take part in or become involved in an activity
plan	(v)	to make arrangements for something you want to do in the future
put clothes on	(phr)	to cover part of the body with clothes, shoes, make-up
quickly	(adv)	at a fast speed
read	(v)	to look at and understand the meaning of written words or symbols
relax	(v)	to rest especially after work or effort
repeat	(v)	to say or write something again or more than once
rarely	(adv)	not very often
return home	(idm)	to come back home
run errands	(idm)	to do tasks such as to take a message, to take, or collect something
slowly	(adv)	at a slow speed; not quickly
sometimes	(adv)	occasionally rather than all of the time
task	(n)	a piece of work that somebody has to do
take clothes off	(phr)	to remove something, especially clothes
take notes	(idm)	to write down notes, as during a lecture or interview
take the bus	(idm)	to travel on a bus
(re)charge	(v)	to give new energy to something
wake up	(phr)	to stop sleeping
walk to school	(idm)	to go to school on foot
watch	(v)	to look at somebody/something for a time
work on	(phr)	to spend time repairing or improving something

THEME 3 PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

attractive	(adj)	beautiful or pleasant to look at
blond(e)	(adj)	(of hair) pale gold in colour
brave	(adj)	not afraid of dangerous or difficult situations
calm	(adj)	relaxed and not worried or frightened
careless	(adj)	not giving enough attention to what you are doing
cheerful	(adj)	full of good spirits; happy
clever	(adj)	able to learn and understand things easily
confident	(adj)	certain about your ability to do things well
curly	(adj)	that goes around in small circles
dark	(adj)	having black or brown hair or brown skin

elderly	(adj)	old in age
fair	(adj)	pale or light in colour
forgetful	(adj)	often not able to remember things
generous	(adj)	often giving people money or presents
gentle	(adj)	soft in the way someone acts
good-looking	(adj)	nice to look at
handsome	(adj)	good-looking in a strong or nice way, especially for a man
headscarf	(n)	the head covering that some Muslim women wear
honest	(adj)	always telling the truth, and never stealing or cheating
kind	(adj)	caring about or wanting to help others
look (like)	(v)	to be the same in appearance as someone or something
medium-height	(adj)	not short and not tall
middle-aged	(adj)	in the middle of your life before you are old
moody	(adj)	changing feelings quickly, like happy one moment and sad the next
outgoing	(adj)	talking a lot and enjoying meeting people
pale	(adj)	having skin that is very light in colour
peaceful	(adj)	liking calm and not wanting to fight or cause trouble
plump	(adj)	slightly overweight
polite	(adj)	showing good manners and respect to others
pretty	(adj)	attractive without being very beautiful
quiet	(adj)	talking very little
rude	(adj)	behaving in a way that upsets other people
seem	(v)	to appear to be
serious	(adj)	thinking about things in a careful and sensible way
shy	(adj)	not able to talk easily to people you do not know
slim	(adj)	thin in an attractive way
smart	(adj)	able to learn and think quickly; intelligent
sound	(v)	to seem a certain way when you hear it
straight	(adj)	going down smoothly without bending or turning
tan	(adj)	yellow-brown in colour
wavy	(adj)	not straight but with slight curves
well-built	(adj)	having a large, strong body

THEME 4 FAMILY LIFE

accountant	(n)	a person whose job involves keeping financial records for a business
accounting firm	(n)	a company that helps clients with their financial records and taxes
advise	(v)	to tell someone what to do based on knowledge or experience

GLOSSARY

architect	(n)	a person who designs buildings and advises in their construction
architecture firm	(n)	a business where people design homes, offices, and other buildings
bank	(n)	a place where people keep, borrow, or save money
bank clerk	(n)	an employee of a bank who receives and pays out money
business office	(n)	a room or building where people do office work for a business
business person	(n)	someone who works in business or owns a business
check	(v)	to examine something to see if it is correct, safe or acceptable
clinic	(n)	a place where people go for medical treatment or advice
computer programmer	(n)	someone who writes programmes for computers to do tasks
content creator	(n)	a person who creates digital content for websites or social media
counsel	(v)	to listen to someone and give professional advice
cousin	(n)	a child of a person's aunt or uncle
defend	(v)	to try to prove in court that someone is not guilty
design	(v)	to make or draw plans for something, such as clothes or buildings
develop	(v)	to invent or create something new, like a product or service
digital marketer	(n)	someone who uses the Internet to sell products or services
IT company	(n)	a company that creates computer systems and programmes
journalist	(n)	a person who writes for newspapers, magazines, or news websites
law firm	(n)	a company where lawyers work and help people with legal problems
lawyer	(n)	a person who gives legal advice and defends clients in court
manage	(v)	to organise and control a business or employees
nephew	(n)	the son of a person's sister or brother
news agency	(n)	an organisation that collects news and shares it with media
niece	(n)	the daughter of a person's sister or brother
organise	(v)	to arrange things in a clear and tidy way
pharmacist	(n)	a person whose job is to prepare and sell medicines
pharmacy	(n)	a shop that sells medicines
photographer	(n)	a person who takes photographs, either as a job or hobby
photography studio	(n)	a place with equipment for taking professional photos
promote	(v)	to help sell or advertise a product, service, etc.
psychologist	(n)	someone who studies the human mind, feelings, and behaviour
publish	(v)	to print or put something online for others to read
relative	(n)	a member of a person's family
report	(v)	to share facts about an event in newspapers, TV, or online
research	(v)	to study something carefully and try to discover new facts about it
science lab	(n)	a room or place used for science experiments and studies
scientist	(n)	an expert in natural sciences like physics, chemistry, or biology
security guard	(n)	a person whose job is to protect a place, such as a store or museum

serve	**(v)**	to help a customer or sell them something in a shop
shoot	(v)	to use a camera to record a video or take a photograph
shopping centre	**(n)**	a group of shops or stores in one area
social media platform	**(n)**	a website or app for sharing photos, videos, and messages
stepdaughter	**(n)**	a husband's or wife's daughter from an earlier relationship
stepfather	**(n)**	the husband of a mother who is not the child's biological father
stepmother	**(n)**	the wife of a father who is not the child's biological mother
stepson	**(n)**	the son of a person's husband or wife from an earlier relationship
virtual assistant	**(n)**	a person who works online to help a person or a company

THEME 5 LIFE IN THE HOUSE & NEIGHBOURHOOD

basin	**(n)**	a large bowl in the bathroom to wash face, hands, etc.
bathtub	**(n)**	a large container to take a bath in
bathroom	**(n)**	a room in which there is a bath, a basin, and a toilet
bedside table	**(n)**	a small table next to a bed
block of flats	**(n)**	a tall building with many apartments or offices
brush	**(v)**	to clean, polish, or make something smooth with a brush
bungalow	**(n)**	a one-level house
carpet	**(n)**	a thick covering used on the floor
coffee table	**(n)**	a small table near a sofa to put magazines, cups, etc.
cooker	**(n)**	an equipment for cooking food
corridor	**(n)**	a long, narrow passage in a building
cottage	**(n)**	a small house, especially in the country
cupboard	**(n)**	a storage space with doors, used for dishes or food
cushion	**(n)**	a cloth bag filled with soft materials, especially used on a sofa
curtain	**(n)**	a piece of cloth which is used to cover a window
detached house	**(n)**	a house that stands alone, not joined to another house
dining room	**(n)**	a room in a house or hotel that is used for eating meals in
dishwasher	**(n)**	a machine for washing plates, cups, etc.
downstairs	**(n)**	on the lower floor of a building
freezer	**(n)**	a large, electrical equipment to store food for a long time
fridge	**(n)**	an electrical equipment to keep food cool and fresh
garage	**(n)**	a building for keeping one or more cars or other vehicles in
hall	**(n)**	an entrance area or a main passage in a building
harmonious	**(adj)**	looking or feeling pleasant together
hoover	**(n)**	a machine to clean floors, carpets, etc. by taking in dirt and dust
iron	**(v)**	to make clothes, etc. smooth by using an iron
oven	**(n)**	a cooker in which food is cooked or heated

penthouse	(n)	an expensive and luxurious flat at the top of a tall building
pillow	(n)	a cloth bag filled with soft materials, especially used in bed
prepare the table	(v)	to make the dishes and utensils ready before a meal
relax	(v)	to rest and feel calm
rug	(n)	a small carpet to cover a floor
semi-detached house	(n)	a house which is joined to another house by a wall on one side
shower	(n)	a place to stand and wash yourself under falling water
spacious	(adj)	large and with plenty of space
stylish	(adj)	fashionable and attractive
terrace	(n)	an area outside a house to sit, eat, and enjoy the sun
terraced house	(n)	a house that is one of a row of houses that are joined together
tidy up	(v)	to clean and organise things
toilet	(n)	a room to get rid of body waste
upstairs	(n)	on the upper floor of a building
utility room	(n)	a room for laundry and household equipment
villa	(n)	a house in the country with a large garden
wardrobe	(n)	a large cupboard for hanging clothes in
wash the dishes	(v)	to make plates, pots, etc. clean by using water and soap
wash/do the laundry	(v)	to make clothes, sheets, etc. clean by using water and detergent

THEME 6 LIFE IN THE CITY & COUNTRY

aubergine	(n)	a vegetable with shiny dark purple skin that is soft and white inside
barbecue	(n)	an outdoor meal or party when food is cooked in this way
beef	(n)	meat that comes from a cow
biscuit	(n)	a small flat dry cake for one person, usually sweet
bitter	(adj)	having a strong, unpleasant taste; not sweet
burger	(n)	a dish consisting of a flat round cake of minced beef
cereal	(n)	a plant that is grown to produce grain
coconut	(n)	a large fruit like a nut with a thick, hard, brown shell covered in fibre
courgette	(n)	a long vegetable with dark green skin that is white inside
couscous	(n)	a food, originally from North Africa, consisting of crushed wheat
crack	(v)	to break without dividing into separate parts
creamy	(adj)	thick and smooth like cream; containing a lot of cream
cuisine	(n)	a style of cooking
curry	(n)	a South Asian dish of meat, vegetables, etc. with a hot spicy sauce
dessert	(n)	sweet food eaten at the end of a meal
dish	(n)	a flat shallow container for cooking food in or serving it from

duck	**(n)**	a common bird that lives on or near water and has short legs
fair	**(n)**	an event at which people show and sell their goods
falafel	**(n)**	a Middle Eastern dish with small balls formed from chickpeas
feast	**(n)**	a day or period of time when there is a religious festival
giant	**(adj)**	very large; much larger or more important than similar things
herb	**(n)**	a plant whose leaves, flowers or seeds are used to add taste to food
hot	**(adj)**	pepper and spices that can produce a burning feeling in your mouth
ingredient	**(n)**	a food that is used with other foods in the preparation of a dish
juicy	**(adj)**	containing a lot of juice and good to eat
kebab	**(n)**	small pieces of meat cooked on a wooden or metal stick
lamb chop	**(n)**	a small cut of meat including part of a rib
local	**(adj)**	belonging to or connected with the particular place or area
mushroom	**(n)**	a fungus with a round flat head and short stem.
noodle	**(n)**	a long thin piece of pasta
pasta	**(n)**	any of various flour-and-egg food preparations of Italian origin
pineapple	**(n)**	a large tropical fruit with thick rough skin and stiff leaves on top
regional	**(adj)**	relating to a region
salmon	**(n)**	a large fish that has silver skin and is pink inside
salty	**(adj)**	containing or tasting of salt
savoury	**(adj)**	having a pleasant taste or smell
seafood	**(n)**	fish and sea creatures that can be eaten, especially shellfish
sour	**(adj)**	having a taste like that of a lemon or of fruit that is not ready to eat
spicy	**(adj)**	having a strong taste because spices have been added to it
spinach	**(n)**	a vegetable with large, dark-green leaves
stall	**(n)**	a table or small shop with an open front that people sell things
stew	**(n)**	a dish of meat and vegetables cooked slowly in a container
stir	**(v)**	to move a liquid or substance around, using a spoon
sweet	**(n)**	containing, or tasting as if it contains, a lot of sugar
sweetcorn	**(n)**	the yellow seeds of a type of maize plant
tacos	**(n)**	a type of Mexican food; a fried pancake that is folded over
taste	**(v)**	to have a particular flavour
tender	**(adj)**	(of food) easy to bite through and cut
tuna	**(n)**	a large sea fish that is used for food

THEME 7 LIFE IN THE WORLD & NATURE

affect	**(v)**	to cause a change in someone or something
air pollution	**(phr)**	dirty or harmful things in the air that can hurt living things
Asian elephant	**(n)**	a large animal of Asia that have big ears and a long nose

GLOSSARY

be at risk	**(phr)**	to be in a bad or unsafe situation
breed	**(v)**	(of animals) to have babies
cheetah	**(n)**	a big spotted cat that runs very fast
chimpanzee	**(n)**	an animal with no tail that lives in forests and uses its hands
dedicated	**(adj)**	working hard at something because you care about it
desert	**(n)**	a large, hot, dry area of land with very few plants
disease	**(n)**	an illness
dolphin	**(n)**	a smart sea animal with a long nose and a curved fin on its back
donate	**(v)**	to give something, especially money, to those who need it
existence	**(n)**	the state of being alive
food source	**(phr)**	something that animals or people eat to stay alive
grassland	**(n)**	a large area of land with low, green plants
great white shark	**(n)**	a very large ocean animal with a white belly and sharp teeth
habitat loss	**(n)**	the disappearance of the natural home of animals or plants
hide	**(v)**	to go to a place where no one can see you
hunt	**(v)**	to go after animals to catch them
illegal	**(adj)**	not allowed by law
jungle	**(n)**	a thick forest in a hot place with lots of plants and animals
lessen	**(v)**	to make something smaller or weaker
marine pollution	**(phr)**	dirty or harmful things in the sea that can hurt living things
need	**(v)**	to have to have something to live or do something
ocean	**(n)**	one of the five main areas of sea
overfishing	**(n)**	the act of catching too many fish so there are not enough left
overhunting	**(n)**	the act of catching too many wild animals so there are fewer left
panda	**(n)**	a large, black and white animal that lives in forests in China
penguin	**(n)**	a large, black and white sea bird that swims and cannot fly
polar bear	**(n)**	a large, white bear that lives in the Arctic
population	**(n)**	the number of a species that lives in a particular area
prevent	**(v)**	to stop something happening
produce	**(v)**	to create something
protect	**(v)**	to keep someone or something from danger or harm
rainforest	**(n)**	a hot and wet area with tall trees, thick plants, and many animals
reduce	**(v)**	to make something less
renewable	**(adj)**	that you can use again and again because nature makes more of it
safety	**(n)**	the state of being away from harm or danger
save	(v)	to take someone or something away from danger
sea turtle	**(n)**	a large ocean animal with a hard shell and flippers for swimming

shelter	(n)	a place that keeps an animal safe from weather or danger
support	(v)	to agree with something and help it happen
survival	(n)	the state of continuing to live, especially after a dangerous situation
survive	(v)	to keep living after something hard or dangerous
threaten	(v)	to be a danger to something
tiger	(n)	a large wild cat that has yellow fur with black lines on it
volunteer	(n)	someone who does work to help others without asking for money
whale	(n)	a very large sea animal that breathes air and often sings underwater
wildlife	(n)	animals and other living things that live freely in nature
woodland	(n)	an area with many trees and plants but smaller than a forest

THEME 8 LIFE IN THE UNIVERSE & FUTURE

action	(n)	a type of film with lots of exciting events
actor	(n)	a man who plays a character in a film or play
actress	(n)	a woman who plays a character in a film or play
adapt	(v)	to change to fit a new place, time, or conditions
adventure	(n)	a film with exciting journeys, action, and new experiences
alien invasion	(n)	a film where aliens attack Earth and people try to stop them
artificial	(adj)	made or produced by people, not natural
biographical	(adj)	a film that tells the story of a real person
cartoon	(n)	a film made with drawings or animation instead of real people
comedy	(n)	a film or play with funny characters and a happy ending
control	(v)	to make something work in the desired way
crew	(n)	a group of people who work together on a film or TV show
detective film	(n)	a film where a detective finds clues and solves crimes
director	(n)	a person who tells actors how to act in a movie or play
discover	(v)	to find something new or unknown
discovery	(n)	the process of finding a new fact, an object, or a place
documentary	(n)	a film that gives facts and information about a subject
epic	(adj)	about a long journey with many challenges
explore	(v)	to travel to new places to learn about them
family film	(n)	a film with fun stories for people of all ages
film	(n)	a story told with moving pictures and sound on a screen
futuristic	(adj)	something that shows what life could be like in the future
global	(adj)	relating to the whole world
historical film	(n)	a type of film about people and events in the past
horrific	(adj)	extremely bad and making you feel shocked or frightened
horror	(n)	a film with frightening scenes and scary characters

GLOSSARY

intelligent	**(adj)**	able to learn and understand things easily
invent	**(v)**	to create something new
invention	**(n)**	something newly designed or created
legendary	**(adj)**	very famous and admired or spoken about
martial arts film	**(n)**	a film where characters fight using skills like karate or kung fu
musical	**(n)**	a film where characters sing songs to tell the story
mystery	**(n)**	a film or story with a surprise ending that explains strange events
myth	**(n)**	something that many people believe but that does not exist
optimistic	**(adj)**	hoping or believing that good things will happen in the future
robot	**(n)**	a film about machines that think or act like humans
robotic	**(adj)**	related to robots or like a robot
romantic film	**(n)**	a film about romance and emotions between characters
science fantasy	**(n)**	a type of film that combines science fiction and fantasy elements
science fiction	**(n)**	a film with imaginary future, science, and technology
space adventure	**(n)**	a film where heroes explore space and face dangers
space explorations	**(n)**	a film about traveling in space to find new places or life
superhero	**(n)**	a film with heroes who have special powers and fight against evil
survival	**(n)**	the act of staying alive in a difficult or dangerous situation
technological	**(adj)**	related to modern machines, tools, or methods
thriller	**(n)**	a film that has an exciting and frightening story
time travel	**(n)**	a type of film where heroes go back or forward in time
virtual	**(adj)**	existing or happening on a screen, not in a real place
virtual reality	**(n)**	a computer-made world that feels real to see and experience
world-saving	**(adj)**	aiming to make the world a better and safer place

REFERENCES*

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* The references in this section have been prepared following the principles and formatting rules of the APA Style, 7th Edition.

ANSWER KEYS

Answer Keys

DIGITAL STORY SCRIPTS

Digital Story Scripts

AUDIO SCRIPTS

Audio Scripts

VISUAL AND ONLINE REFERENCES

Online and Visual References


25°D
30°D
35°D
40°D
45°D
50°D
40°K
35°K
ROMANYA
Bükreş
UKRAYNA
RUSYA FEDERASYONU
HAZAR DENİZİ
Sofya
BULGARİSTAN
K A R A D E N İ Z
GÜRCİSTAN
Tiflis
ERMENİSTAN
AZERBAYCAN
Erivan
İRAN
IRAK
SURİYE
YUNANİSTAN
EGE DENİZİ
MARMARA DENİZİ
A K D E N İ Z
LİBYA
MISIR
İSRAİL
LÜBNAN
Beyrut
Şam
Bağdat
Tel Aviv
KUZEY KIBRIS TÜRK CUMHURİYETİ
Lefkoşa
Erenköy
GÜNEY KIBRIS RUM YÖNETİMİ
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
ACARA Ö.C.
NAHÇIVAN Ö.C. (AZERBAYCAN)
Edirne
Kırklareli
Tekirdağ
İstanbul
Çanakkale
Gökçeada
Bozcaada
Balıkesir
Bursa
Yalova
Kocaeli
Sakarya
Düzce
Bolu
Bilecik
Eskişehir
Kütahya
Manisa
İzmir
Aydın
Denizli
Muğla
Uşak
Afyonkarahisar
Isparta
Burdur
Antalya
Konya
Karaman
Mersin
Adana
Niğde
Aksaray
Nevşehir
Kırşehir
Kırıkkale
Ankara
Çankırı
Karabük
Zonguldak
Bartın
Kastamonu
Çorum
Yozgat
Sivas
Kayseri
Tuz Gölü
Sinop
Samsun
Amasya
Tokat
Ordu
Giresun
Trabzon
Rize
Artvin
Ardahan
Gümüşhane
Bayburt
Erzincan
Erzurum
Kars
Iğdır
Ağrı
Tunceli
Bingöl
Muş
Elâzığ
Malatya
Van
Van Gölü
Bitlis
Siirt
Batman
Şırnak
Hakkâri
Diyarbakır
Mardin
Adıyaman
Kahramanmaraş
Gaziantep
Şanlıurfa
Osmaniye
Kilis
Hatay
Ürmiye Gölü
Tuna N.
Kızılırmak N.
Sakarya N.
Fırat N.
Dicle N.
Kura N.
Aras N.
Çoruh N.
Ceyhan N.
Seyhan N.
Gediz N.
Büyük Menderes N.
Küçük Menderes N.
Süveyş K.
TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
AKARSU
0 50 100 200 300 400
km
Harita Genel Müdürlüğü tarafından üretilmiştir.


TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
ÜLKE KISALTMALARI
ARNAVUTLUK ARN
BELÇİKA BEL
BOSNA - HERSEK BH
GÜNEY KIBRIS RUM YÖNETİMİ GKRY
HIRVATİSTAN HRV
İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
KUZEY KIBRIS TÜRK CUMHURİYETİ KKTC
KUZEY MAKEDONYA KMKD
LİHTENŞTAYN LİH
SIRBİSTAN SRB
Norveç Denizi
Barents Denizi
Kara Denizi
Ohotsk Denizi
Bering Denizi
Kuzey Denizi
Baltık Denizi
Akdeniz
Karadeniz
Hazar Denizi
Kızıldeniz
Umman Denizi
Yemen Denizi
İRLANDA
NORVEÇ
İSVEÇ
FİNLANDİYA
DANİMARKA
HOLLANDA
BELÇİKA
ALMANYA
POLONYA
BELARUS
UKRAYNA
MOLDOVA
RUSYA FEDERASYONU
SAHA (YAKUT) C.
PORTEKİZ
İSPANYA
FRANSA
İSVİÇRE
AVUSTURYA
MACARİSTAN
SLOVAKYA
ROMANYA
BULGARİSTAN
YUNANİSTAN
İTALYA
FAS
CEZAYİR
TUNUS
LİBYA
NİJER
ÇAD
SUDAN
MISIR
TÜRKİYE
GÜRCİSTAN
AZERBAYCAN
SURİYE
IRAK
İRAN
KUVEYT
SUUDİ ARABİSTAN
KATAR
BİRLEŞİK ARAP EMİRLİKLERİ
UMMAN
YEMEN
KAZAKİSTAN
TÜRKMENİSTAN
ÖZBEKİSTAN
KIRGIZİSTAN
TACİKİSTAN
AFGANİSTAN
PAKİSTAN
HİNDİSTAN
BANGLADEŞ
TUVA C.
MOĞOLİSTAN
SİNCAN UYGUR ÖZERK BÖLGESİ
ÇİN HALK CUMHURİYETİ
Moskova
Astana
Taşkent
Bişkek
Aşkabat
Duşanbe
Kabil
İslamabad
Yeni Delhi
Tahran
Bağdat
Şam
Ammari
Riyad
Muskat
Sana
Dakka
Pekin
Ulanbatur
Trablus
Ankara
Lefkoşa
Kahire
Tel Aviv-Yafa
Beyrut
Amman
Kudüs
Filistin
Dublin
Amsterdam
Brüksel
Paris
Berlin
Varşova
Minsk
Kiev
Oslo
Helsinki
Stockholm
Madrid
Cebelitarık B.
Cezayir
Tunus
Roma
Viyana
Budapeşte
Belgrad
Sofya
Atina
Bükreş
Kişinev
Tiflis
Erivan
Bakü
Astrahan
Volgograd
Samara
Ufa
Perm
Yekaterinburg
Tümen
Omsk
Novosibirsk
Krasnoyarsk
Irkutsk
Yakutsk
Magadan
Petropavlovsk-Kamçatski
Anadyr
Vladivostok
Habarovsk
Blagoveşçensk
Çita
Ulan-Ude
Barnaul
Kemerovo
Tomsk
Surgut
Nadım
Salehard
Norilsk
Dikson
Tiksi
Ambarçik
Pevek
Beringovski
Ust-Nera
Ohotsk
Nikolayevsk-na-Amurye
Sahalin
Kuril Adaları
Hokkaido
Japonya Denizi
Sarı Deniz
Doğu Çin Denizi
Güney Çin Denizi
Filipinler Denizi
Filipinler
Tayvan
Hainan
Kore Yarımadası
Kuzey Kore
Güney Kore
Pyongyang
Seul
Busan
Tokyo
Nagoya
Osaka
Kyoto
Hiroşima
Fukuoka
Sapporo
Endonezya
Malezya
Singapur
Brunei
Filipinler
Tayland
Myanmar
Laos
Vietnam
Kamboçya
Bangkok
Hanoi
Ho Şi Min
Phnom Penh
Vientiane
Yangon
Kuala Lumpur
Jakarta
Manila
Taipei
Pekin
Şanghay
Tianjin
Wuhan
Chongqing
Guangzhou
Shenzhen
Hong Kong
Macau
Lhasa
Urumçi
Kaşgar
Lanzhou
Xi'an
Harbin
Changchun
Shenyang
Dalian
Qingdao
Nanjing
Hangzhou
Fuzhou
Xiamen
Kunming
Nanning
Haikou
Taipei
Gobi Çölü
Taklamakan Çölü
Tibet Platosu
Himalayalar
Everest Dağı
Tanrı Dağları
Altay Dağları
Ural Dağları
Kafkasya Dağları
Ural N.
Volga N.
Don N.
Dnepr N.
Ob N.
Yenisey N.
Lena N.
Kolyma N.
Amur N.
Sarı N.
Yangtze N.
Mekong N.
Ganj N.
İndus N.
Fırat N.
Dicle N.
Nil N.
Kongo N.
Niger N.
Zambezi N.
Murray N.
Darling N.
Ladoga G.
Onega G.
Finlandiya Körfezi
Botnia Körfezi
Riga Körfezi
Danzig Körfezi
Biskay Körfezi
Sidra Körfezi
Aden Körfezi
Basra Körfezi
Oman Körfezi
Bengal Körfezi
Tonkin Körfezi
Tayland Körfezi
Bohai Körfezi
Hudson Körfezi
Meksika Körfezi
Karayip Denizi
Kızıl Deniz
Arap Denizi
Hint Okyanusu
Pasifik Okyanusu
Atlantik Okyanusu
Kuzey Buz Denizi
Güney Okyanusu
Avustralya
Yeni Zelanda
Kanada
ABD
Meksika
Küba
Jamaika
Haiti
Dominik Cum.
Porto Riko
Trinidad ve Tobago
Venezuela
Kolombiya
Panama
Kosta Rika
Nikaragua
Honduras
Salvador
Guatemala
Belize
Ekvador
Peru
Brezilya
Bolivya
Paraguay
Şili
Arjantin
Uruguay
Falkland Adaları
Güney Georgia
Grönland
İzlanda
Svalbard
Jan Mayen
Bermuda
Bahamalar
Kayman Adaları
Turks ve Caicos Adaları
Aruba
Curaçao
Antigua ve Barbuda
Barbados
Dominika
Grenada
Saint Lucia
Saint Vincent ve Grenadinler
Saint Kitts ve Nevis
Montserrat
Anguilla
Guadeloupe
Martinik
Saint Barthélemy
Saint Martin
Sint Maarten
Bonaire
Saba
Sint Eustatius
Falkland Adaları
Güney Georgia
Güney Sandwich Adaları
Bouvet Adası
Heard ve McDonald Adaları
Kerguelen Adaları
Amsterdam Adası
Saint Paul Adası
Prince Edward Adaları
Crozet Adaları
Tristan da Cunha
Ascension Adası
Saint Helena
Gough Adası
Diego Garcia
Cocos Adaları
Christmas Adası
Norfolk Adası
Lord Howe Adası
Yeni Kaledonya
Vanuatu
Fiji
Tonga
Samoa
Tuvalu
Nauru
Kiribati
Marshall Adaları
Mikronezya
Palau
Guam
Kuzey Mariana Adaları
Papua Yeni Gine
Solomon Adaları
Yeni Zelanda
Avustralya
Tasmanya
Kuzey Bölgesi
Batı Avustralya
Güney Avustralya
Queensland
Yeni Güney Galler
Victoria
Canberra
Sydney
Melbourne
Brisbane
Perth
Adelaide
Darwin
Hobart
Wellington
Auckland
Christchurch
Port Moresby
Honiara
Port Vila
Suva
Nuku'alofa
Apia
Funafuti
Yaren
Majuro
Palikir
Koror
Hagatna
Saipan
Port Moresby
Honiara
Port Vila
Suva
Nuku'alofa
Apia
Funafuti
Yaren
Majuro
Palikir
Koror
Hagatna
Saipan