UPPER SECONDARY EDUCATION

WAYMARK

YEAR 9/B1.1

WORKBOOK

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DEVLET KİTAPLARI

....., 2026

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI NO.....:10307
DERS KİTAPLARI DİZİSİ NO.....: 2287

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

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ISBN 978-975-11-9056-7

Millî Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının 14.08.2025 tarih ve 138251038 sayılı yazısı ile eğitim aracı olarak kabul edilmiştir. Kurulca bu kitabın kabul edilmiş olması ders kitabından yayınevi ve yazarın sorumluluğunu kaldırmaz.



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

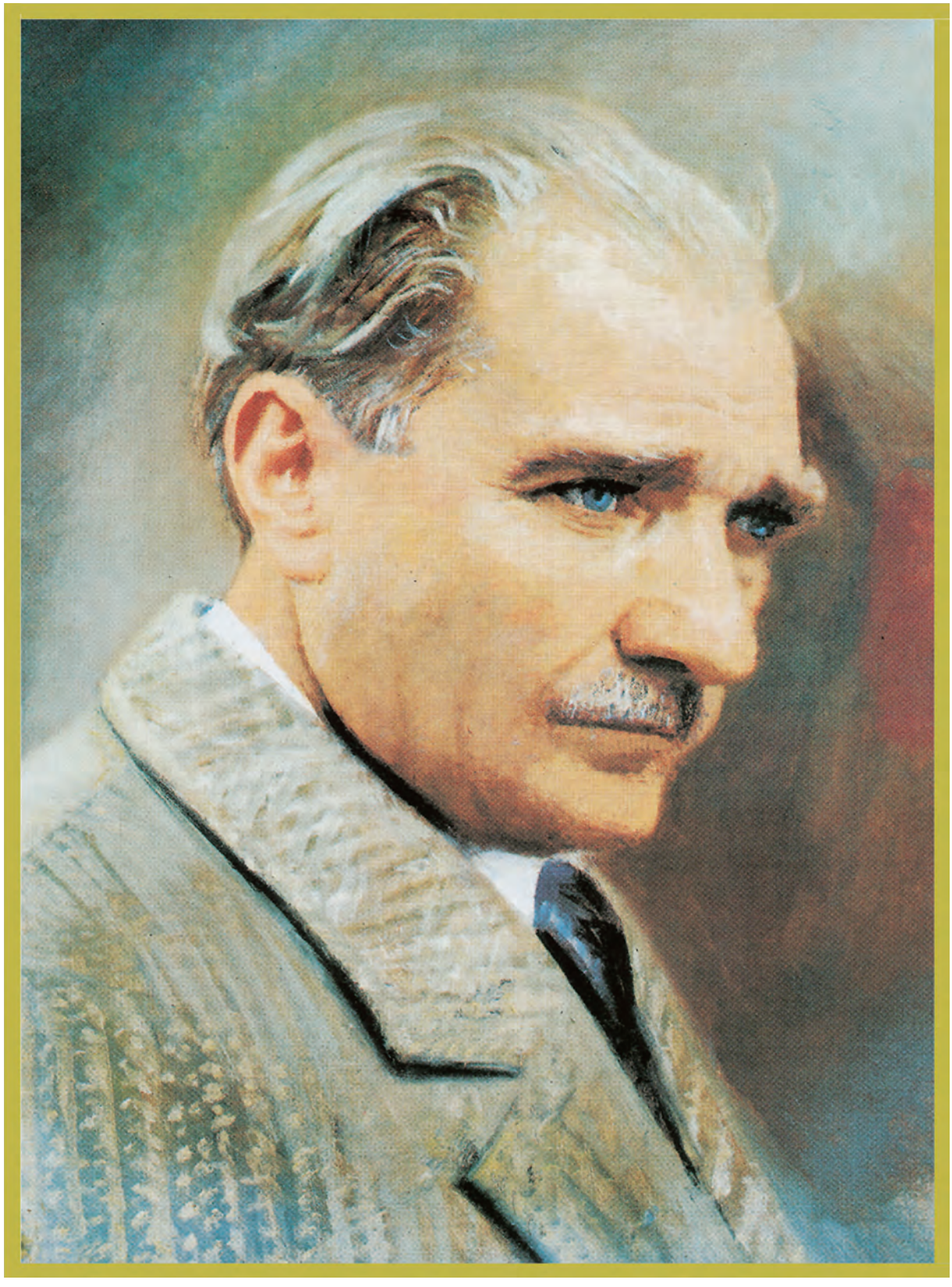
GENÇLİĞE HİTABE

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



CONTENTS

THEME 1 SCHOOL LIFE 9

THEME 2 CLASSROOM LIFE 15

THEME 3 PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY 21

THEME 4 FAMILY LIFE 27

THEME 5 LIFE IN THE HOUSE & NEIGHBOURHOOD 33

THEME 6 LIFE IN THE CITY & COUNTRY 39

THEME 7 LIFE IN THE WORLD & NATURE 45

THEME 8 LIFE IN THE UNIVERSE & FUTURE 51

GLOSSARY 57

REFERENCES 68

ANSWER KEYS 68

VISUAL AND ONLINE REFERENCES 68

MAP OF TÜRKİYE'S ADMINISTRATIVE DIVISIONS AND ITS LAND AND MARITIME NEIGHBOURS 69

MAP OF THE TURKIC WORLD 70





THEME 1
SCHOOL LIFE

Sub-Themes

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

Functions

- Describing actions and activities 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

a **Listen to the audio and circle the topic that is not mentioned.**

WB Audio 1.1

1 Historical places
2 Capital city
3 Local foods
4 Official language
5 Tourist attractions

b **Listen to the audio again and write the name of each city under the correct photo below. One is extra.**

Girne
Gazimağusa
Lefke
Lefkoşa







c **Answer the following questions according to the audio.**

1 What nationality are the people in the Turkish Republic of Northern Cyprus?

2 What is the capital city of the Turkish Republic of Northern Cyprus?

3 Why is the shipwreck in the museum so special and unique?

4 What is the largest medieval building in Gazimağusa?

5 How old are the Venetian walls?

d **Say the words and circle the one with a different sound in each line. Then listen and check your answers.**

WB Audio 1.2

1	A	Mali	5	A	Brazil
	B	Italy		B	Spain
	C	Germany		C	Ukraine
	D	America		D	Malaysia
2	A	Canada	6	A	language
	B	France		B	nationality
	C	Scotland		C	place
	D	Mexico		D	map
3	A	cinema	7	A	calm
	B	centre		B	sauna
	C	coast		C	draw
	D	city		D	waterfall
4	A	Pakistan	8	A	square
	B	Afghanistan		B	attraction
	C	Guatemala		C	chair
	D	Canadian		D	airport

e **Read the texts and complete the sentences with the correct forms of *to be* or *can*.**

Spain _____[1] a country in Europe. Its capital _____[2] Madrid, but Barcelona _____[3] also a famous city. There _____[4] many tourist attractions, museums, restaurants, and relaxing beaches in Spain. Visitors _____[5] explore historical buildings, such as the Royal Palace. They _____[6] also enjoy visiting the Prado Museum. Spanish _____[7] the official language, but many people _____[8] speak Portuguese and English.



Türkiye _____[9] a beautiful country which connects Europe and Asia. Its capital _____[10] Ankara, but İstanbul _____[11] also a famous city of the country. In İstanbul, tourists _____[12] visit many historical buildings and museums. They _____[13] also explore the Grand Bazaar and try delicious Turkish food. There _____[14] also beautiful beaches and locations to spend summer holidays in Türkiye. Turkish _____[15] the official language, but in touristic places, people _____[16] also speak English.



f **Circle the correct option for each.**

1 **Turkmenistan _____ famous for its Door to Hell, and people _____ see it when they travel to the Karakum Desert.**
- **A** is / can
- **B** are / can
- **C** can / can
- **D** is / are

2 **In the Turkish Republic of Northern Cyprus, the weather _____ cold in winter, so visitors _____ enjoy the island throughout the year.**
- **A** are not / cannot
- **B** is / are
- **C** is not / can
- **D** are not / are not

3 **Visitors in Uzbekistan _____ explore the historical sites in Samarkand, and they _____ taste traditional food like Uzbek pilaf.**
- **A** are / can
- **B** is / are
- **C** can / are
- **D** can / can

4 **Tourists _____ visit the Ağgöl National Park in Azerbaijan, but they _____ go fishing in the lake.**
- **A** is / cannot
- **B** can / cannot
- **C** cannot / is
- **D** are / cannot

g **Use *to be* and *can* to form correct sentences.**

1 famous / its / blossom / Japan / for / season / .

_____

_____

2 Where / visit / Big Ben / I / ?

_____

_____

3 speak / My / English / brother / not / .

_____

_____

4 very / beautiful / in / The / beaches / Thailand / .

_____

_____

5 explore / in / tourists / Brazil / the rainforests / ?

_____

_____

h **Read the text quickly and write the name of the city under each photo below.**









Hazel and Emily are two cousins from Australia. They love travelling, and they choose a new country to visit every year. Right now, they are in Japan, and they are excited to see its tourist attractions.

Tokyo, the capital, is a busy and modern city, but it also has many historical and cultural sites. One of the most famous places is the Tokyo National Museum. It is an art museum that also has exhibitions about Japanese history and culture. Visitors can see traditional paintings, sculptures, and historical objects there. Hazel and Emily also love history, so they plan to visit Kyoto. It is an old city with wooden houses and gardens. Many visitors go there to see well-preserved streets and famous landmarks from Japan's past.

Next year, they want to visit Scotland, a country famous for its green hills, deep lakes, and historical sites. They are excited to see Edinburgh, the capital. It has lively streets and beautiful architecture. There, Hazel and Emily can walk along the Royal Mile, which is full of historical buildings with shops and cafés. Outside the city, they can explore ancient ruins, such as the remains of old Scottish settlements.

Hazel and Emily love discovering new places. Every trip is an adventure, and they can learn something new in every country they visit.

i **Read the text to find at least three words related to each category below.**

Countries:

_____

_____

_____

Places to Visit:

_____

_____

_____

Things in a Museum:

_____

_____

_____

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

1 ___ Hazel and Emily enjoy visiting different countries and exploring new places.

2 ___ They are currently travelling in a country that is famous for both cultural and historical places.

3 ___ Visitors can only see modern art pieces at the Tokyo National Museum.

4 ___ Kyoto has many well-preserved sites that attract visitors.

5 ___ Next year, Hazel and Emily will visit Scotland in the summer.

6 ___ The Royal Mile is a new shopping street with no historical buildings.

7 ___ In Scotland, Hazel and Emily can visit a place with the remains of old settlements.

8 ___ The cousins prefer visiting cities rather than natural areas.

k **Put the steps in Hazel and Emily's journey in the correct order (1–5).**

A ☐ They arrive in Edinburgh and walk along the Royal Mile.

B ☐ They visit Kyoto and see wooden houses.

C ☐ They choose a new country to visit for their trip.

D ☐ They explore the remains of old Scottish settlements.

E ☐ They visit Tokyo's art museum and see traditional art pieces.

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

Hazel: We have so many places to see! What should we do first?

Emily: I really want to visit a(n) _____[1]. I love seeing paintings and sculptures.

Hazel: That sounds interesting! After that, we should check out some _____[2] because they're famous places that many visitors love.

Emily: Sure! And if we have time, we can also explore some _____[3]. It's really amazing to see the remains of buildings from thousands of years ago.

Hazel: This _____[4] is the best! Every day, we find something new and exciting.

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

ACROSS

4 a very tall, narrow building, or part of a building

6 a large house where a king or queen lives

7 an open area with buildings around it, often in the centre of a town

8 the activity of visiting interesting or beautiful places

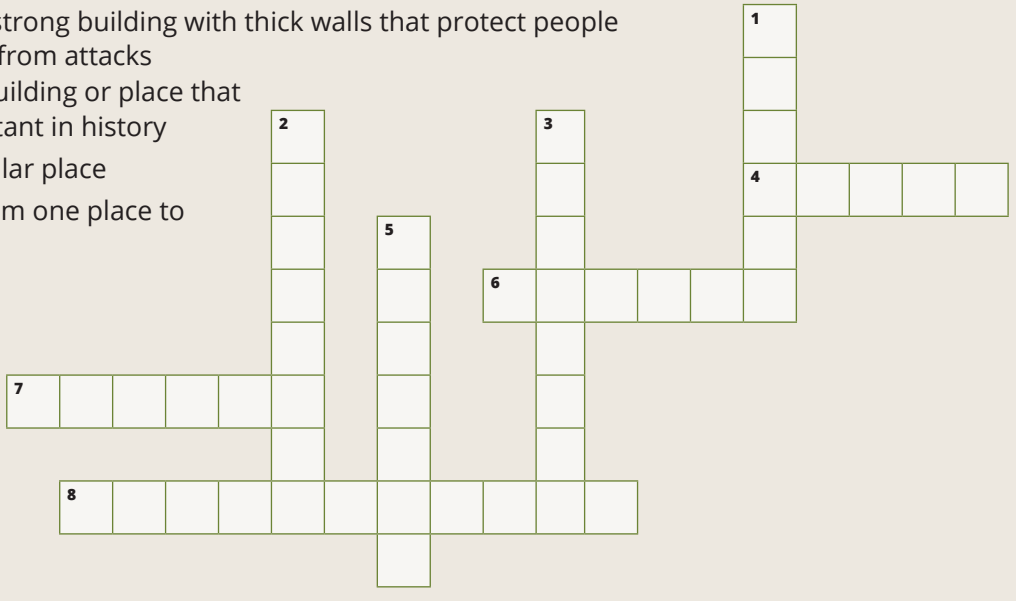
DOWN

1 a large, strong building with thick walls that protect people inside it from attacks

2 an old building or place that is important in history

3 a particular place

5 a trip from one place to another



n **Read the conversation and complete it with the given expressions below. One is extra.**

a this is Akmat from Kyrgyzstan
b I like it here
c let me introduce myself
d wow! This city is excellent
e hi there
f let's chat about school
g let's grab our trays

Zehra: _____[1]! You look new here. Let me help you; are you looking for your classes?

Pawel: Hi! We're exchange students. It's our first day here. The information desk staff directed us here, but I think we got lost. Oh, _____[2]. I'm Pawel from Poland.

Zehra: Nice to meet you. I'm Zehra from Türkiye. Welcome to İstanbul; hope you enjoy the school and the city.

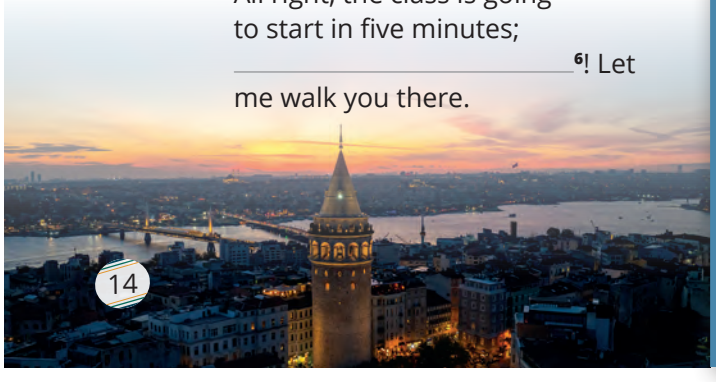
Pawel: You, too. Thank you. All I can say about İstanbul is, _____[3]. You're so lucky to live here.

Zehra: Yes, definitely! I really love to live here. I believe the more you explore its unique historical places and tourist attractions, the more you enjoy it.

Diane: Nice to see someone who knows here well. I'm Diane from France, and _____[4]!

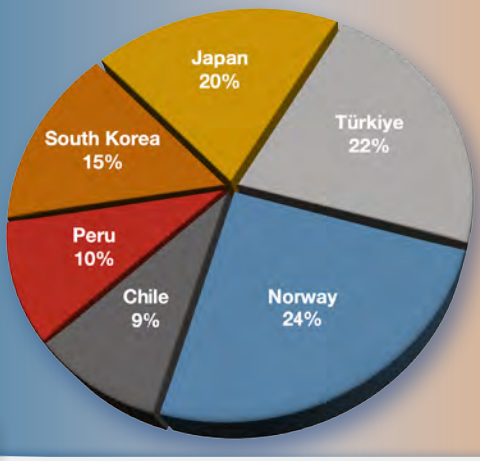
Akmat: Hello, Zehra. I know İstanbul very well, as I've been living here for three years; _____[5]!

Zehra: It's great to hear you love it. All right, the class is going to start in five minutes; _____[6]! Let me walk you there.



o **Look at the pie chart and write a paragraph about it, considering the information below.**

- The pie chart below shows the students at a language school who would like to visit the country most.
- Give reasons why they might have chosen that country.
- Use the information about the countries you have learnt in this theme.





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



a **Listen to the audio and match each sentence to its speaker: Ted or Liz.**

WB Audio 2.1

1 I check my messages first, and then I get out of bed. ____

2 I wake up a little later than you—at 7.00. ____

3 I take the bus to school. ____

4 If we have a quiz, I read my notes silently. ____

5 I sometimes stay in the classroom and work on my tasks. ____

6 I try to study right after school. ____

7 If I finish early, I watch a documentary. ____

8 I usually just relax. ____

b **Listen to the audio again and circle the correct option to complete each sentence.**

1 **When Ted arrives at school, he ____.**
- **A** goes straight to his classroom
- **B** talks to some of his friends
- **C** takes his books from his locker

2 **During the break, Liz ____.**
- **A** reads a book
- **B** studies for quizzes
- **C** just relaxes

3 **When he gets back home, Ted ____.**
- **A** repeats his lessons
- **B** plans his next day
- **C** recharges his phone

4 **After school, Liz ____.**
- **A** always watches a film
- **B** reviews her lessons
- **C** does household chores

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

1 What does Liz do after getting out of bed in the morning?

_____

_____

2 Who keeps her/his books in a locker?

_____

_____

3 What does Ted sometimes do during the break when he has work to do?

_____

_____

4 What does Ted do before he starts working on his tasks at home?

_____

_____

d **Listen to the audio and circle the sentences you hear.**

WB Audio 2.2

1 **a** We had brunch with Brad today.
b We had brunch with bread today.

2 **a** Let's go to the fan near the village.
b Let's go to the fen near the village.

3 **a** Put the gem on the table.
b Put the jam on the table.

4 **a** Can you see the man there?
b Can you see the men there?

5 **a** Don't drop your pan on the floor.
b Don't drop your pen on the floor.

6 **a** Rick is sanding the wooden door.
b Rick is sending the wooden door.

e **Complete the sentences, using the correct form of *The Simple Present Tense* and the words in parentheses.**

I usually _____ [1] **(get up)** at 7.30 a.m. but rarely at 8.00 a.m. on weekdays. School _____ [2] **(start)** at 9.00 a.m., so after I have breakfast, I _____ [3] **(get dressed)** quickly in five minutes to catch the school bus. Sometimes, I _____ [4] **(not catch)** the school bus, so I _____ [5] **(walk)** to school for half an hour. Although it _____ [6] **(not take)** long to walk to school, my parents _____ [7] **(insist)** on me taking the school bus. Indeed, it is an advantage on winter days, but on pleasant days, my friends and I _____ [8] **(want)** to enjoy the fresh air and the natural beauty while on the way to school.

f **Write questions according to the underlined expressions in the answers below.**

1

A: _____

_____

B: Alice takes English classes <u>on Mondays and Wednesdays</u>.

2

A: _____

_____

B: I usually <u>help with my little brother's homework</u> after dinner on weekdays.

3

A: _____

_____

B: My father drives to work <u>at least half an hour</u> every day.

4

A: _____

_____

B: Aslı meets her friends at a café <u>once every two weekends</u>.

g **Look at the photos. Write sentences about the activities people do, using the given places and time expressions.**



home / every day

_____

_____



bazaar / at weekends

_____

_____



classroom / usually

_____

_____



on the way home / on weekdays

_____

_____

h **Read the text quickly and match the sentences to the correct person, Bora or Bartu.**

1 I wake up at 7 a.m., make my bed, and then I have a shower. _____
2 I clean my face in the morning, and then I charge my phone. _____
3 I like walking to school because I like to be active in the mornings. _____
4 I listen to my teacher carefully and usually read during breaks. _____



A TYPICAL DAY OF TWIN BROTHERS



Bora and Bartu are twin brothers, but they have different daily routines. Every day, they wake up at 7 a.m. Bora makes his bed neatly, but Bartu goes to the bathroom first to clean his face. Bora usually takes a shower in the morning, but Bartu takes a shower in the evening. When they get dressed, Bora checks his emails, and Bartu charges his phone. Then they have breakfast together, and at 7.30 a.m., they leave home. Bora walks to school because he likes to be active in the mornings, but Bartu takes the bus because it is faster.

At school, they attend the same classes, but they study on their own. Bora takes notes quickly, but Bartu listens to the teacher carefully. During breaks, Bora chats with his friends, but Bartu usually reads a book. After school, they return home together. Bartu does his homework immediately, but Bora relaxes for a while.

In the evening, they do different things. Bora helps his mother with household chores, but Bartu watches a film or a documentary. Sometimes, Bartu goes shopping with his father, and Bora plays football with his friends. Before bed, they both plan their tasks for the next day. They always go to bed early because they need to rest to focus on their tasks.

i **Read the text carefully to complete the table.**

	Bora... 	Bartu... 
In the Morning		goes to the bathroom first and cleans his face.
Before Leaving Home	checks his emails.	
To School	walks.	
At School		listens to the teacher carefully.
During Breaks		
After School	relaxes.	
In the Evening		watches a film or a documentary and goes shopping with his father.

j **Read the text again and circle the answers to the questions.**

1 What does Bartu do after getting out of bed?
- **A** He charges his phone.
- **B** He helps his mother.
- **C** He makes his bed.
- **D** He cleans his face.

2 Why does Bora walk to school in the mornings?
- **A** He likes to be active.
- **B** He thinks it is faster.
- **C** He is always late for school.
- **D** The bus arrives early.

3 What do they both do before going to bed?
- **A** They play video games.
- **B** They read books.
- **C** They plan for the next day.
- **D** They help their parents.

4 Why do you think twins have different routines?
- **A** They attend different classes.
- **B** They have different hobbies and interests.
- **C** They spend all their time together.
- **D** They both have the same daily activities.

k **Complete the paragraph below with the correct forms of the words and phrases highlighted in the text. One is extra.**

Every day, I wake up at 6.30 a.m. and _____[1] quickly. Then I have breakfast and leave home at 7 a.m. I always _____[2] to school because it is too far from home. At school, I _____[3] carefully and listen to my teacher. After school, I often do my homework, but sometimes I _____[4] first. In the evening, I help my mother with the chores, and then I read a book or watch a film. I always _____[5] at 10 p.m. because I need to rest for the next day.

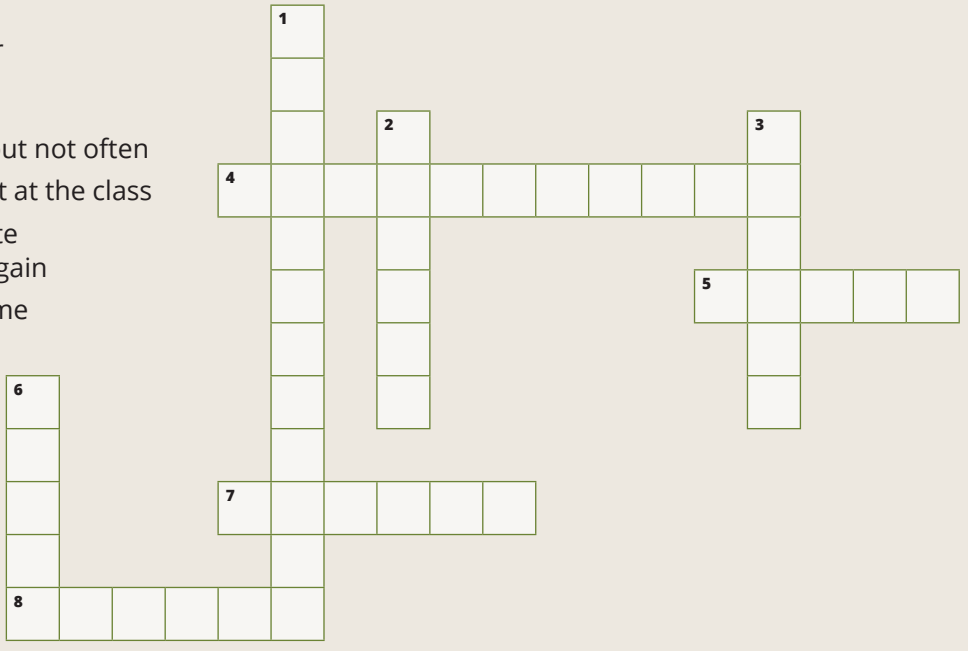
l **Use the clues below to complete the crossword puzzle.**

ACROSS

4 to take part in an activity
5 to get knowledge or skill
7 not quickly
8 almost never

DOWN

1 sometimes but not often
2 to be present at the class
3 to say or write something again
6 not at any time



m **Read the dialogue carefully and complete the missing parts, using the phrases below. One is extra.**

a bright and early
b call it a day
c hit the books
d learn it by heart
e work hard, play later

Ozan: Oh, there's so much to study for the history exam. We really need to focus.

Adel: Yeah, we can't skip anything. We need to study properly and look at everything in detail. It's time to _____[1] if we want to remember all these dates.

Ozan: You're right. Let's start with the most important events first and take notes while studying.

Adel: Good idea! Oh, and don't forget we have a maths quiz tomorrow too.

Ozan: Ugh, so much to do!

Adel: But first, let's focus on history. We can test each other after we finish reading.

Ozan: Sounds good! I'll read the first section, and then you can ask me questions. Let's see if I can _____[2].

Adel: Great! Let's make sure we memorise all the important facts. Hey, we've been studying for hours. Let's finish this last chapter and then _____[3]. I'm really tired.

Ozan: OK, but we should review them once more before the exam. Let's meet _____[4] tomorrow.

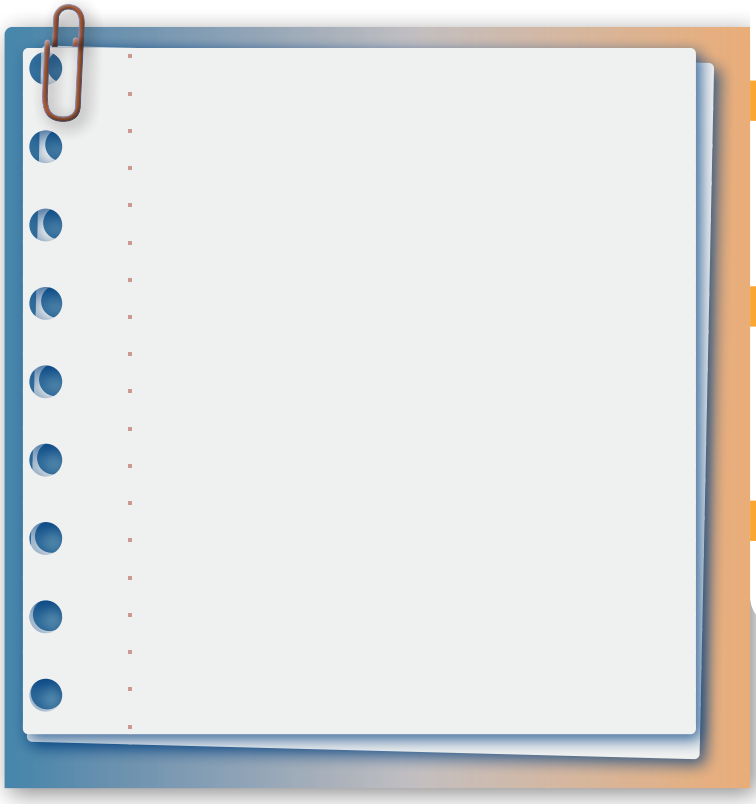
Adel: We can meet at the library around 8 a.m., so we have plenty of time to go over everything again.

Ozan: Perfect! That way, we can also prepare for the maths quiz.

n **Tick (✓) the ones that you do before an exam week.**

1 ☐ Start the day bright and early.
2 ☐ Sleep well and get out of bed at the right time.
3 ☐ Have a healthy breakfast.
4 ☐ Study alone.
5 ☐ Study with a group.
6 ☐ Take notes.
7 ☐ Just read.
8 ☐ Hit the books.
9 ☐ Learn important facts by heart.
10 ☐ Highlight with coloured pens.
11 ☐ Try to memorise everything and stay up too late the day before an exam.
12 ☐ Study for the exam earlier and call it a day before getting too tired.

o **Write a short paragraph about your study habits and how you prepare for exams. In your paragraph, include the activities you ticked in *Exercise n* and use the words and phrases you have learnt in this theme to explain your daily routine and study strategy.**





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**

a **Look at the photos. Describe and write about people's physical appearances.**

1



3



2



4



b **Listen to the audio and write the names of the people in *Exercise a*.**

WB Audio 3.1

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

Name	Merve	Fatma	Hakan	Asil
Age				
Physical feature				
Height/ Weight				
Hair colour/ shape				
Eyes				

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

1 Why does Merve thank people in her environment?

2 What clues does she give about her mother's job?

3 How does she describe her mother's personality?

4 Where does her father seem funny and calm?

5 How does Asil feel when spending time with his friends?

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

WB Audio 3.2

1 While sl**ee**ping, many p**eo**ple look so p**ea**ceful and r**e**laxed, **a**lmost as **i**f they are newborns.

2 Every **e**vening, I ma**k**e p**l**ans for the next day's u**s**ual errands; **c**on**c**lu**s**ion: li**v**ing a planned day **i**s great.

3 My friend f**ee**ls a b**i**t of **c**onfu**s**ion about ta**k**ing a**c**tion on their dr**ea**m **e-c**ommerce start-up.

4 Ma**k**ing d**e**ci**s**ions about future **c**ar**e**ers sometimes s**ee**ms cha**ll**en**g**ing but **i**s a ch**ee**rf**ul** process.

f **Write the similarly pronounced words you have learnt for this theme in the correct category.**

sl**ee**ping	
l**i**ve	
u**s**ual	
a**c**tion	

g **Complete the dialogues below, using *too* or *enough* with the words in parentheses.**

1

Rory: I really like this jacket, but I think it's _____[1] **(big)** for me.
June: Yes, it looks a bit loose. How about this one?
Rory: This one is better, but it's not _____[2] **(warm)** for winter.
June: Hmm, what about this sweater?
Rory: Good! It's not _____[3] **(thick)** but _____[4] **(comfortable)** to wear all day.

2

Nora: I want to change my hairstyle, but I don't know what to do.
Lina: Your hair is already short. If you cut it more, it might be _____[1] **(short)** for you to style properly.
Nora: Maybe you're right, but it's not _____[2] **(stylish).**
Lina: How about growing it a bit longer?
Nora: I don't know. My hair is _____[3] **(curly)** to style easily.
Lina: But it's soft and _____[4] **(thick)** to look good in any style!

3

Sabira: Have you finished packing for the trip?
Turan: Not yet. My suitcase is _____[1] **(full)** to close.
Sabira: You don't need that much! This suitcase isn't _____[2] **(big)** for everything.
Turan: Maybe, but I want to bring extra things just in case.
Sabira: Your bag should be _____[3] **(light)** to carry easily.

4

Lee: I need a new school backpack, but I can't decide which one.
Kim: This one looks great, but it can be _____[1] **(small)** for all your books.
Lee: True, but that one is _____[2] **(big)**! I don't want to carry something heavy.
Kim: How about this one? It's _____[3] **(spacious)** for all your things.
Lee: That's better, but is it _____[4] **(strong)** to carry my laptop?
Kim: Yes! And it's not _____[5] **(expensive)**, so you can afford it.

h **Read the paragraphs about three students who prepare for their school's talent show. Complete each paragraph, using *too* or *enough* with the words given in parentheses.**

Ali – Comedy Show (clear-confident-fast)

Ali loves making people laugh. However, he sometimes speaks _____[1], so people can't always follow him. Still, his voice is _____[2] for everyone to hear, and he is _____[3] to perform in front of a big crowd.

Hugo – Dancing (quick-slippery)

Hugo is _____[4] to keep up with the rhythm of the music. He practises a lot to make sure his steps are perfect. However, the stage floor is _____[5], so he needs to be careful while dancing.

Priya – Acting (expressive-quiet)

Priya enjoys acting in plays and bringing characters to life. She is _____[6], so the audience can see her emotions clearly. However, her voice is sometimes _____[7], so she is practising to speak more clearly.

i **Look at the photos below and write sentences to describe each of the person's physical appearance.**

1



2



3



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

1. SUCCESS THROUGH CHARACTER, TALENT, AND ACTIONS
2. THE IMPORTANCE OF PHYSICAL APPEARANCE FOR FAME
3. HOW TO ACHIEVE FAME THROUGH LOOKING PERFECT
4. THE ROLE OF PHYSICAL STRENGTH IN ACHIEVING SUCCESS

Physical appearance may seem important for fame and success, but many talented people inspire others without fitting a perfect image.

Sandra Wealthmere, for example, is a smart actress who is neither slim nor overweight. She has short, straight hair in a stylish cut and fair skin. While she is attractive, people value her positive attitude more than her looks. She stands out because of her generosity and kindness, as she actively supports charities, helps young artists, and speaks up for global issues.

Similarly, Stefan Sonfield, a gifted composer, shows that passion and determination are more important than appearance. He has pale skin, messy brown hair, and is not very tall. He does not look like a typical celebrity, yet his emotional songs touch people's hearts. He is surprisingly quiet in social settings and shy in front of crowds, but he is best at expressing himself through his melodies and lyrics.

Diallo Vaylen, a dedicated sportsperson, also breaks stereotypes. He is of medium height and does not have the body shape that people often expect in basketball, but his dedication and confident attitude make him an exceptional player. His polite and generous nature earns him respect from both teammates and fans. He also gives back to his community by donating large amounts of money to support the schools in his country and provide resources to students in need. His story shows that success is not only about physical strength but also about personality and a kind heart.

All these people remind us that success is not about how we look. It is about how we use our talents to make a positive difference.

k **Read the text quickly again and tick (✓) the topics that are mentioned.**

1 ☐ Hair shape
2 ☐ Body weight
3 ☐ Skin colour
4 ☐ Nationality
5 ☐ Personality
6 ☐ Age

l **Complete the sentences below, using the words about personality in the text.**

1 Sandra is _____ because she cares about others and helps young artists.
2 Stefan is _____; he does not talk much in social settings.
3 Diallo is _____, as feels sure about his own ability to do things well.
4 Sandra is _____ because she always has great ideas and learns quickly.
5 Stefan is_____; he feels nervous when he speaks in front of a crowd.
6 Diallo is _____ since he regularly donates large amounts of money.

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

1 What makes Sandra stand out?

_____
_____
_____

2 Why does Stefan not match the typical celebrity image?

_____
_____
_____

3 How does Diallo help his community?

_____
_____
_____

4 What personality traits does Diallo have?

_____
_____
_____

n **Find the words below in the word search puzzle.**

ATTRACTIVE
BLOND
BRAVE
BRUNETTE
CHEERFUL
CLEVER
CURLY
FORGETFUL
FRIENDLY
FUNNY
GENTLE
HANDSOME
MOODY
OUTGOING
PEACEFUL
PLUMP
SLIM
STRAIGHT
WAVY
YOUNG

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



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

a You look amazing!
b That sounds great!
c He is too young!
d What a good person!

Jada: Hey, Lance! _____[1]

Lance: Thanks, Jada! Do you like my new sweatshirt?

Jada: Yes, it looks great on you! By the way, do you know Marsha?

Lance: Yes, I do. She is in my chess club.

Jada: What type of person is she?

Lance: She is very friendly, but she sometimes talk too much.

Jada: Oh, really? And what about Ivy?

Lance: He is very smart. He studies a lot, but he is not confident enough.

Jada: That's interesting. What about our new English teacher?

Lance: He seems serious, but he is very funny and friendly, indeed.

Jada: _____[2]

Lance: Agree. I can introduce you to Marsha and Ivy today, if you like.

Jada: _____[3] Thanks.

p **Read the situations below and match them to the statements in *Exercise o*.**

1 A friend of yours comes up with an idea, and you think it is exciting. You say: _____

2 You have a classmate who always feeds stray cats on the way to school. You talk about her/him and say: _____

3 Your sister has a new hairstyle, and you want to compliment her. You say: _____

4 Your friend's brother wants to watch a horror film with you. You think he is not old enough to watch it. You say: _____

q **Imagine that the girl in the photo is a new student in your class. Take notes about her appearance and imaginary personality.**



r **Write a short dialogue in your notebook to describe your new classmate in *Exercise q*, using the statements and language structures in *Exercise o*.**



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



a **Listen to the audio and complete the missing information in Lara's project.**

WB Audio 4.1

My Family Members' Jobs and Workplaces

Uncle Larry is a(n) _____[1], and he designs buildings at a(n) _____[2]. Aunt Lisa is a(n) _____[3], she gives people medicine at a(n) _____[4]. Cousin Jeremy is a successful _____[5]. He works at his own _____[6]. Cousin Emily is a(n) _____[7], and she reports news for a(n) _____[8]. Uncle Danny is a(n) _____[9]. He checks IDs at a(n) _____[10].

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

1 **Why does Lara ask her mum about their relatives?**
- **A** She is curious about their relatives.
- **B** She has to do her homework about jobs.
- **C** She wants to change her career plans.
- **D** She needs to prepare for an interview.

2 **Which of the following best describes Cousin Jeremy's job?**
- **A** Defending people in court
- **B** Reporting news for a news agency
- **C** Developing software for companies
- **D** Providing security for customers

3 **Whose job requires travelling?**
- **A** Cousin Jeremy's
- **B** Cousin Emily's
- **C** Aunt Lisa's
- **D** Uncle Danny's

4 **Which job does Lara want to do in the future?**
- **A** Pharmacist
- **B** Journalist
- **C** Architect
- **D** Security guard

c **Listen to the tongue twisters, focusing on the letters in bold.**

WB Audio 4.2

1 F**o**ur d**o**ct**o**rs drop a b**o**x of h**o**t ch**o**colate in the sh**o**p.

2 **M**u**m** **m**akes **m**a**n**y **n**ice **m**eals o**n** **M**o**n**day **m**or**n**i**n**g.

3 Sing**ing** and runni**ng** in the eveni**ng** is exhausti**ng**.

4 Pharmacists **p**re**p**are **p**erfect **p**ills for **p**atients.

d **Say the sentences aloud and underline the sounds you have practised in *Exercise c*.**

1 Mum, I need to write about jobs for my project.

2 That sounds interesting. Okay, then let's start with your uncle, Larry.

3 He has his own law firm, and he defends people in court.

e **Read the text and complete the sentences with *on*, *in*, or *at*.**



My uncle is a journalist. He works _____[1] a news agency; there he writes articles and reports on important events. Every morning, he sits _____[2] his desk, scans local news on the Internet, checks his emails, and makes phone calls. He seldom stays _____[3] the newsroom; most of the time, he is out on assignments. When he needs to interview someone, he often meets them _____[4] a café or visits them _____[5] their workplaces. He also spends a lot of time _____[6] different locations, as he covers live events. Sometimes, he reports from the street and stands _____[7] a busy pavement while he explains the situation. At the end of the day, he is usually _____[8] his office to edit his articles before they are published. When he finishes work, he enjoys dinner _____[9] home with his family. At weekends, he likes to relax _____[10] his sofa or spend time _____[11] the library to read books about history.

f **Circle the correct preposition in each sentence.**

1 Aunt Sophie works **in** / **on** / **at** a software company, where she develops applications.
2 My grandmother is **in** / **on** / **at** the market, **in** / **on** / **at** the fish stall.
3 We live **in** / **on** / **at** Rose Street near the city centre.
4 My father is sitting **in** / **on** / **at** a stool, and he is reading the newspaper.
5 The children do not play **in** / **on** / **at** the garden on cold days.
6 My brother loves playing tennis **in** / **on** / **at** the court.
7 I leave my phone **in** / **on** / **at** the kitchen counter whenever I load the dishwasher.
8 The family has a barbecue **in** / **on** / **at** the backyard during summer.

g **Complete each sentence below, using a correct preposition and a suitable workplace as in the example.**

e.g. *Liz is a computer programmer. She develops software at an IT company.*

1 Selma is a scientist. She conducts experiments _____.
2 Metin is a lawyer. He defends his clients _____.
3 Hans is a photographer. He takes beautiful pictures of families and events. He generally works _____.
4 Oliver is a psychologist. He counsels clients _____.
5 Anna is a content creator. She spends a lot of her time creating videos _____.

Read the texts quickly and write what the job description is.

1



News Media

Location: London
Description
News Media is a news agency and the leading source of news on TV, in print, on radio, and on social media. We are looking for a five-year-experienced reporter. You should be creative, reliable, and able to interview everyone from all walks of life. Your job position will be reporting economic news; therefore, you should be keen on understanding global economic and business trends that influence our community and should have the ability to explain complex topics to a general audience.

2



VIVID BANK

Location: Paris
Description
We are looking for full-time employees with four years of experience. You should enjoy working collaboratively with colleagues to provide wonderful offerings for every customer. You should build a personal connection with customers through meaningful conversations. And also, you should serve customers in our bank to help them use our in-branch technology and digital banking services. If you think this sounds like a role for you, then we would love to hear from you.

3



Learning Languages

Location: Berlin
Description
We are seeking talented people who can build innovative AI-powered products. You should help millions of our users learn foreign languages. You should be able to write, design, develop, and test software and ensure software programs work best in performance, reliability, and security. And also, you should collaborate with our talented global team and meet clients' needs. If you are willing to solve hard technological issues and provide effective solutions, we would like to hear from you.

4



LOCAL TEXTILE

Location: Madrid
Description
As a leading entrepreneur in the textile sector for ten years, our company is getting bigger. We have passion, reliability, breathtaking ideas, and the ability to deliver the best products to our customers on time. In order to increase our marketing at a global rate, we would like to work with a peer. You should be interested in global textile marketing and benefiting from our success. To learn the benefits of our business's success and manage the company, please contact us.

Read the texts quickly again and circle the topic that is <u>not</u> mentioned.

1 There is information about where employees will work.
2 The companies give information about the salary.
3 Some companies require work experience.
4 The descriptions of the jobs are clear and in detail.

j **Read the texts carefully and answer the questions below.**

1 What job position does the News Media look for someone?

_____

_____

2 Who does Language Learning offer the service to?

_____

_____

3 How does Vivid Bank want the employee to contact the clients?

_____

_____

4 Why does Local Textile look for a peer?

_____

_____

5 What job in the text would you like to work? Give reasons.

_____

_____

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

1 _____: an organisation that provides various financial services

2 _____: to give people information about something that you have heard, seen, done, etc.

3 _____: to control or be in charge of a business, a team, an organisation, land, etc.

4 _____: an organisation that collects news and supplies it to media companies

5 _____: to provide an area or a group of people with a product or service

6 _____: the programs used by a computer for doing particular jobs

7 _____: to start to have a skill, ability, quality, etc. that becomes better and stronger

l **Do the crossword puzzle below, using the given clues.**

ACROSS

A person who _____.

3 advises people about the law

6 keeps or checks financial accounts

9 studies and is trained in psychology

10 deals with customers in a bank

DOWN

1 is expert in the natural sciences

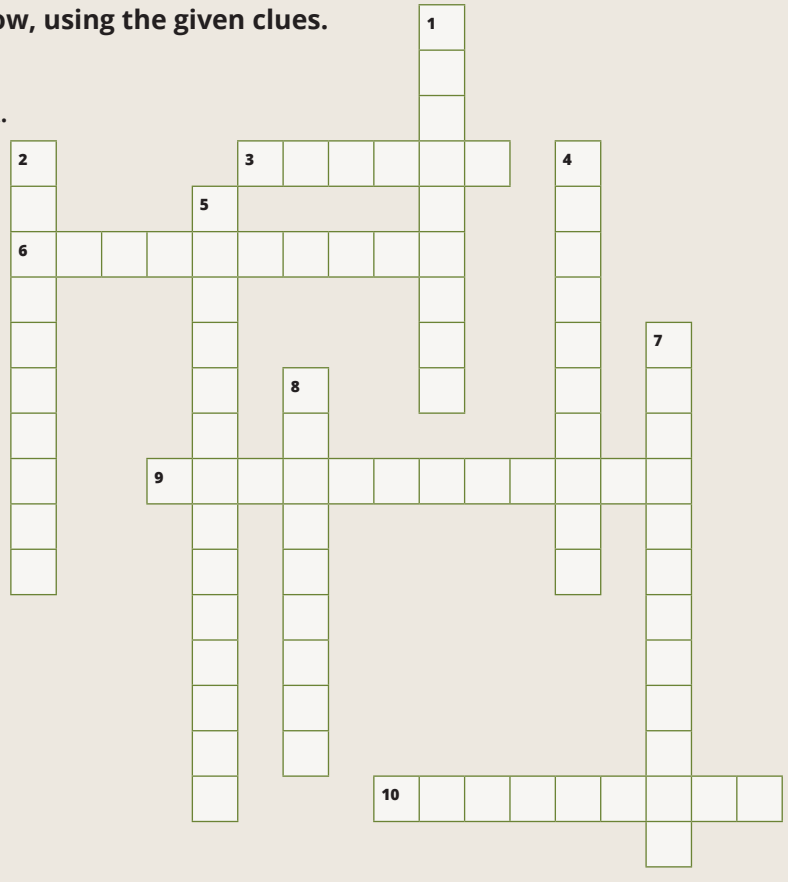
2 sells medicines to the public in a shop

4 collects and writes news

5 works in business, especially at a high level

7 takes photographs, especially as a job

8 designs buildings





m Complete the dialogue with the expressions given below. One is extra.

a great job
b she's in charge of
c he's responsible for
d she made it

Nick: Hey, Juno! You know we have a homework assignment about jobs. We need to interview three people about their family members' jobs. Can I ask you first? What does your father do?

Juno: Oh, hi Nick! Sure, I can help. Well, my dad is an architect. He works at an architecture firm, and _____[1] designing the plans for new buildings.

Nick: That sounds creative! Does he design houses or big buildings?

Juno: Mostly office buildings, but sometimes he works on houses too. And what does your mum do?

Nick: She's a security guard at a shopping centre. _____[2] the building and makes sure everything is in order.

Juno: Well, that must be a difficult job! Does she work late hours?

Nick: Sometimes, but she likes it. My father, on the other hand, has a completely different job—he's a bank clerk. He serves customers and helps them with their accounts. What about your mum?

Juno: She's a journalist at a news agency. She reports on world events, so she always follows the news.

Nick: Oh, does she travel a lot?

Juno: Not much, but she sometimes interviews people in different cities. And your sister?

Nick: She's just started working as a lawyer at a law firm.

Juno: Wow, _____[3]! That's amazing!

Nick: Yeah, she studied for years to get there.

Juno: She must be so happy!

n Choose two different jobs you have learnt throughout this theme and write a short paragraph to compare them. Use the points below to guide your writing.

- The workplace (Where do they work?)
- Work setting (Do they work from home, in an office, or in a public place?)
- Work environment (Do they work indoors, outdoors, alone, or with many people?)
- Work activities (What tasks do they do every day?)
- Skills (What abilities do they need to do their jobs?)
- Work schedule (Do they work fixed hours or flexible hours?)
- Uniform or dress code (Do they wear a uniform or special clothes at work?)



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

Theme 5

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

WB Audio 5.1

1 Renting a flat
2 Buying a house
3 Selling furniture
4 Moving to a new city

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

1 The living room has a(n) _____, an armchair, a coffee table, and a TV stand.
2 The kitchen has a fridge, a cooker, a(n) _____, and large cupboards.
3 Each bedroom has a bed, a wardrobe, and a(n) _____.
4 In the bathroom, there is a shower, a(n) _____, and a cupboard for bathroom items.

c **Listen to the audio again to choose the correct answer for each question.**

1 **Where is the building?**
A Near the beach
B In the city centre
C In the countryside
D On a quiet street

2 **Which of the following is true?**
A There is a small dining room in the flat.
B The kitchen has space for a dining table.
C The dining room is next to the kitchen.
D The flat has a separate dining room.

3 **How does the flat stay warm in winter?**
A There is a fireplace in the sitting room.
B Each room has an electric heater.
C It has central heating.
D The flat does not have heating.

4 **What does the estate agent say about the garage?**
A There is a garage, but parking spaces are limited.
B The garage is large, and everyone has a parking space.
C The garage is only for visitors.
D There is no garage in the building.

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

WB Audio 5.2

bouquet bus cash cushion equipment glass mirror queen room rug shampoo sun

quilt	
round	
sofa	
shiny	

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

WB Audio 5.3

1 **S**ix **s**low **s**nakes **s**lither **s**ilently on **s**oft **sh**eets.
2 **Sh**iny **sh**apes **sh**immer as **sh**e **sh**ows **sh**iny **s**poons.
3 **Q**uickly **q**uestioning **q**uiet **q**uarrels in the **q**uarter.
4 **R**icky **r**aces **r**ed **r**abbits **r**ound the **r**ocky **r**oad.

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



My name is Kamran, and I _____[1] **(live)** in a cottage in a small town. My house _____[2] **(have)** a lovely terrace and a beautiful garden. Every morning, I wake up early, _____[3] **(make)** my bed, and _____[4] **(have)** a shower. My father _____[5] **(watch)** the news on TV, and my mother _____[6] **(prepare)** the table for breakfast. My father and I usually _____[7] **(wash)** the dishes after breakfast.

Right now, I _____[8] **(relax)** in the sitting room and _____[9] **(read)** my favourite book. My brother _____[10] **(not stay)** at home today. He is in the park with his friends. My parents _____[11] **(tidy up)** the house, and my sister _____[12] **(play)** computer games.

We _____[13] **(not like)** a messy house. Every weekend, we _____[14] **(clean)** the rooms together. Our house is small, but it _____[15] **(feel)** very comfortable. I love living here!



g **Circle the correct option for each.**

1 **My brother _____ in a flat, but he _____ to move to a penthouse.**
   - **A** live / want
   - **B** lives / wants
   - **C** is living / wants
   - **D** is living / want

2 **The students _____ their dorm rooms every Saturday, but they _____ them now instead.**
   - **A** clean / are cleaning
   - **B** clean / clean
   - **C** are cleaning / are cleaning
   - **D** are cleaning / clean

3 **The Morgans _____ dinner on the terrace right now, but they usually _____ it in the kitchen.**
   - **A** are having / are having
   - **B** have / have
   - **C** have / are having
   - **D** are having / have

4 **At the moment, the cat _____ on the sofa, and the dog _____ near the door.**
   - **A** sleeps / is relaxing
   - **B** sleeps / relaxes
   - **C** is sleeping / is relaxing
   - **D** is sleeping / relaxes

h **Underline and correct the mistakes in the sentences below.**

1 He lives with she parents in a terraced house. _____
2 Pier and Clara are painting its new house. _____
3 My sister is playing with his toys in the garden. _____
4 The cat is sleeping on their bed, not in its basket. _____
5 I always make their bed when I wake up. _____

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

1 Furniture in Central Asian, Korean, and Iraqi homes
2 How to decorate traditional houses with natural materials
3 Traditional houses from different parts of the world
4 Building techniques that Asian cultures traditionally use

UNIQUE HOUSING STYLES

People around the world live in different types of houses. The style of a house often depends on the weather, culture, and materials in the area. Let's look at three interesting examples: a *yurt*, a *hanok*, and a *mudhif*.

A *yurt* is a round tent that people in Central Asia use, especially in Kazakhstan and Kyrgyzstan. It is easy to build and move, with a wooden frame and thick fabric walls. These walls help keep the heat in during cold winters and cool air in during summer. Inside, there is a low table in the centre of the room. Families usually sit around it to eat together. A colourful carpet covers the floor to keep the space warm.

A *hanok* is a traditional Korean house. People build it with natural materials like wood and stone, and it often has curved tile roofs. Inside, there is often a basin for washing and a cupboard for storing kitchen items. Many *hanoks* have a small wooden terrace outside. Families sit there to rest or enjoy tea during warm weather. They sit on the floor, often on soft cushions.

A *mudhif* is a special guest house with a rounded roof; it is unique to the south of Iraq. People build it with reeds and mud from the marshes. A *mudhif* is long and high, and its shape and materials help it stay cool in hot weather. It does not have many rooms but a big hall; there, guests sit, talk, and often drink tea together.

These traditional houses are part of their countries' culture. They show the way that people use local materials and live in harmony with nature.

j **Read the text quickly again and write the names of the houses in the photos below.**



1 _____ 2 _____ 3 _____

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

1 ___ A *yurt* has thick fabric walls that help with temperature.
2 ___ *Yurts* have more than one room with colourful carpets.
3 ___ A *hanok* often has a terrace for sitting and relaxing.
4 ___ People in *hanoks* sleep on low beds with cushions.
5 ___ People rarely use reeds and mud to build *mudhifs*.
6 ___ A *mudhif* has a large hall for guests to sit and talk.

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

1 Which countries often use *yurts*?

2 Where do people sit when they eat in a *yurt*?

3 What natural materials do people use to build a *hanok*?

4 Why is a *mudhif* a good house type for hot weather?

m **Complete the dialogue with the highlighted words in the text. One is extra.**

Elif: We're designing our dream house for class. Any ideas for the living room?

Dan: Let's put a soft _____[1] on the floor. It makes the room feel warm.

Elif: How about a few _____[2] to sit on the floor instead of chairs?

Dan: Great idea! What about the outside?

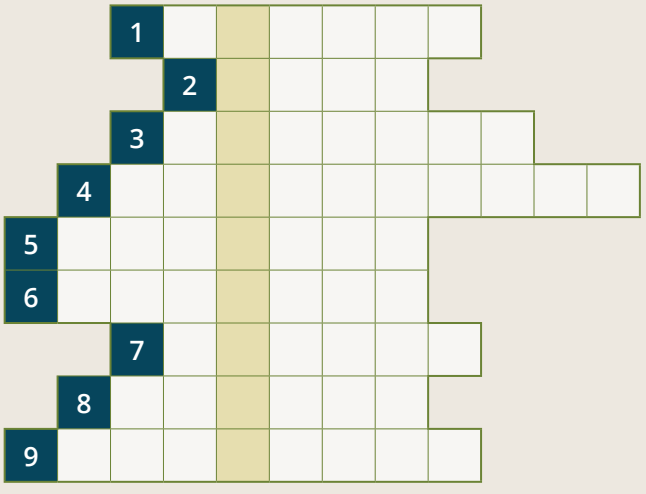
Elif: I want a wooden _____[3] with plants and a table for tea.

Dan: Perfect! For the kitchen, we need a big _____[4] to keep all the food and plates.

Elif: And maybe a large _____[5] so we can invite our friends over and have fun together.

n **Use the clues to solve the puzzle and find the hidden word. Then make a sentence with it.**

1 a special area of a bathroom that you stand in to wash yourself with running water
2 a piece of equipment with a door that you use to cook food in
3 a piece of cloth that you can move to cover a window
4 a machine that you can wash plates, glasses, and other kitchen equipment
5 an appliance that you use to keep food frozen for a long time
6 a large container that you fill with water and sit in to wash your body
7 a piece of equipment that you use to cook food over gas flames or electric heat
8 a soft object that you put under your head when you sleep
9 a piece of furniture that you can hang and keep your clothes in



The Hidden Word: _____

Sentence: _____



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

a make yourself at home
b home sweet home
c there's no place like home
d what a nice house
e as safe as houses

Nehir: Could you please hold the bags? I'll unlock the door.

June: Sure, it was a tiring day. For a while, I thought the meeting would never finish.

Nehir: Yeah! Don't worry. We'll have a rest soon. Then we'll work on our tasks for tomorrow's meeting. (They entered the house.)

June: Wow! _____[1]! You decorated it very well.

Nehir: Thank you. I love modern design elements in a house. So, I tried applying it to my home. You know _____[2]!

June: Definitely, wherever we live, we should make it feel nice. Even a few simple touches can make it more spacious and cleaner.

Nehir: You're right. Please, put this cushion behind your back. _____[3]!

June: No need! I'm fine, thanks.

Nehir: How is the new house that you rented? Did you move there?

June: Not yet. Probably this weekend. It's a small penthouse, really lovely. Maybe you can help me decorate it.

Nehir: Of course, it'd be great.

June: Thanks, I'm so excited. We can have our next coffee at my new house that'll be well-decorated thanks to you. _____[4]!

Nehir: That sounds perfect.

p Look at the photo. Describe and write a paragraph about it, considering the prompts below.

- type of the room
- furniture in it
- the activities to be done there





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



a **Listen to the audio and match each sentence to its speaker: Eren or Lena.**

WB Audio 6.1

1 There are so many different dishes from all over the world. _____
2 I love spicy food! _____
3 I want to try a lamb chop or a curry. _____
4 I'm also looking for something light. _____
5 One of the stalls serves couscous. _____
6 When does the fair start, by the way? _____
7 Are you going with your family or friends? _____
8 I'll see you there then! _____

b **Listen to the audio again and circle the correct option to complete each sentence.**

1 **Lena usually eats ____ at food festivals.**
A burgers or pasta
B lamb chops or curries
C seafood or falafel

2 **This year, the fair is serving ____.**
A coconut cake and chocolate biscuits
B couscous, falafel, and spicy noodles
C grilled duck, lamb chops, and curries

3 **One stall serves couscous with ____.**
A vegetables and a yoghurt sauce
B a savoury vegetable sauce
C a sweet and refreshing sauce

4 **People are ____ in the city square right now.**
A taking photographs
B walking around
C setting up the stalls

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

1 What food does Lena talk about from last year's fair?
_____

2 What kinds of desserts can visitors try this year?
_____

3 What does Eren want to try that is new for him?
_____

4 How does Lena describe the couscous with yoghurt sauce?
_____

5 What time does the fair finish?
_____

6 Who is Lena going to the fair with?
_____

d **Listen to the audio and circle the sentences you hear.**

WB Audio 6.2

1 **a** Let's draw tree leaves on the paper.
b Let's draw three leaves on the paper.

2 **a** I've never taught about such a thing.
b I've never thought about such a thing.

3 **a** Go buy a tin plate from the market.
b Go buy a thin plate from the market.

4 **a** Look, I don't want to be late.
b Luke, I don't want to be late.

5 **a** I wasn't sure if the dove could.
b I wasn't sure if the dove cooed.

6 **a** There's a rope near the pull sign.
b There's a rope near the pool sign.

e **Complete the sentences, using the correct form of *The Simple Present Tense* or *The Present Progressive Tense* and the words in parentheses.**

Every October, we _____[1] **(celebrate)** a local food festival in our city. Family members, relatives, and loved ones _____[2] **(visit)** each other to share love, friendship, and unity. Today, we _____[3] **(gather)** at our home. My mother and I _____[4] **(prepare)** delicious meals and desserts for dinner. We usually _____[5] **(buy)** small souvenirs for our guests on this special day, but we _____[6] **(not do)** so this year. My mother _____[7] **(not love)** this traditional exchange of gifts. Instead, she _____[8] **(plan)** to invite them to our cottage in the village for the weekend. Now, I really _____[9] **(wonder)** how they will react to her offer.



f **Rewrite the sentences below, using the words in parentheses and considering the other changes in the sentences.**

1 We are planning a trip to Amasya to attend the local food festival. **(Aslı)**

_____

_____

2 Students have enough time to prepare their projects for next week. **(Daisy)**

_____

_____

3 Why does he put so much importance on the local events in his city? **(people)**

_____

_____

4 It is Jack's turn to make dinner, but he is not preparing a meal in the kitchen now. **(Henry and Alice)**

_____

_____

5 Why are you wearing something so elegant? Are you going to an official meeting? **(Dad)**

_____

_____

g **Look at the photos and write what is happening in each.**



_____



_____



_____



_____



h **Read the text quickly and circle the title of it.**

1 The Significance of Lights: *Diwali*
2 The Role of Food in *Diwali*
3 *Diwali* Celebrations in Different Countries
4 The Spirit of *Diwali*: Light, Joy, and Giving

A *Diwali* is a major festival in India. It takes place every year in October or November and lasts for five days. The festival celebrates the victory of good over evil and light over darkness. Many people see it as a fresh start and a time to let go of negative feelings.

B On the first day, families clean and decorate their homes. They design *rangoli* patterns with coloured rice or flower petals, place oil lamps around their homes, and hang paper lanterns to bring warmth and light. This tradition gives *Diwali* its name: the Festival of Lights.

C The second day is for shopping and food preparation. People buy jewellery and new clothes, choose gifts for family and friends, and cook traditional savoury dishes with a variety of aromatic spices. As a main course, they often make *curry* by cooking chicken or vegetables in a hot spicy sauce until they become tender, then serve it with rice. Traditional desserts and snacks also play an important role. One popular dessert is *kheer*, a creamy, aromatic rice pudding with dried fruits and nuts. Another favourite treat is *Nan Khatai*, a sweet, crumbly biscuit that pairs perfectly with tea. For some, smoothies with fresh and juicy mangoes offer a healthy and refreshing alternative.

D On the third day, families come together for the main event. They enjoy food, exchange gifts, and take part in a ceremony to pray for health and wealth. Afterwards, they visit relatives and spend time with loved ones. At night, fireworks fill the sky, and people celebrate the main event with music and dancing.

E The fourth day marks the start of the new year, and they take this time to set positive goals for the future. On the final day, brothers visit their sisters and give gifts to celebrate their bond. *Diwali* brings people together and highlights the importance of reflection, family, and joy. It is truly a meaningful festival.

i **Read the text quickly to match the topics below to the paragraphs. One is extra.**

1 ___ The main day of celebration
2 ___ Duration of the festival
3 ___ Visiting the graves of loved ones
4 ___ Traditional desserts and food
5 ___ The start of the new year
6 ___ Preparing houses to the festival

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

1 ___ People celebrate *Diwali* only in India.
2 ___ People light oil lamps to symbolise light over darkness.
3 ___ Families only eat vegetarian food during *Diwali*.
4 ___ Fireworks are an important part of the third day's celebrations.
5 ___ On the last day, sisters give gifts to their brothers.

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

1 How long does *Diwali* last?

2 What do families do to prepare their homes for *Diwali*?

3 What traditional foods and desserts do people make for the festival?

4 What happens on the third day of *Diwali*?

5 How do people celebrate the start of the new year?

l **Find and write the appropriate words in the text to describe the foods given below.**

1 

2 

3 

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

ACROSS

3 

8 

5 

6 

7 

DOWN

1 

2 

4 

6 



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

a What a delicious meal!
b I'm full, but I can't stop eating!
c This tastes amazing!
d You're good at cooking!

Janette: Wow, the food at this festival is incredible! I'm eating such delicious food for the first time in my life, ha-ha!

Fredrik: I know, right? The tacos are so tasty! Do you want to try this falafel?

Janette: Mm! _____[1] The spices are so rich.

Fredrik: I agree! The lamb chops are also tender and juicy, and I love the kebabs, too.

Janette: The chefs are doing an amazing job here.

Fredrik: Look at all the different foods... They have so many regional dishes here. Have you tried the seafood yet?

Janette: Not yet, but I'm planning to have some fish soup. It's warm and comforting—perfect for today's weather.

Fredrik: That sounds great! I think I'll get some stew next. It smells delicious!

Janette: Oh, it's hard to choose what to eat! _____[2]

Fredrik: Me neither. Wow, they're serving fresh Turkish pizza over there!

Janette: _____[3] Let's go and try some. I can eat it all day! It's one of the best festivals I've been to.

Fredrik: I agree! I think I'll come here again next year.

o **Read the situations below and match them to the statements (a–d) in *Exercise n*.**

1 Your friend cooked a delicious meal for you. You want to compliment him on his cooking skills. You say:
_____

2 You had a large meal at a local food festival, but there are so many tasty dishes, and you cannot stop trying more. You say:
_____

3 You are eating a spicy curry, and it is so savoury and tender. You say:
_____

4 Your friend offers you a piece of chocolate cake at a local festival, and you think it tastes fantastic. You say:
_____

p **Imagine you are a food blogger. Use the sentence starter below and the statements in *Exercise n* to write a review about a food festival you are attending.**



I am at the festival area at the moment, and there are food stalls serving delicious food. I'm full, but I can't stop eating. I think ...



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**

a **Look at the photos and match them to the given expressions. One is extra.**

a recycle
b waste materials
c upcycle
d reducing consumption







b **Listen to the audio and circle the topics below that are not mentioned.**

WB Audio 7.1

1 Benefits that nature offers people
2 Necessary natural underground resources
3 Large-scale global actions for nature
4 Individual small efforts to protect nature
5 Importance of the educational programmes

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

Actions	Results
Spending time in nature	
Reducing daily energy consumption	
Throwing waste into the dustbin	

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

1 Why is nature so important to people and animals?

2 How can we minimise our average consumption at home and work?

3 What does upcycling mean?

4 Where can we deliver recycled materials?

5 What do you usually do to contribute to protecting nature?

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

WB Audio 7.2

1 She fi**x**ed her **w**hite **ea**rrings, as th**ey** symbolise her car**ee**r's first day.
2 **W**e r**are**ly use packaged food mat**e**rial because it imp**ai**rs our health.
3 The sc**ie**ntist's new th**eo**ry related to d**ee**r relies on e**x**p**e**riential observing methods.

f **Listen to the audio and say tongue twisters as fast as possible.**

WB Audio 7.3

1 There's hair in the air; they're sharing a glare with the hare and the bear.
2 Near an ear, a nearer ear, a nearly eerie ear.
3 Which wristwatch is a Swiss wristwatch?

g **Complete the dialogues below, using the correct forms of *to be* in the past.**

1

Elnur: _____[1] the dolphin exhibition interesting yesterday?
Freya: Yes, it _____[2] amazing!
Elnur: What about the penguins?
Freya: There _____[3] a few playing near the water.
Elnur: Cool! _____[4] it crowded?
Freya: No, there _____[5] many people, so it _____[6] easy to walk around.

2

June: What _____[1] your favourite part of the nature park?
Mine: The desert zone. It _____[2] really unique.
June: _____[3] there any animals to see?
Mine: Yes, there _____[4] some lizards and birds, but there _____[5] any shade!
June: Oh no! _____[6] it very hot?
Mine: Yes! And there _____[7] any cold drinks left at the café!

3

Deniz: How _____[1] the presentation about endangered animals?
Omar: It _____[2] very informative.
Deniz: _____[3] there any photos of sea turtles?
Omar: Yes! There _____[4] some from different beaches around the world.
Deniz: _____[5] the students interested?
Omar: Unfortunately, they _____[6].

4

Mert: What _____[1] the topic of the workshop today?
Zane: It _____[2] about protecting rainforests.
Mert: _____[3] there many activities?
Zane: There _____[4] some fun group tasks, but there _____[5] any outdoor games.
Mert: _____[6] there a guest speaker?
Zane: Yes, and he _____[7] great!

h **Complete the paragraph below, using *The Simple Present Tense* or *should* with the correct form of the verbs in parentheses.**

Endangered animals have many different habitats. For example, tigers _____[1] **(usually/live)** in forests, while sea turtles _____[2] **(need)** clean beaches to lay their eggs. However, many animals are in danger because people _____[3] **(destroy)** their natural environments. To protect them, we _____[4] **(reduce)** pollution in oceans and forests. People _____[5] **(not leave)** rubbish in nature because it _____[6] **(harm)** wildlife. Also, we _____[7] **(plant)** more trees to support animals like pandas and chimpanzees. But what _____[8] **(we/do)** when we see someone harming an animal's habitat? We _____[9] **(report)** it to local organisations or wildlife centres. Every small action helps. Children and teenagers _____[10] **(not think)** they are too young to make a difference; everyone can help protect nature!

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

1 Giant pandas are lovely animals, but they are dangerous.
2 People hunted giant pandas to build roads and houses.
3 Giant pandas are endangered, but people are trying to help.



LOVELY BUT ENDANGERED: THE GIANT PANDA

The giant panda is one of the most well-known endangered animals in the world. It is famous for its black and white fur and love of bamboo. In the past, there were many giant pandas living freely in the woodlands and bamboo forests of China. Their natural habitats were cool and rainy, and they had enough food and space to survive.

However, in the last century, there has been a lot of habitat loss. People cut down forests for farming, roads, and buildings. As a result, giant pandas lost their habitat. There was not enough bamboo left in the wild, and there were fewer safe places for them to live. In the 1990s, there were only around 1,000 pandas in the wild. People hunted them illegally, or they died because of disease or lack of food.

Now, things are starting to change. International wildlife organisations are taking action. They have built breeding centres and shelters to protect these lovely animals. There are also volunteers working to plant bamboo and clean up polluted areas. However, more people should donate to help the projects. We should support these efforts. If we want to save giant pandas and other endangered animals, we should take action, as their future depends on our actions.

j **Read the text carefully and complete the missing information.**

Animal	The giant panda
Habitat	
Why at Risk	
Actions for Protection	

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

1 _____: the disappearance of the natural home of an animal
2 _____: a safe place where animals can hide, sleep, or breed
3 _____: to go after an animal in order to catch it
4 _____: an area of land that is covered with trees
5 _____: plants and animals that live in natural conditions
6 _____: to continue to live or exist
7 _____: to give money or goods to help an organisation

l Read the text again and circle the answers to the questions.

1 What happened to giant panda habitats in the past?

A There were not enough bamboos left in the forests.

B People destroyed them for farming, roads, and buildings.

C They became wider, but giant pandas died because of hunger.

D There was not enough space for giant pandas to live and breed.

2 Which of the following is <u>not</u> mentioned as a danger to giant pandas?

A Air pollution

B Habitat loss

C Illegal hunting

D Diseases

3 What are volunteers doing today to help giant pandas?

A They are moving them to safer habitats.

B They are giving them more love and care.

C They are building shelters and planting bamboo.

D They are making laws to ensure their protection and safety.

4 What should people do to help giant pandas?

A They should build zoos in the forests.

B They should not do farming.

C They should go and work with wildlife groups.

D They should support the protection efforts.

m Use the clues below to complete the crossword puzzle.

ACROSS

4 a large area of land covered with grass

6 catching too many fish in an area of the sea

7 to make something become smaller

8 to put yourself somewhere that nobody can see you

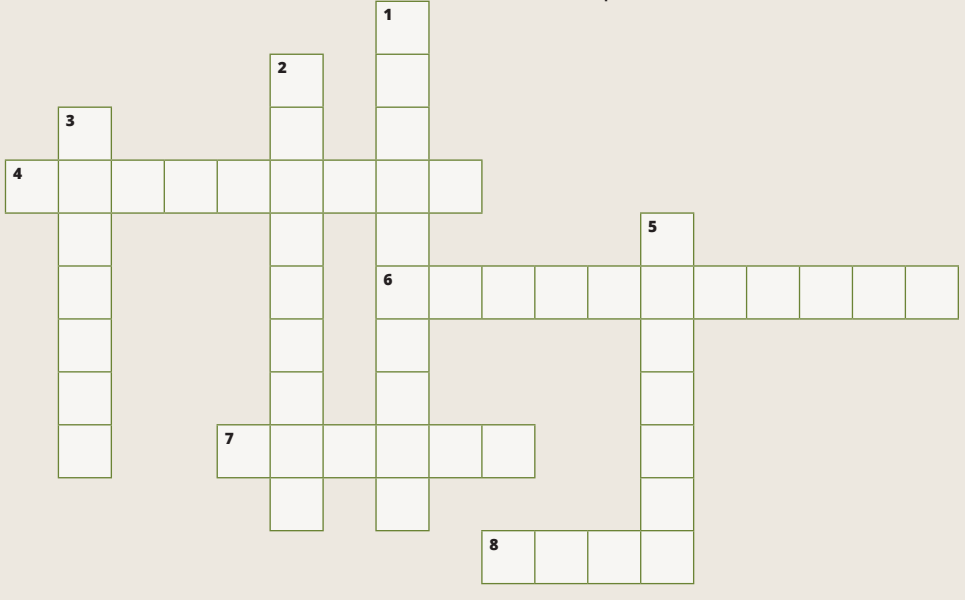
DOWN

1 a forest in a tropical area that receives a lot of rain

2 a person who does something without expecting money

3 to stop something from happening

5 an illness affecting humans, animals or plants





n **Read the dialogue carefully and complete the missing parts, using the expressions below. One is extra.**

a no way **b** every little bit helps
c in safe hands **d** it's too late
e spread the word

Dora: Have you heard about the decline in great white sharks' population? Their numbers are decreasing because people hunt them for their fins and teeth. That's terrible!

Bilge: Yes, I read about it. Some people think they're dangerous and don't care about saving them, but sharks play a crucial role in the ocean ecosystem.

Dora: Exactly! Without great white sharks, the balance of marine life could change, as they play an important role in controlling the populations of other species. We have to do something before _____[1].

Bilge: I hope there's still time to help! What can we do?

Dora: We can support organisations that protect sharks and fight illegal hunting. _____[2]! You know, even small actions, like choosing not to buy shark products, can have a big impact.

Bilge: That makes sense. But how can we make more people aware of this issue?

Dora: Social media is a great tool. We should talk about it with people around us and on online platforms. If we _____[3], more people will take action!

Bilge: You're right! Marine protection programmes are working hard to keep these sharks _____[4]. They place small electronic tags on their fins to track their movements in the ocean. This also helps prevent illegal hunting. Maybe we can donate to organisations that focus on this kind of work.

Dora: That's a brilliant idea! Every action we take now can help sharks survive for future generations. Let's inspire others to join in!

o **Search the Internet for endangered animals and choose one to focus on. Write two reasons why its population is decreasing and write solutions for each problem.**

Reason 1:

Solution(s):

Reason 2:

Solution(s):

p **Take the dialogue in *Exercise n* as a model and write a similar one in your notebook, using your notes in *Exercise o*.**

In your dialogue, you should...

- introduce the endangered animal you have chosen.
- discuss the reasons for its population decline.
- suggest solutions to the problems.
- use the expressions in *Exercise n*.



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

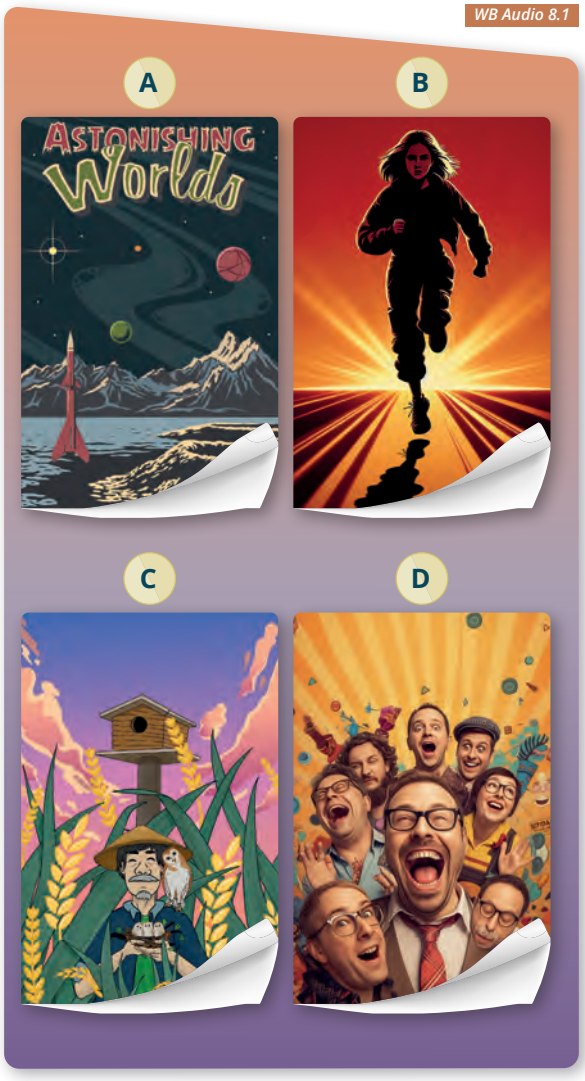
- This (film) is a breath of fresh air!
- This (film) is not my cup of tea!
- I'm not brave enough to watch this!
- What's next?

Pronunciation

sh**o**w, **y**outh, discover**y**, **z**odiac

a **Listen to the audio and circle the poster of the genre that is not mentioned.**

WB Audio 8.1



b **Listen to the audio again and order the sentences below from 1 to 6.**

A ☐ Perfect! Let's grab some popcorn and start watching!

B ☐ Yes, sci-fi films always have such cool ideas.

C ☐ Maybe artificial intelligence will create new films without human actors.

D ☐ They have to survive and explore the planet's secrets.

E ☐ Do you think films will change a lot in the future?

F ☐ I hope so! Then what should we watch now?

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

1 What do the astronauts in *Galactic Operation* discover?

A A spaceship
B Lost astronauts
C A secret city
D A new planet

2 What does Johan think will happen to films in the future?

A Human actors will disappear.
B They will be more interactive.
C People will stop watching them.
D They will only be about time travel.

3 What does Minel think artificial intelligence will do?

A It will help astronauts wear glasses.
B It will create films without human actors.
C It will make films less realistic.
D It will not produce films any more.

4 What film genres do Johan and Minel consider watching at the end?

A Horror and documentary
B Comedy and drama
C Superhero or space adventure
D Musical and biographical

d **Listen to the tongue twisters, focusing on the letters in bold.**

WB Audio 8.2

1 The r**o**bot's r**o**le is to contr**o**l the wh**o**le spaceship al**o**ne.

2 This **y**ear, **y**oung **Y**uri made a huge discover**y**.

3 **Z**ippy **z**ombies **z**oomed through the **z**ero-gravity **z**one.

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

f **Complete the sentences, using the correct form of *The Simple Present Tense* or *The Simple Future Tense* with the words in parentheses.**



In the future, communication _____[1] **(change)** in many incredible ways. For example, people now _____[2] **(not use)** telegraphs any more, and soon, they _____[3] **(not need)** smartphones as much as they _____[4] **(do)** today. Instead, they _____[5] **(use)** hologram technology to talk to each other, just like in science fiction films. In addition, advanced translation devices _____[6] **(remove)** language barriers, and it _____[7] **(be)** easier to talk to anyone in the world. However, not everyone _____[8] **(adopt)** these technologies quickly. Since some people _____[9] **(not trust)** new inventions, they _____[10] **(not stop)** using traditional communication methods easily. On the other hand, artificial intelligence assistants _____[11] **(help)** people manage everyday tasks, like scheduling appointments or setting reminders, but they _____[12] **(not replace)** human conversations—and unlike in some futuristic films, people _____[13] **(not read)** each other's thoughts directly. The future of communication _____[14] **(be)** exciting, but it _____[15] **(bring)** new challenges; that is for sure.

g **Put the words in the correct order to make meaningful sentences.**

1 one / speak / language / will / world / the / whole /?

2 from / people / future / work / will / home / in / the /.

3 intelligence / some / artificial / 2050 / replace / will / jobs / by /?

4 think / do / next / not / the / new / scientists / will / discover / planets / five / I / in / years /.

5 energy / fossil / fuels / take / place / renewable / will / sources / the / of /.

6 advanced / in / 2100 / travel / spaceships / will / galaxies / humans / other / to / with /.

h **Complete the sentences according to your own ideas. Use *The Simple Future Tense* to express your predictions, beliefs, or expectations about the future.**

1 In the future, I think robots _____.

2 I expect that space travel _____.

3 Because of advances in medicine, I believe _____.

4 In my opinion, in the next fifty years, technology _____.

5 I think that in the future, self-driving cars _____.

6 I believe that in the future, artificial intelligence _____.



Read the text quickly and write what it is about.

_____

_____

THE SILVER SCREEN



The cinema started with the use of moving images on screen. Then it stepped forward gradually by adding colour, sound, 3D, and animation technologies. In the digital era, film-makers are not only using cutting-edge technologies but also exploring tools that could change the art of storytelling on films.

Today, film-makers use virtual reality (VR) technology. It provides audiences the feeling of being involved in the film, using specialised headsets. Artificial intelligence (AI), on the other hand, facilitates many stages of film production. For instance, facial recognition software can decide on an actor who fits perfectly for a role. It considers their previous performance. In addition, AI algorithms can create much more complicated and eye-catching visual effects. AI can also help film-makers detect and correct mistakes automatically, make colour adjustments, and even create complete scenes.

Augmented reality (AR) has taken film-making to a new level. This technology puts digital features into real-world scenes. It creates in an interactive experience that crosses the line between fiction and reality. In AR film-making, digital components like people, monsters, and materials are put smoothly into the physical environment. The fifth generation of wireless technology (5G) has also changed film settings with its ability to transmit data quickly and collaborate in real time. Film-making frequently requires collaboration among crews in different locations. 5G enables real-time communication and co-operation. It evaluates footage, coordinate with remote crews, or live-streaming a scene to directors or producers who are unable to be physically present on set.

Technological development not only affects the cinema; it also influences all aspects of life in the world. That is why the importance of the development of technology is highlighted in Türkiye's Development Plan. According to it, priority will be given to efforts aiming to develop skilled workforce in emerging technology areas. These areas are 5G and beyond new-generation communication technologies, software, hardware, and infrastructure, the internet of things, artificial intelligence, big data, quantum, cybersecurity, smart transportation, and augmented reality. Moreover, all these technological advancements are created, developed, and tested in Türkiye's Informatics Valley in Gebze, Kocaeli. Gebze Informatics Valley is an institution where information turns into technology, and technology turns into products that make life easier and enhance living conditions.

Read the text quickly again and circle what the topic below is <u>not</u> mentioned.

1 Technology helps the film-making process reduce cost and time.

2 The film-making has changed with the advancement in technology.

3 5G helps coordinate with remote crews, directors, and producers.

4 Türkiye's Development Plan marks the importance of technology.

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

1 What does virtual reality (VR) technology offer audiences?

2 How does artificial intelligence (AI) find a decent actor for a role?

3 Why has augmented reality (AR) taken film-making to a new level?

4 What does Gebze Informatics Valley in Türkiye offer people?

5 What else do you think will be in the cinema in the future?

l **Match the highlighted words and phrases in the text to the definitions below. One is extra. Then make sentences with them.**

1 _____: a group of people with special skills working together

2 _____: the study and development of computer systems that can copy intelligent human behaviour

3 _____: connected with technology

4 _____: to examine a subject or a possibility to find out more about it

5 _____: a person in charge of a film or play who tells the actors and staff what to do

6 _____: images and sounds created by a computer that seem almost real to the user, who can interact with them by using sensors

7 _____: a person who performs on the stage, on television or in films, especially as a profession

m **Do the crossword puzzle below, using the given clues.**

ACROSS

2 a funny film or TV show for children

6 a film or a radio or television programme giving facts about something

7 a book, play or film with an exciting story, especially one about crime or spying

8 connected with music; containing music

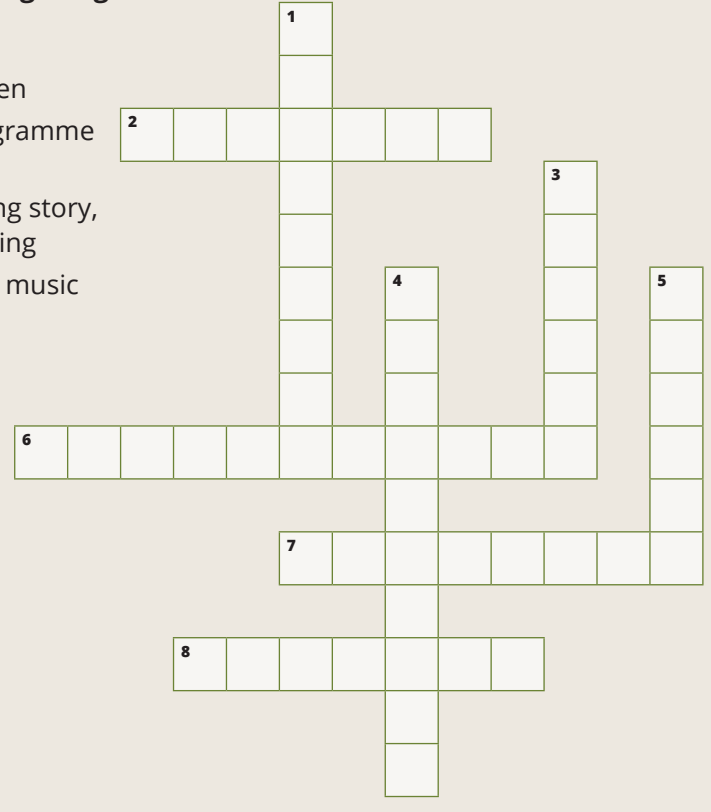
DOWN

1 a police officer, whose job is to investigate crimes and catch criminals

3 a play, film or TV show that is intended to be funny

4 connected with the past

5 a feeling of great shock or fear





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

a I'm not brave enough to watch this!
b This genre is not my cup of tea!
c This one is a breath of fresh air!
d What's next?

Aysel: Marta, do you want to watch a film this evening?
Marta: Sure! What kind of film are you in the mood for?
Aysel: I'm thinking of something futuristic. Maybe a robot film or a space adventure.
Marta: Cool! I love space films. Actually, there's a series about Martians; I'm watching it nowadays.
Aysel: _____ [1]
It's not like the usual space stories; it's funny and full of surprises. So exciting!
Aysel: Nice! I usually enjoy science fiction too. By the way, there's a new horror film in cinemas, and honestly, it looks way too scary for me. My first thought was:
_____ [2]
Marta: Same here. I'm not into this kind of thing at all.
Aysel: Yeah, I can't even watch the trailers they make for horror films. Just wondering, what kind of films do you like other than space films?
Marta: Well, I prefer action or superhero films.
Aysel: Me too. Superhero films are fun to watch, and the stories are getting better. I think they'll be even more popular in the future.
Marta: Yeah! Maybe people will watch them with special headsets and be inside the story like a video game.
Aysel: _____ [3]
Controlling a film with our minds?
Marta: Who knows! Anyway, shall we pick something after dinner?
Aysel: Definitely. Let's find a good sci-fi or superhero film that we'll both enjoy.
Marta: Deal!

o **Think of one way that people can watch films in the future and write a short paragraph to compare them. Use the points below to guide your writing.**

- The place (Where will people watch films?)
- The setting (What will the watching environment be like?)
- Technology (What tools or machines will people use?)
- The experience (How will it feel to watch a film that way?)
- The social side (Will they watch alone or with others?)
- The price (Will everyone be able to afford it?)

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

GLOSSARY

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
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

GLOSSARY

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

GLOSSARY

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
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

GLOSSARY

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
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

Scan or click on the QR code for the answer keys and audio scripts.

Answer Keys

VISUAL AND ONLINE REFERENCES

Scan the QR code for the online and visual, 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
KARADENİZ
GÜRCİSTAN
Tiflis
Sinop
Edirne
Kırklareli
Bartın
Zonguldak
Kastamonu
AĞARA Ö.C.
Artvin
Ardahan
ERMENİSTAN
AZERBAYCAN
YUNANİSTAN
Tekirdağ
İstanbul
Samsun
Ordu
Giresun
Trabzon
Rize
Kars
Erivan
Gökçeada
Çanakkale
Bozcaada
Kocaeli
Düzce
Karabük
Çankırı
Amasya
Yalova
Sakarya
Bolu
Çorum
Tokat
Gümüşhane
Bayburt
Bursa
Bilecik
Ankara
Erzincan
Erzurum
Iğdır
Ağrı
Balıkesir
Eskişehir
Kırıkkale
Yozgat
Sivas
Tunceli
Kütahya
Kırşehir
Bingöl
Muş
Manisa
Afyonkarahisar
Elâzığ
Van
Atina
İzmir
Uşak
Kayseri
Nevşehir
Malatya
Bitlis
Aksaray
Diyarbakır
Siirt
Aydın
Konya
Adıyaman
Batman
Hakkâri
Denizli
Isparta
Niğde
Kahramanmaraş
Şırnak
İRAN
Muğla
Burdur
Mardin
Karaman
Osmaniye
Gaziantep
Şanlıurfa
Antalya
Adana
Kilis
Mersin
Hatay
KUZEY KIBRIS TÜRK CUMHURİYETİ
Erenköy
Lefkoşa
SURİYE
IRAK
GÜNEY KIBRIS RUM YÖNETİMİ
LÜBNAN
Beyrut
Bağdat
Şam
AKDENİZ
LİBYA
Tel Aviv
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
İSRAİL
MISIR
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
RUSYA FEDERASYONU
KAZAKİSTAN
TÜRKİYE
ÖZBEKİSTAN
TÜRKMENİSTAN
KIRGIZİSTAN
TACİKİSTAN
AFGANİSTAN
İRAN
PAKİSTAN
HİNDİSTAN
MOĞOLİSTAN
ÇİN HALK CUMHURİYETİ
SİNCAN UYGUR ÖZERK BÖLGESİ
SAHA (YAKUT) C.
TUVA C.
UKRAYNA
BELARUS
POLONYA
ALMANYA
FRANSA
İSPANYA
PORTEKİZ
İTALYA
YUNANİSTAN
SURİYE
IRAK
SUUDİ ARABİSTAN
MISIR
LİBYA
CEZAYİR
FAS
TUNUS
NİJER
ÇAD
SUDAN
YEMEN
UMMAN
BANGLADEŞ
Norveç Denizi
Barents Denizi
Kara Denizi
Ohotsk Denizi
Bering Denizi
Akdeniz
Karadeniz
Hazar Denizi
Umman Denizi
Yemen Denizi
Kızıldeniz
Moskova
Astana
Taşkent
Bişkek
Aşkabat
Tahran
Kabil
İslamabad
Yeni Delhi
Ankara
Bağdat
Riyad
Muskat
Sana
Ammann
Trablus
Pekin
Ulanbator
30°B 20°B 10°B 0° 10°D 20°D 30°D 40°D 50°D 60°D 80°D 100°D 120°D 130°D 140°D 150°D 160°D 170°D 180°
40°K 30°K 20°K 10°K
30°D 40°D 50°D 60°D 70°D 80°D 90°D 100°D 110°D 120°D