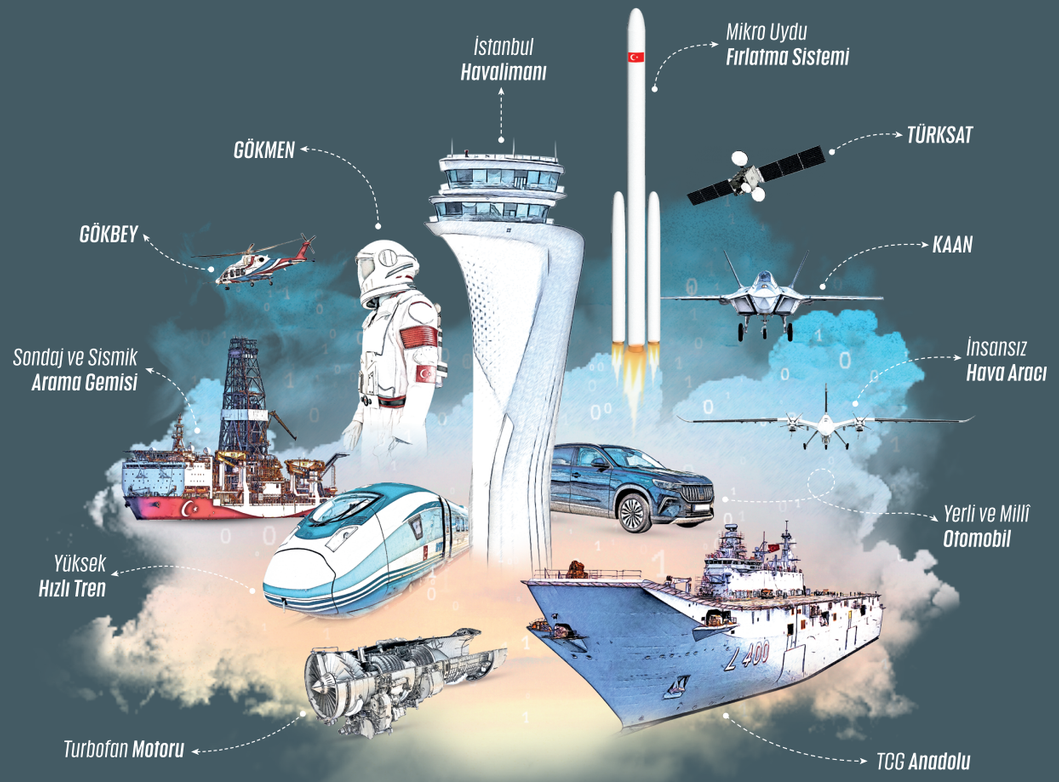
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**PARA İLE SATILAMAZ.**

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ORTAÖĞRETİM

WAYMARK 9. SINIF / B1.1

DERS KİTABI

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UPPER SECONDARY EDUCATION

# WAYMARK

## YEAR 9/B1.1



UPPER SECONDARY EDUCATION

# WAYMARK

## YEAR 9/B1.1

## STUDENT'S BOOK


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# İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

**Mehmet Âkif Ersoy**

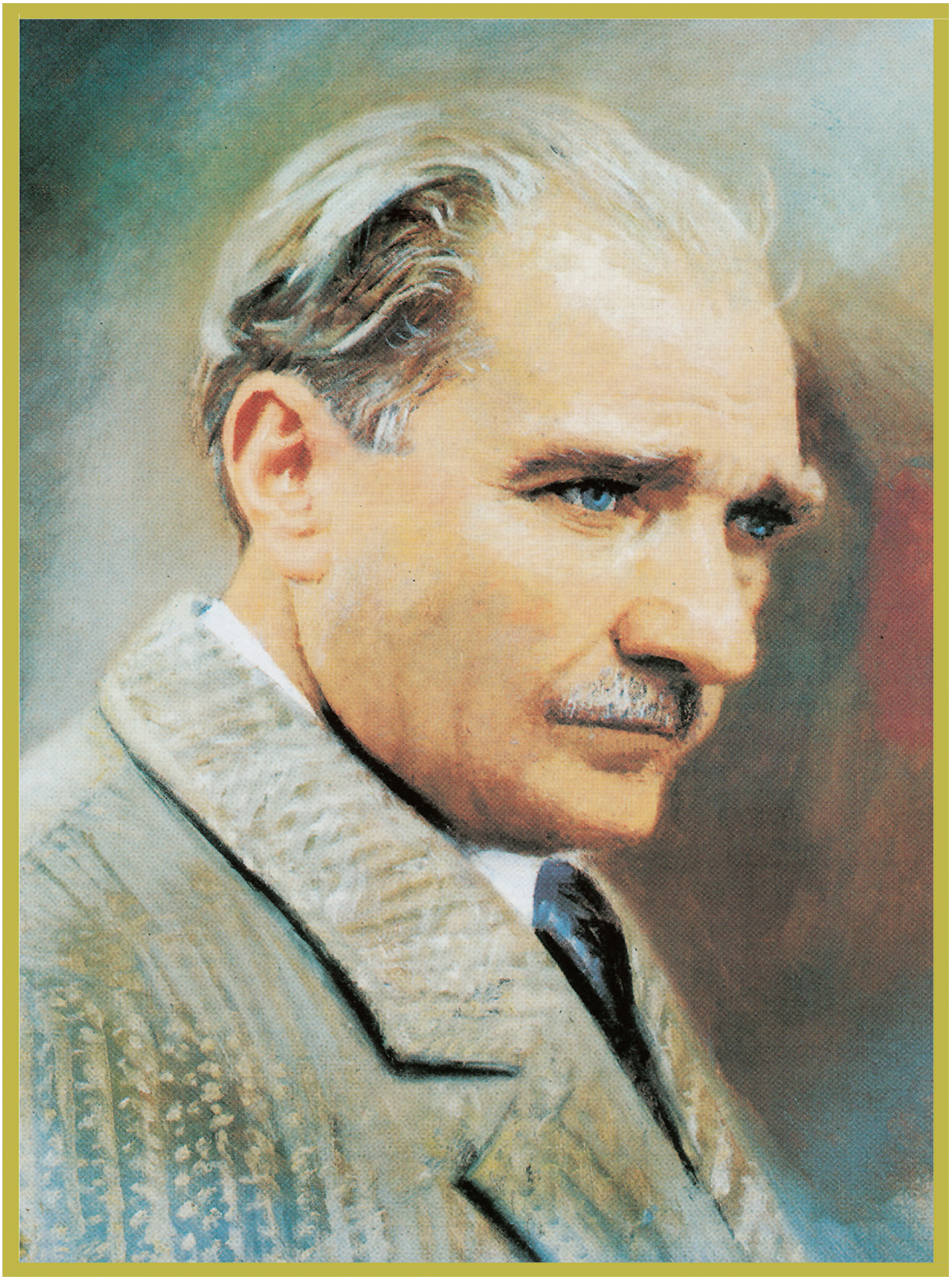
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK



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

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

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

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

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

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

# THEME COMPONENTS OVERVIEW

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

# REVISION 1

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

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

RV Audio 1

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

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

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

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

**1** What are they performing at the school event?

_____

**2** Who has to set the stage?

_____

**3** What does Ali want to do during the event?

_____

**4** What did they do for their environmental project?

_____

**5** What was the part of their science assignment?

_____

# REVISION 1

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

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

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

***e.g.***



*Is Elif coming to the school event tomorrow?*

*Yes, she is.*



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

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

*Diary*

**Date**

**Notes**

# REVISION 1

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



1 ☐



2 ☐



3 ☐

## A Weekend Without Phones

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

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

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

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

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

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

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

So, shall we try it again next month?

Definitely!

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

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

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

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

_____

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

_____

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

_____

**4** Emir's cousin lives in a smart home.

_____

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

_____

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

_____

**7** Emir thinks using phones too much can cause problems.

_____

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

***e.g.***

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

She used to _____
_____

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

She _____
_____

# REVISION 2

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

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

RV Audio 2

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

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

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

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

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

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

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

**Selin:** Ouch! Did you win any prizes?

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

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

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

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

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

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

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

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

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

**Selin:** Some of them can be really hot!

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

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

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

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

# REVISION 2

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

1 What did Selin apply for last week?

_____

2 Where did Selin train for the swimming race?

_____

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

_____

4 Who tried Turkish kebab in İstanbul?

_____

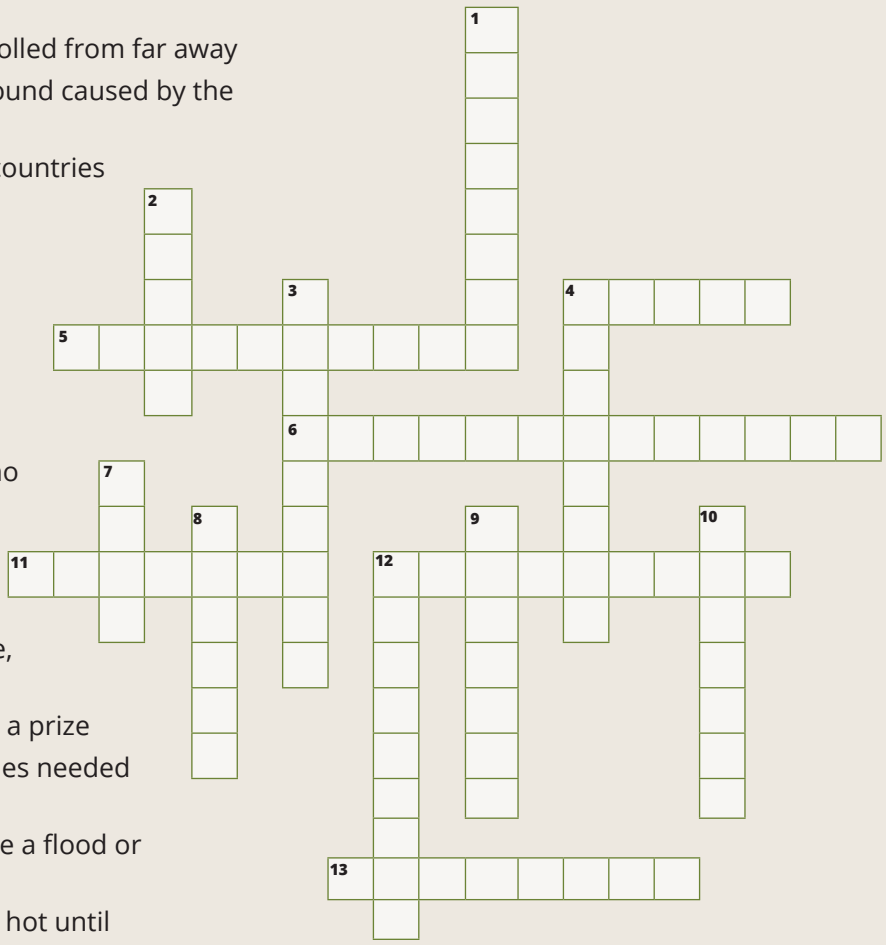
5 What are the pros and cons of living in the countryside?

_____

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

**ACROSS**

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



**DOWN**

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

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

1


2


3


4


## Our Earth Needs Us

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

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

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

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

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

1 Natural disasters never affect cities or animals.

2 People sometimes cause forest fires by acting irresponsibly.

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

4 Drones will help find people trapped under buildings.

5 New electric vehicles will make cities more polluted.

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

BLOG NEWSLETTER ABOUT CONTACT

ND Natural Disasters



Name

Email

Message



# THEME 1
# SCHOOL LIFE

## Sub-Themes

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

## Functions

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

## Social Language

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

## Pronunciation

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

## Warm-Up/Well-Being

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

*Warm-Up/ Well-Being 1 & Audio 1.1*

Theme 1

# Lead-In

## Establishing Links

**Watch the clip and describe the scene.**

*Clip 1*

## Interaction

**Look at the photos quickly and say what they are about.**





















İZMİR ATATÜRK LİSESİ
1885-∞
"NE MUTLU TÜRKÜM DİYENE"
BİR ŞEYE İHTİYACIMIZ VARDIR


Hei!


Merhaba!






Cześć!

## Listening/Watching

Digital Story 1

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

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

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

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

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

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

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

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

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

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

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



**1** _____
_____
**2** _____
_____
**3** _____
_____

**4** _____
_____
**5** _____
_____
**6** _____
_____
**7** _____
_____



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

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

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

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

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

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

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

**Student A**

**You are Anton/Antonia.**

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

**Student B**

**You are Karl/Karla.**

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

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

## Pronunciation

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

Audio 1.2

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

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

Audio 1.3

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

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

Audio 1.4

| | |
|---|---|
| sm**a**rt | |
| **a**round | |
| w**ay** | |
| **c**ontrol | |
| exer**c**ise | |

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

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

## Vocabulary

Digital Story 1

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

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

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

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

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



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

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





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



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

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

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

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

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

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

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

| | |
|---|---|
| **Countries** | |
| **Nationalities / Languages** | |
| **Tourist Attractions and Activities** | |

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

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

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

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



1 _____
_____
2 _____
_____



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

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

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



## Gamification

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

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

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

Find someone who...

➔ can tell the names of five countries in Europe. _____

➔ can name ten nationalities. _____

➔ can name three languages. _____

➔ can tell four tourist attractions in Türkiye. _____

## Language Awareness

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

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

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

Country: _____ Capital city: _____ Nationality: _____

### Land of Fire

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

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







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

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

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

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

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





**1** _____
_____
**2** _____
_____
**3** _____
_____

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

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

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

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

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

*Digital Story 1*

1 _____

2 _____

3 _____

4 _____

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

## Let's Discover

**Circle the correct options below.**

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

We use ***can*** for ____.

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

**Remember *to be***

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

**Match the sentences to the options you have circled above.**

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

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

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

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

- The activities to do
- Cultural and social facts

## Gamification

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

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


Hagia Sophia Grand Mosque


Topkapı Palace


Maiden's Tower

## Reading

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

**1** Historical sites **2** Art museums

**3** Monuments **4** Tourist attractions

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

**1** Paragraph A: _____ **2** Paragraph B: _____

**3** Paragraph C: _____ **4** Paragraph D: _____

**5** Paragraph E: _____







### Somewhere Far Away

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

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

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

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

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

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

**Each student...**

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

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

**Paragraph:** _____

| Unknown words | Clues for the unknown words | Details of the paragraph |
|---|---|---|
| | | |

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

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

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

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

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



1 _____
2 _____
3 _____
4 _____
5 _____



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

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

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

## Writing

**a** **Discuss what topics best describe the characteristics of a country in groups. Then complete the chart.**

| COUNTRY |
| --- |
| ■ |
| ■ |
| ■ |
| ■ |

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

Title: _____

Topic Sentence: _____

_____

_____

Support the topic sentence: _____

_____

_____

_____

Conclusion: _____

_____

_____

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

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

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

## Roots and Routes

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



### Getting Ready for a Safer Digital World

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 Why is the Internet important in modern life?

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

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



1 _____

2 _____

3 _____



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

## Consolidation

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













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

Audio 1.5

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

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

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

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

**You can...**



1 _____ _____ in Norway.

2 _____ _____ in Ukraine.



3 _____ _____ in Thailand.





4 _____ _____ in South Africa.

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

## E-Portfolio

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

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

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

## Self-Reflection

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

**1** What are your strengths in this theme?

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

**3** What vocabulary in this theme can you use correctly?

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

**5** What words in this theme can you pronounce correctly?

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

**7** How can you help your friends' language improvement?

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

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

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



# THEME 2
# CLASSROOM LIFE

## Sub-Themes

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

## Functions

- Describing daily and study routines, habits, and activities

## Social Language

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

## Pronunciation

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

## Warm-Up/Well-Being

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

*Warm-Up/ Well-Being 2*

Theme 2

# Lead-In

## Establishing Links

**Watch the clip and guess what it is about.**

*Clip 2*

## Interaction

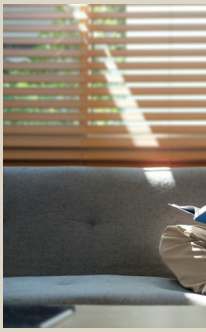
**Look at the photos and share what you think about them with your friends.**



























## Listening/Watching

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

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

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

*Digital Story 2*

At home

In class

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

| Friday | |
|---|---|
| ——— | Wake up and make bed |
| 7.05 | |
| 7.10 | Get dressed |
| 7.15 | |
| 7.20 | Have breakfast |
| 7.40 | Leave home |
| 7.50 | |
| 8.30 | Attend class |
| 9.10 | Have a break |
| 12.30 | |
| 15.00 | Leave school |
| ——— | Arrive home |
| 15.50 | Watch TV |
| 16.30 | Work on tasks |
| 18.30 | Go shopping |
| 21.00 | Read a book |

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

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



1 _____
2 _____
3 _____
4 _____



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



**Daily Planner**

**Date**

| | |
|---|---|
| **7.00** | Wake up! |
| **9.00** | School time |
| **17.00** | TV |
| **18.00** | Homework |
| **21.00** | Books |

**Notes**

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

**1** _____

**2** _____

**3** _____

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

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

***e.g.*** ***A:*** *What time do you wake up?*

***B:*** *I wake up at 7 a.m. And you?*

***A:*** *I wake up at 7.30 a.m.*

## Pronunciation

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

*Audio 2.1*

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

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

*Audio 2.2*

**1** **E**very **F**riday, I **g**o shopping with my sister, and we c**a**rry b**a**gs **f**illed with h**ea**lthy **f**ood to our car.

**2** I **g**enerally att**e**nd classes in the morning and study **h**ard in the evening to prepare for my ex**a**ms.

**3** After he watches a **f**ilm, George always **h**elps his parents with **h**ousework at week**e**nds.

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

*Audio 2.3*

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

| | |
|---|---|
| rel**a**x | |
| b**e**d | |
| **g**et | |
| **g**eneral | |

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

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

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

## Vocabulary

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

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




**Daily routines before school**

_____

_____




**Study routines at school**

_____

_____




**Daily routines after school**

_____

_____

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

*Digital Story 2*

a



b



c



d



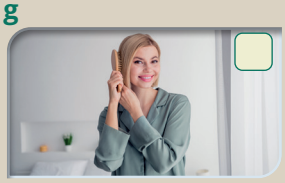
e



f



g



h



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

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



***Sally_*** ...



***Sally_***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| | |
|---|---|
| **Verbs** | |
| **Adverbs** | |
| **Time Expressions** | |

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

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



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



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

## Gamification

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

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

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

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

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

## Language Awareness



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

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

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

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

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

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

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

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

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

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



1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____



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

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

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

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

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

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

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

*Digital Story 2*

1 _____

2 _____

3 _____

4 _____

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

## Let's Discover

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

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

**Match the sentences to the options you have circled above.**

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

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

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

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

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

## Gamification

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

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

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

## Reading

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





### Cultural Differences in Daily Routines

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

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

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

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

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

**1** Japanese schools focus on academic excellence and discipline.

**2** All Japanese and Finnish schools have clubs for students after school.

**3** Akio and Lilja's daily routines reflect how their cultures shape their lifestyles.

**4** Schools in Finland encourage teamwork and creativity.

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

**1** Focus of education **2** Morning routines **3** Club activities

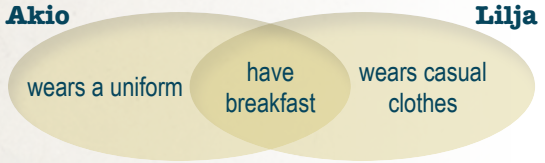
**4** Eating habits **5** Cultural factors **6** Career plans

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

**_____'s Daily Routine**

| Before School | At School | After School |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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




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

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

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

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

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

2 Lilja enjoys being outdoors.
**Clue:** _____

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

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

1 How do Akio and Lilja's daily routines reflect their cultures?

2 Why do you think classroom cleaning is an important practice for students?

3 How do you think cycling to school benefits Lilja?



1 _____
2 _____
3 _____



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

## Writing

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

The Person I Admire is _____

| Her/His Weekday Routine | Her/His Weekend Routine |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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

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

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

## Roots and Routes

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

**1** Turkish Students Gain Tech Skills
**2** Digital Education Advances in Türkiye
**3** Türkiye Modernises Its Classrooms
**4** Turkish Teachers Adapt to Digital Trends



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

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

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

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

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

**1** What kind of whiteboards do many schools use? _____
**2** What is the name of the special project in Türkiye? _____
**3** Who does the project aim to support? _____

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

**1** ☐ Every school must use interactive whiteboards to benefit from the project.
**2** ☐ The platform allows students to focus on the subjects that they find most difficult.
**3** ☐ The platform provides personalised support to match students' learning speeds.
**4** ☐ Teachers get help from experts when they create their own lesson materials.
**5** ☐ Teachers must create digital materials and online lessons for the platform.
**6** ☐ Teachers' professional development now includes technology training.
**7** ☐ Teachers can better understand their students' progress with the help of the platform.
**8** ☐ The project aims to minimise differences in students' learning opportunities.

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

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

## Consolidation

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

Audio 2.4



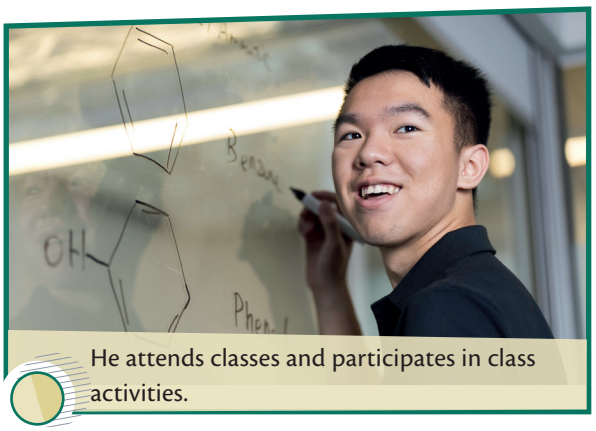
He relaxes for a while and watches documentaries.



He sometimes reads a book silently.



He combs his hair.



He attends classes and participates in class activities.

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

1 Temir talks about his daily routine. _____

2 He makes his bed quickly. _____

3 He listens to an audiobook before the break. _____

4 He leaves school at 4 p.m. _____

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

6 He always has a busy day ahead. _____

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

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



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



## E-Portfolio

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

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

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

## Self-Reflection

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

**1** What are your strengths in this theme?

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

**3** What vocabulary in this theme can you use correctly?

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

**5** What words in this theme can you pronounce correctly?

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

**7** How can you help your friends' language improvement?

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

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

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



# 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

**e**vening, g**y**m, vi**s**ion, **c**alm, **k**ind, cheerf**u**l

## Warm-Up/Well-Being

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

*Warm-Up/ Well-Being 3*

Theme 3

# Lead-In

## Establishing Links

**Watch the clip and describe the scene.**

*Clip 3*

## Interaction

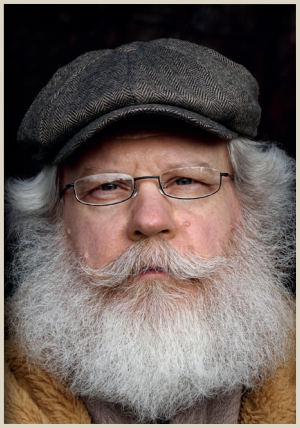
**Look at the photos and say what you notice about the people.**





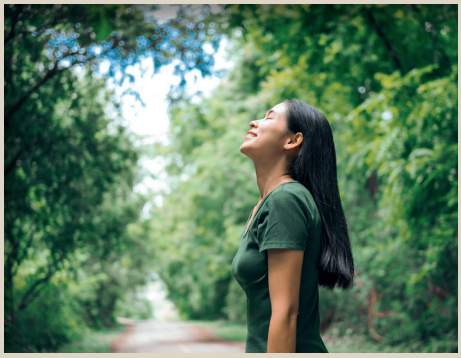




















## Listening/Watching

Digital Story 3

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

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

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

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

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

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

b ☐ The shopkeeper directs them to the costume section.

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

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

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

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



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



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

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

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

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

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

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

**A** is unsure about whether the costume will look good on her

**B** loves the way it looks and feels; it completes her fairy costume

**C** thinks it is too childish but wears it to please her friends

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

**A** is excited for her friends to meet Lucy and thinks they will get on well

**B** feels worried about her friends' opinions and wants to impress them

**C** does not care much about Lucy's attendance but thinks it is worth mentioning

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



## Pronunciation

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

Audio 3.1

Gathering tonight turns into a special occasion for us. It is a perfect decision to watch the Olympic Games on television. We admire an athlete. With her green eyes and shoulder-length, fair hair, Kate is a very beautiful gymnast. She contributes a lot to the global vision of gymnastics. Especially her cheerful and sympathetic attitude in tonight's performance kept the audience's interest and love.

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

Audio 3.2

1 The artist is extremely prolific; you can witness a great explosion of creativity in his works.

2 Although he sounds like an arrogant person, we draw many conclusions from his speeches.

3 As she is allergic to metal, fake jewellery damages her skin.

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

Audio 3.3

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

| | |
|---|---|
| **e**vening | |
| g**y**m | |
| t**i**me | |
| v**i**sion | |
| **c**lever | |

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

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

## Vocabulary

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

Digital Story 3

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

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

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

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



















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



### Faces Behind the Fair

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

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

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

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

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

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

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

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

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

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

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

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

| Physical Appearance | |
|---|---|
| Height | |
| Hair | |
| Skin | |
| Age | |

| Personality | |
|---|---|
| Positive | |
| Neutral | |
| Negative | |

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

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

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

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

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

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

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

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



## Gamification

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

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

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

## Language Awareness

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










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

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

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

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



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

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



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

***e.g.*** *Alia is* ***too*** *shy to make new friends easily.*

*Karia is clever* ***enough*** *to solve difficult problems.*

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

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

Digital Story 3

1 _____
2 _____
3 _____

## Let's Discover

**Circle the correct options below.**

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

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

**Match the sentences with the options you have circled above.**

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

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

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

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

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

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

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

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

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

## Gamification

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

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

| True | Bluff |
| --- | --- |
| | |

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

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

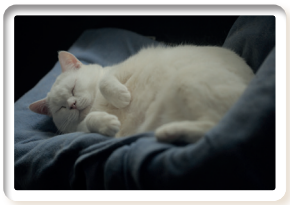
## Reading

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

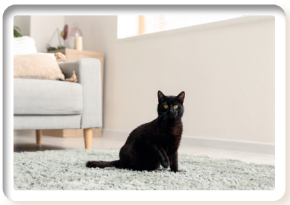
**b** **Read the text quickly and write the names of the pets.**



1 _____



2 _____



3 _____

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

1 ☐ Derek shares how to care for animals.

2 ☐ Derek talks about his pets and their lives.

3 ☐ Derek explains why animal shelters are important.



### Charming Personalities, Soft Furs

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

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

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



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

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



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

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



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



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



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

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

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



1 _____
_____
2 _____
_____



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

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

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

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

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

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

## Writing

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

| Pet #1 | Pet #2 |
|---|---|
| | |

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

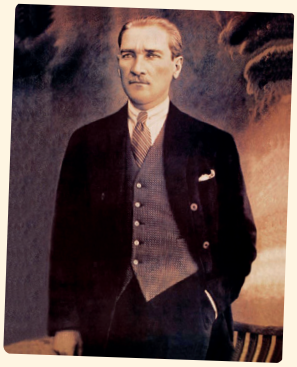
- ☐ take Derek's paragraph as a model.
- ☐ include their names, personalities, physical features, and favourite activities.
- ☐ use the vocabulary and language structures you have learnt.
- ☐ start with a topic sentence.
- ☐ support the topic sentence.
- ☐ draw a conclusion.

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

## Roots and Routes

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





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

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

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

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

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

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



1 _____
2 _____
3 _____
4 _____
5 _____



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

# Consolidation

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













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

Audio 3.4

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

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

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

| Names | Physical Features | Personal Traits |
|---|---|---|
| River | | |
| Ethan | | |
| Zeynep | | |
| Violet | | |

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

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

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

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

handsome | out of class | what type | enough | what does | too

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

## E-Portfolio

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

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

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

## Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

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

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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



# 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

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

## Warm-Up/Well-Being

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

*Warm-Up/ Well-Being 4*

Theme 4

# Lead-In

## Establishing Links

**Watch the clip and describe the scene.**

*Clip 4*

## Interaction

**Look at the photos and say what they are about.**



















DIGITAL
MARKETING
KEY WORDS
SEO
SEM
AI

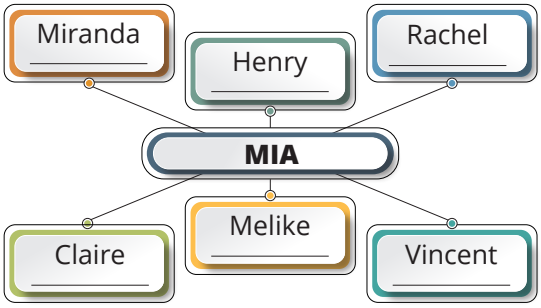




## Listening/Watching

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

Digital Story 4




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

| Names | Occupations | Work Routines and Activities |
|---|---|---|
| Henry | | |
| Miranda | | |
| Rachel | | |
| Claire | | |
| Vincent | | |

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

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

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

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



1 _____
**Clues:** _____

2 _____
**Clues:** _____

3 _____
**Clues:** _____

4 _____
**Clues:** _____

5 _____
**Clues:** _____



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



Henry: _____



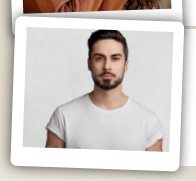
Miranda: _____



Rachel: _____



Claire: _____



Vincent: _____

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




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

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

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

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

## Pronunciation

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

Audio 4.1

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

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

Audio 4.2

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

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

| | |
|---|---|
| **m**arketer | |
| accou**n**ting | |
| buildi**ng** | |
| **p**ublish | |
| s**o**ftware | |
| **o**rganise | |

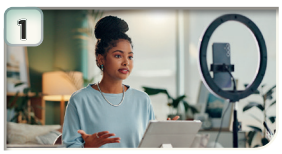
**d** **Work in pairs. Make sentences with the words in *Exercise c* and practise them.**

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

## Vocabulary

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

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









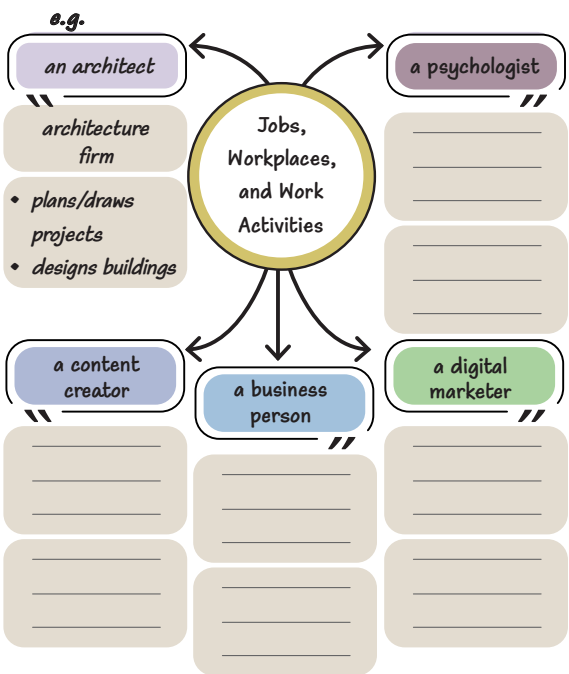







*Digital Story 4*

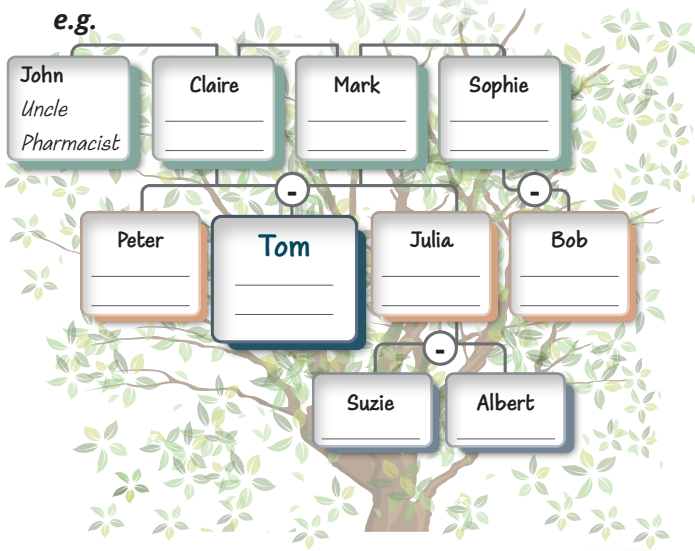
**b** **Work in pairs. Complete the mind map below and write sentences for each job as in the example in your notebook. Then watch *Digital Story 4* to compare your answers.**




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

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

***e.g.***




### Heroes of Everyday Life

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

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

nephew | grandfather | relatives | stepdaughter | stepfather | cousin

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

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

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

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

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



1 _____
2 _____
3 _____



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

***e.g.*** *He advises customers on medications.*

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

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

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

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



## Gamification

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

## Language Awareness

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

**1** A Family Business Empire

**2** Dinner Conversations About Jobs

**3** A Family with Many Careers

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

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

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

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

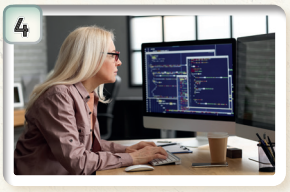
**b** **Read the text quickly again and write the names of the people in the photos below.**










_____ _____ _____ _____

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



**1** What is Tolga's job?

**2** What does Gökçe do as part of her job?

**3** Where does Berkay work?

**4** What activities does Yaşar do on the farm?

**5** What do the family members do when they get together for dinner?

**1** _____

**2** _____

**3** _____

**4** _____

**5** _____



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

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

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

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

**1** _____

**2** _____

**3** _____

*Digital Story 4*

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



## Let's Discover

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

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

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

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

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

1 customers / in / my brothers / a bank / serve
_____
_____

2 do / my mother / a science lab / in / research
_____
_____

3 check / a shopping centre / IDs / at / my stepdaughter
_____
_____

4 a social media platform / products / promote / my nieces / on
_____
_____

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

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

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



## Gamification

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

## Reading





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

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

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

### Divided by Routines, United by Ties

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

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

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

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

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



1 ☐



2 ☐



3 ☐



4 ☐



5 ☐

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

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

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

**d** I promote products for international brands through online campaigns.

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

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

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

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

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

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

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

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

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

_____

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

_____

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

_____

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

## Writing

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

| Family #1 | Family #2 |
|---|---|
| | |

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

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

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

## Roots and Routes

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





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

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

### Love Through Traditions

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

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

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

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

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

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

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

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

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



**1** _____

**2** _____

**3** _____

**4** _____



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

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

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

## Consolidation

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













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

Audio 4.3

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

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

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

## E-Portfolio

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

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

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

## Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

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

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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



# 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

**q**uick, **r**oom, **s**ofa, di**sh**washer

## Warm-Up/Well-Being

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

*Warm-Up/ Well-Being 5*

Theme 5

# Lead-In

## Establishing Links

**Watch the clip and describe the scene.**

*Clip 5*

## Interaction

**Look at the photos quickly and say what they are about.**




















## Listening/Watching

Digital Story 5

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

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

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

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

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

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

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

5 ____ Sharon decides to make changes to the bathroom.

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

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

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

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

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

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

5 ☐ The children are disappointed with their new rooms.

6 ☐ All family members actively participate in household chores.

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

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

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

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

2 How many bedrooms are there in the cottage?

3 What does Lucy like in the sitting room?

4 Which room is opposite the sitting room?

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

6 What time does the house-warming party start?



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



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

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

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

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

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

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

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

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

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

**Student A**

**You are Eric/Erica.**

**Where you live**
a cottage in the countryside

**Current activity**
ironing your clothes

**Whom you are calling**
your friend Paul/Paula

**Student B**

**You are Paul/Paula.**

**Where you live**
a block of flats near the sea

**Current activity**
washing the dishes

**Whom you are talking to**
your friend Eric/Erica

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

## Pronunciation

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

Audio 5.1

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

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

Audio 5.2

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

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

Audio 5.3

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

| | |
|---|---|
| **q**ueen | |
| fo**r**eign | |
| **s**tyle | |
| fre**sh** | |

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

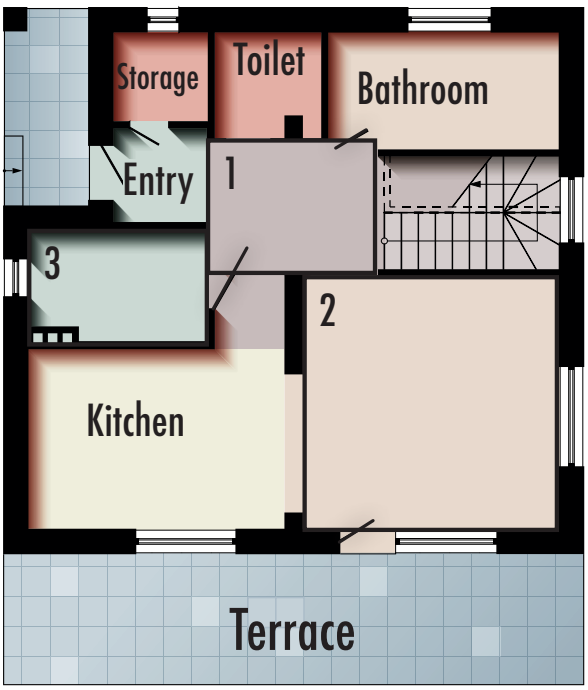
**e** **Work in pairs and take turns presenting your talk. Then assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

## Vocabulary

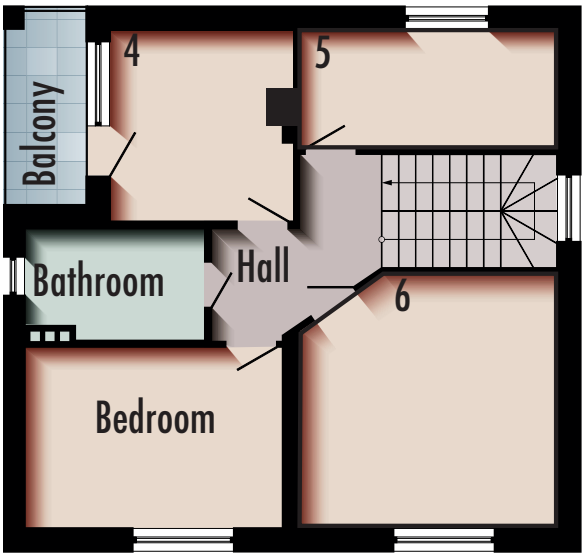
**a** **Work in pairs. Watch *Digital Story 5* again and complete the floor plans of the cottage. Then check if you placed them correctly.**

*Digital Story 5*

### Downstairs




### Upstairs




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

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

1 Furniture in the house ____

2 Types of houses ____

3 Rooms in the house ____

4 Activities in the house ____

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

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

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

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

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

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

***e.g.*** *a terraced house _____ several houses connected in a row*

*a block of flats _____ many apartments in a single building*

_____ _____

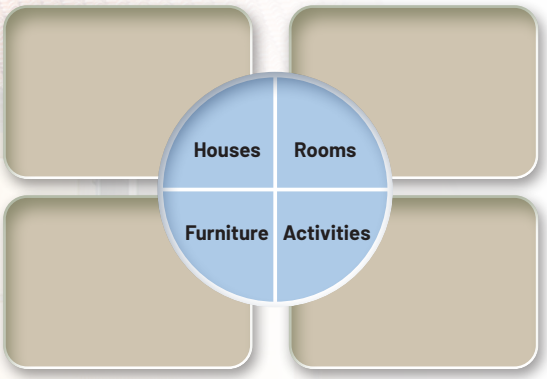
_____ _____

_____ _____

_____ _____

_____ _____

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




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

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



1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____



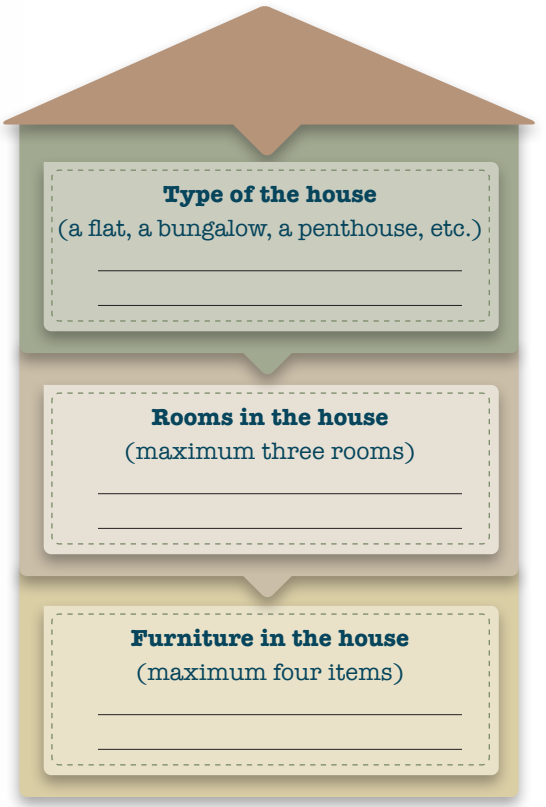
**h** **Write a paragraph about your favourite house type. Use the words and phrases you have studied. Then share it with your peer and give feedback to each other.**

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



## Gamification

Create a house profile for yourself.




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

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

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

The first three pairs win the game.

## Language Awareness

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













### Home Sweet Home

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

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

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

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

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

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

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

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

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

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



1 _____
2 _____
3 _____
4 _____



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

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

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

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

*Digital Story 5*

1 _____
2 _____
3 _____
4 _____

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

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

## Let's Discover

**Circle the correct option below.**

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

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

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

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

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

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

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

**Wyatt:** Where is dad?

**Livia:** He isn't available now.

**Wyatt:** Why?

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

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

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

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

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

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

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

clean | watch TV | relax | play computer games | tidy up | prepare the table | iron | brush | wash the dishes | wash/do the laundry | read

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

## Gamification

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

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

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

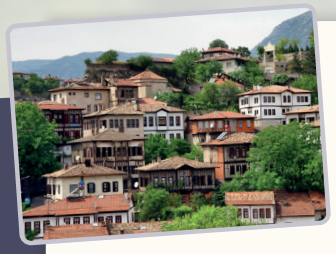
## Reading

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

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

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

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







### Home is Where the Heart is

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

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

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

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

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

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

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

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



1 _____
2 _____
3 _____
4 _____
5 _____



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

**Each student...**

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

Paragraph: ____

1 _____
2 _____
3 _____
4 _____

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

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







## Writing

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

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

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

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

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

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

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

## Roots and Routes

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

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



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

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

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

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

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

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

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



1 _____
_____
2 _____
_____
3 _____
_____



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

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

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

## Consolidation

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













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

Audio 5.4

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

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

| | |
|---|---|
| **Type of the House** | |
| **Rooms and Places in the House** | |
| **Furniture and Appliances in the House** | |

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

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

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

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

1 _____
2 _____
3 _____

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

## E-Portfolio

**a** **Work in groups of four. Prepare a documentary or a short film about a historical house in your environment with permission or your own house. Follow the steps below.**

| Before making the video: | |
|---|---|
| ☐ Consider the criteria in *Rating Scale 11* on *Page 171*. | ☐ Pay attention to privacy. |
| **While making the video:** | |
| ☐ Start with an impressive motto. | ☐ Give clear information about whatever you talk about. |
| ☐ Each group member talks separately about the type of house, rooms, furniture, and activities in the video. | ☐ End with a warm bye. |
| **After making the video:** | |
| ☐ Present the video to your classmates. | ☐ Submit it to your teacher. |
| ☐ Upload it to your online portfolio. | |

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

## Self-Reflection

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

**1** What are your strengths in this theme?

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

**3** What vocabulary in this theme can you use correctly?

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

**5** What words in this theme can you pronounce correctly?

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

**7** How can you help your friends' language improvement?

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

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

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



# THEME 6
# LIFE IN THE CITY & COUNTRY

## Sub-Themes

- Local and international food culture
- Food festivals in the city

## Functions

- Asking for options to help someone choose something by using the word "or"
- Asking and answering about present information by using the Simple Present Tense and the Present Progressive Tense
- Comparing the descriptions of general truths, routines, and habits by using the Simple Present Tense and the Present Progressive Tense

## Social Language

- This tastes amazing!
- What a delicious meal!
- I'm full, but I can't stop eating!
- You're/are good at/bad at cooking!

## Pronunciation

c**oo**k, seaf**oo**d, toge**th**er, me**th**od, swee**t**, sa**v**oury

## Warm-Up/Well-Being

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

*Warm-Up/ Well-Being 6*

Theme 6

# Lead-In

## Establishing Links

**Watch the clip and guess what it is about.**

*Clip 6*

## Interaction

**Look at the photos and share what you think about them with your friends.**
























초코
쉬림
할머니
기름떡볶이

## Listening/Watching

Digital Story 6

**a** **Watch *Digital Story 6* and tick (✓) the dishes that are mentioned.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 ☐ | kebab | 2 ☐ | soup | 3 ☐ | Turkish pizza | 4 ☐ | pasta |
| 5 ☐ | burger | 6 ☐ | salad | 7 ☐ | curry | 8 ☐ | biscuit |
| 9 ☐ | dessert | 10 ☐ | falafel | 11 ☐ | lamb chop | 12 ☐ | couscous |
| 13 ☐ | omelette | 14 ☐ | taco | 15 ☐ | noodle | 16 ☐ | stew |

**b** **Put the events below in the correct order while watching *Digital Story 6*.**

a ☐ They try orange cake at the dessert stall.

b ☐ They decide to taste falafel and curry.

c ☐ They taste barbecued lamb chops.

d ☐ They watch the people cooking omelette.

e ☐ They talk to the Turkish pizza vendor.

**c** **Watch *Digital Story 6* again and write the ingredients of the dishes below.**

**Turkish pizza**



**Omelette**



**Sushi**



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

1 What are Leyla and Oscar doing at the festival?

2 What kinds of food are there at the festival?

3 How does the vendor describe the orange cake?

4 What do you think 'a feast of flavors' means?

5 How can food be a great way to learn about cultures?

6 Which of the dishes in the video do you want to try? Why?



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



**e** **Work in pairs. Compare a food festival you have visited or heard about to the one in *Digital Story 6*. Take notes and discuss how they are similar or different.**

**Similarities**

**Differences**

**f** **Work in pairs. Pick a dish and role-play a scene like the ones in *Digital Story 6*. Ask questions as in the example.**

***e.g.*** *What are the ingredients?*
*How do you cook it?*
*How do you serve it?*



Green Beans with Olive Oil



Cracked Wheat Pilaf



Stuffed Bell Peppers

## Pronunciation

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

Audio 6.1

At the food festival in our city, c**oo**ks from different countries come toge**th**er. They make dishes like n**oo**dles with catfish or o**th**er types of seaf**oo**d with different cooking me**th**ods. The festival offers swee**t** desserts for some and sa**v**oury meals for others. Many recipes include **v**inegar as an ingredien**t** to add flavour. The event has every**th**ing from cooking shows to tasting sessions.

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

Audio 6.2

1 T**oo** much s**ou**p makes **th**e w**oo**den sp**oo**n dr**oo**p.
2 **Th**e c**oo**k p**u**lled **th**e b**u**tcher's apron off **th**e f**u**ll h**oo**k.
3 **Th**e **th**ick bro**th** boiled wi**th** **th**yme and ga**th**ered.

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

Audio 6.3

- birthday
- bull
- ethnic
- further
- healthy
- look
- moon
- move
- rhythm
- tuna
- wolf
- worthy

| | |
|---|---|
| c**oo**k | |
| seaf**oo**d | |
| toge**th**er | |
| me**th**od | |

**d** **Work in groups. Talk about the festival in *Exercise a* and record your speech.**

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

**f** **Work in pairs. Talk about one of the food festivals in your city or country, using the words and sounds you have learnt.**

## Vocabulary

**a** **Work in pairs. Describe the photos. Write the food below for each.**

- omelette
- barbecue
- lamb chop
- taco
- soup
- burger
- couscous
- falafel
- kebab
- stew
- Turkish pizza
- curry



Traditional Food



International Food



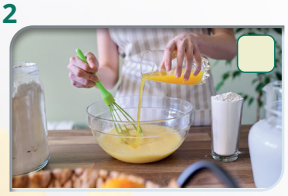
Street Food

**b** **Work in groups. Describe the photos, and then watch *Digital Story 6* to match them to the countries below. One is ekstra.**

**a** Türkiye **b** Italy **c** Spain **d** Japan **e** England

*Digital Story 6*

1 

2 

3 

4 

**c** **Read the text quickly to write what it is about.**



### Blessed Days

Throughout human history, harvest festivals have played a significant role in connecting generations. They help preserve traditions and honour nature and the cycles of the Earth. The feasts in these festivals are always more than just family gatherings; they reflect the prosperity and cultural heritage of a community. Here are some festivals around the world:

The Mid-Autumn Festival in China aims to honour the full moon, family eunions, and cuisine. On this occasion, *Peking duck* is famous for its crispy skin and tender meat. People serve it with sweet bean sauce on the side. The duck's round shape, like the full moon, symbolises unity and wholeness. It reflects the festival's lunar elements. Children enjoy mooncakes, a dessert filled with sweet or savoury fillings. It is not exactly a biscuit but a bakery product. It is symbolic of reunion.

In India, the Onam festival, which usually falls between August and September, is an annual harvest and Hindu cultural event. Onam cuisine has a vegetarian nature; dishes like *sambar* and *avial* are the key elements of the occasion. *Sambar*, a lentil and vegetable stew, generally has a sour taste but sometimes a bitter taste. It depends on the amount of spices and aromatic herbs. *Avial* is another vegetable dish with coconut and yoghurt sauce.

*Chuseok*, Korean Thanksgiving, is one of Korea's most important holidays. It is celebrated in late September or early October. Many traditional dishes are served on this holiday. For instance, *Japchae*, a noodle dish made with vegetables like mushrooms, spinach, and juicy beef, looks a bit like a pasta salad. It has a unique chewy texture. *Manduguk*, a Korean dumpling soup with soy sauce and vinegar, is also a special food for this day.

*Festa Junina* is a festival that marks rural life and the harvest season in Brazil. *Pamonha*, a traditional food, is served on this day. It is a boiled paste made from sweetcorn with coconut milk wrapped in corn husks. Grilled pineapple, a tropical fruit, is also commonly connected with festivities and special occasions in Brazilian culture. It represents hospitality, abundance, and the joy of community meals.

**d** **Read the text quickly again to write the ingredients of the dishes below.**

Peking duck: _____

Sambar: _____

Avial: _____

Japchae: _____

Pamonha: _____

**e** **Read the text carefully to find examples for each category below.**

| | |
|---|---|
| **Vegetable/Fruit** | |
| **Meat** | |
| **Cereal/Grain** | |
| **Pastry** | |
| **Condiment** | |

**f** **Watch *Digital Story 6* again to find examples for each category below as in *Exercise e*.**

| | |
|---|---|
| **Vegetable/Fruit** | |
| **Meat/Fish** | |
| **Cereal/Grain** | |
| **Pastry** | |
| **Condiment** | |

**g** **Work in pairs. Take turns describing and guessing the words in *Exercises e* and *f* as in the example.**

***A:*** *It's a vegetable and has dark-green leaves. We usually use it in dishes and pastries, sometimes in salads. What is it?*

***B:*** *It's spinach.*

**h** **Work in groups. Read each paragraph and summarise it, considering the prompts below.**

- The time and place of the festival
- The type of the dishes
- Ingredients and condiments of the dishes

**i** **Work in pairs. Write the words that describe food in the text and discuss their roles in the sentences.**

_____

_____

**j** **Watch *Digital Story 6* again to write similar words in *Exercise i*. Then describe a meal, using the adjectives you have learnt.**

_____

_____

**k** **Work in pairs. What is the main commonality of some adjectives you have studied?**

**l** **Change the form of the words below to put them in the correct column. Then make sentences with them.**

● tradition ● juice ● tropic ● milk
● taste ● region ● nature ● savour
● salt ● culture ● cream

| Suffixes | Nouns | Adjectives |
|---|---|---|
| -y | | |
| -al | | |

**m** **Assess your peer's sentences, using *Rubric 3* on *Page 162*.**

## Gamification

Play the game in groups. Each group member asks and answers questions about the photos below in ten minutes. Consider the prompts below.

- The activities they have
- The food they prepared
- The ingredients and condiments of the dishes
- The responsibilities among them

The group member who asks and answers most wins the game.






## Language Awareness

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

**b** **Read the dialogue quickly and circle the topics that are <u>not</u> mentioned.**

**1** Tasting sessions **2** Cooking competitions **3** Workshops on local dishes
**4** A recipe for the kebab **5** The history of Adana **6** Types of meat used in the kebab







**Interviewer:** We're here in Adana, one of the gastronomic centres of Türkiye and home to the Taste of Adana Festival. Let's learn more about it. Hello!
**Organiser:** Hello, and welcome to our festival.
**Interviewer:** Thank you! Is this a local or an international event?
**Organiser:** It's local; however, thousands of visitors from Türkiye and other countries are joining us.
**Interviewer:** Adana seems to attract many food lovers! When does the festival take place?
**Organiser:** Every October; it's an annual celebration.
**Interviewer:** Why is Adana so special when it comes to food?
**Organiser:** The city's cultural diversity greatly influences its cuisine. In addition, the use of spices and herbs gives the dishes their unique flavour.
**Interviewer:** Which dish is the most famous?
**Organiser:** The iconic Adana kebab, of course!
**Interviewer:** It's well known even outside Türkiye! What makes it so delicious?
**Organiser:** It's all about the combination. Chefs mix minced lamb and beef, season it with red pepper flakes and aromatic herbs, and then grill it over a charcoal fire for a smoky flavour.
**Interviewer:** How do they serve it?
**Organiser:** Traditionally, they serve it with onion salad and grilled vegetables. However, chefs are currently serving it in flatbread with fresh salads.
**Interviewer:** Perfect for a festival setting! Oh, what are the women over there cooking?
**Organiser:** They're making stuffed meatballs. We usually cook them for family gatherings, but today, they're preparing a lot to serve all the visitors.
**Interviewer:** I can't wait to taste them! Do visitors only taste the dishes, or can they also participate in activities?
**Organiser:** Both! A group is working on a local dish in the workshop right now. Visitors can also enjoy live cooking shows and concerts.
**Interviewer:** That's fantastic! Thank you for your time.

**c** **Read the dialogue quickly to answer the questions below.**

**1** Is the festival an annual or a one-time event?
**2** Does the festival take place in October or November?
**3** Are the chefs preparing the kebab by grilling it or baking it?
**4** Do the chefs serve the Adana kebab with rice or onion salad?



**1** _____
_____
**2** _____
_____
**3** _____
_____
**4** _____
_____



**d** **Work in pairs. Ask and answer questions about the dialogue by stating options as in *Exercise c*.**

**e** **Circle the question words in the dialogue as in the example.**

***e.g.*** *Why is Adana so special for food?*

**f** **Write questions to the answers below, using the question words you have circled in *Exercise e*.**

1 _____
Festival organisers are managing the crowd by using digital tickets.

2 _____
The visitors are wearing raincoats because it is raining outside.

3 _____
The street food festival takes place in July.

4 _____
Hot chocolate is the most popular drink at the winter festival.

**g** **Work in groups. Read and examine the sentence below.**

***e.g.*** ***They usually hold*** *the festival outdoors; however,* ***today, they are moving*** *the activities indoors due to heavy rain.*

**h** **Find and underline the sentences in the text as in the example in *Exercise g*.**

**i** **Watch *Digital Story 6* and take notes of the similar sentences to those in *Exercise g and h*.**

*Digital Story 6*

1 _____

2 _____

**j** **Work in groups to discuss the common points of the sentences you have studied.**

## Let's Discover

**Complete the missing information below.**

1 We use _____ to ask for information.
2 We use _____ to ask for options.

**Complete the sentences, using the information above.**

1 Do you prefer to visit the food stalls _____ attend the live music performances?
2 _____ does the concert start; at 7 p.m. _____ 8 p.m.?

**k** **Complete the sentences with the correct form of words in parentheses.**

The city _____[1] **(host)** a grand music festival in August every year. The festival _____[2] **(offer)** a variety of genres, including rock, jazz, and electronic. Visitors usually _____[3] **(attend)** for three days, but this year, some _____[4] **(stay)** longer because of the special guest performances. Two bands _____[5] **(play)** on separate stages right now, creating an incredible atmosphere. I cannot decide which performance _____[6] **(hold)** the audience's attention the most.

**l** **Work in pairs. Ask and answer questions in turns about the photos on *Pages 94-95*, using the language structures you have learnt.**

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

## Gamification

- Play the game in groups of five.
- Each round, one student is the festival reporter, while the others are the audience.
- The reporter pretends to be at a food festival and describes what is happening using the Present Progressive Tense.

  ***e.g.*** *I am at a food festival right now. Visitors are tasting different kinds of street food.*
- After each sentence, group members take turns asking follow-up wh-questions or yes-no questions.

  ***e.g.*** *Does the festival take place in summer or winter?*

  *What food do they serve at the festival?*

  *Do people eat sweet or savoury food at the festival?*

  *What is the chef cooking?*
- After a few rounds, switch roles so every student has a chance to be the reporter.
- Groups vote for the team that asks the most creative and appropriate questions. The group with the most votes wins.

## Reading

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

**b** **Read the text quickly to circle the title of the text.**

**1** Ramadan Traditions Around the World
**2** Traditional Foods at Turkish Festivals
**3** Celebrating the End of Ramadan in Türkiye
**4** The Role of Food in Ramadan Celebrations





**A** Eid al-Fitr, also known as the Ramadan Feast in Türkiye, is more than just a celebration; it is a time of joy, gratitude, and togetherness for billions of people around the world. In Türkiye, it has great cultural and religious significance. It lasts for three days and marks the end of Ramadan, the holy month of fasting. Since the Islamic calendar follows the lunar cycle, the festival falls on different dates every year.

**B** As the festival approaches, families clean their homes, shop for new clothes, and buy chocolates or candies to offer visitors or give as gifts during home visits. Children receive new or clean outfits and shoes to wear for the celebrations. Preparing food for family gatherings is also an important tradition, as meals bring people together. From big family breakfasts to festive dinners, every meal celebrates this joyful time.

**C** During the festival, people visit relatives, starting with the elders. Younger family members kiss their elders' hands as a sign of respect, and elders give them pocket money or small gifts in return. It is also traditional for children to knock on their neighbours' doors to greet them and receive candies.

**D** Desserts are an essential part of the celebration; families serve guests Turkish delight and chocolates, often with cologne as a welcoming gesture. Many households prepare home-made treats, such as *baklava*, a sweet pastry with nuts, walnuts, or pistachios and syrup, and *sütlaç*, a creamy rice pudding. On the other hand, savoury dishes, especially meat-based ones like beef stew with aubergine and onions, are also the favourites of large family dinners.

**E** This holiday, whether through sweet treats or warm gatherings, brings happiness and togetherness to homes across Türkiye. It also encourages people to share, forgive, and strengthen their relationships.

**c** **Read the text quickly again to find and write at least three words or phrases for each category below.**

**1 Festival-Related Words :** _____
**2 Festive Preparations :** _____
**3 Traditional Foods :** _____
**4 Customs :** _____

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

**Each member...**

- reads one paragraph of the text carefully.
- writes one true statement and one false statement about her/his paragraph.
- retells her/his assigned paragraph to the group members in her/his own words (without reading from the text).
- listens to her/his group members' statements and decides which one is false.
- explains why the statement is false based on the text.

**Paragraph:** ____

**1** _____
**2** _____

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

1 ☐ The lunar calendar measures time in different ways.

2 ☐ Turkish people celebrate Eid al-Fitr only with their families.

3 ☐ Eid al-Fitr is an important time for strengthening family bonds.

4 ☐ Respect for elders is an important tradition in Turkish culture.

5 ☐ People avoid eating meat during the festival.

6 ☐ Eid al-Fitr encourages people to forgive past mistakes.

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

1 How long does Eid al-Fitr last?
2 What do younger family members receive from elders during the celebrations?
3 Why is food an important part of the festival?
4 What tradition do Turkish families follow to welcome their guests during the festival?
5 Why do children knock on their neighbours' doors during Eid?



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



**g** **Work in pairs. Role-play a short dialogue between two people. One person is a visitor asking questions to learn about Eid al-Fitr. The other gives information about the festival. Then switch the roles.**

## Writing

**a** **Think of an international festival that you know or a festival that people celebrate in your country. Then complete the table below.**

| | |
|---|---|
| Festival Name | |
| Date and Duration | |
| Traditions and Practices | |
| Food Specialties | |
| Activities | |

**b** **Write a short paragraph about the festival you mentioned in *Exercise a*. In your paragraph, you should...**

- ☐ take the paragraph on *Page 102* as a model.
- ☐ consider *Rubric 12* on *Page 172*.
- ☐ use the vocabulary you have learnt.
- ☐ use the language structure you have learnt.
- ☐ use the notes you have taken in *Exercise a*.

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

## Roots and Routes

**a** **Read the text quickly and circle the main topic.**

1 A city in Türkiye that organises concerts and fun games for children
2 A festival that brings music, theatre, and dance to Türkiye's cities
3 A cultural festival in Türkiye and its food-focused part in Gaziantep

### Experiencing Türkiye Through Festivals



*Gypsy Girl*, 2nd century CE. Roman mosaic fragment from Zeugma, Commagene (modern-day Gaziantep, Türkiye). The Zeugma Mosaic Museum, Gaziantep.

Every year, many cities in Türkiye join the Türkiye Culture Route Festival. This festival started in 2021 in İstanbul and now runs in 20 cities across the country. It includes concerts, theatre shows, exhibitions, workshops, and fun activities for children. People of all ages enjoy music, art, and culture together. The festival also helps more people learn about Türkiye's traditions.

One of the most popular parts of the festival is in Gaziantep, the food capital of Türkiye. The city is world-famous for its rich food culture, which is hundreds of years old. Many dishes in Gaziantep use local ingredients and traditional cooking methods. Families often learn recipes from their elders.

The GastroAntep Culture Route Festival takes place every September in Festival Park and other parts of the city. It celebrates this special food culture and brings together award-winning chefs from Türkiye and other countries. They cook special meals, share new ideas in the kitchen, and use local products in creative ways. Some prepare healthy dishes with vegetables, herbs, and grains.

Visitors can watch live cooking shows, join workshops, and try new dishes. They can learn how to cook with less waste or prepare old recipes in modern ways. Food lovers can also meet famous chefs and explore ideas about healthy eating and the future of food.

The festival is not only about food. There are concerts, art shows, and games for children. The streets of Gaziantep come alive with colour, music, and the smell of delicious food. GastroAntep is a great way to enjoy Turkish culture through food and art.

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

1 When did the Türkiye Culture Route Festival start? _____
2 How many cities host the Türkiye Culture Route Festival? _____
3 In which month does the GastroAntep Festival take place? _____

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

1 ☐ The Türkiye Culture Route Festival supports local culture in different cities.
2 ☐ The festival includes the same activities in every host city.
3 ☐ The festival's growth from 2021 to 20 cities shows its growing popularity.
4 ☐ Visitors who enjoy cooking may learn new techniques at GastroAntep.
5 ☐ The streets of Gaziantep likely look more decorated and festive during the event.
6 ☐ The main focus of GastroAntep is on healthy food and diet tips.

**d** **Work in pairs. Imagine that the Türkiye Culture Route Festival is coming to your home town and you are helping to plan one day of the festival. Write about your plan, considering the prompts below.**

- Choose one activity for the morning, one for the afternoon, and one for the evening.
- Say where each activity will happen in your home town.
- Explain why you think these activities and places are good choices.

## Consolidation

Audio 6.4

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













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

1 ____ Joon prefers sweet dishes to savoury ones.
2 ____ Duri suggests celebrating their anniversary at a food festival.
3 ____ The Noodles Festival offers spicy and creamy dishes.
4 ____ The Tacos and Salsa Festival takes place in June.
5 ____ Duri and Joon have visited other food festivals before.
6 ____ They choose the Falafel Festival because it is affordable.

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

1 What is Duri slicing?
2 Which festival has options for vegetarians?
3 What kind of meat fillings do they use in tacos?
4 Which dishes do they serve with fresh bread and salad?
5 Who books the plane tickets?



1 _____
2 _____
3 _____
4 _____
5 _____



**d** **Work in pairs. Write a dialogue about planning a festival trip and act it out. Consider the following in your dialogue.**

- Choose a festival.
- Discuss the dishes you want to try.
- Decide on travel details.

## E-Portfolio

**a** **Create a video about a local or an international festival that takes place in your city.**

| Before making the video: | |
|---|---|
| ☐ Choose a festival you would like to introduce. | ☐ Include information about traditional foods prepared for the occasion. |
| ☐ Write a detailed outline, covering main aspects of the festival. | ☐ Interview your classmates about their festival experiences and include their answers in your recording. |
| **While making the video:** | |
| ☐ Greet your audience and briefly introduce what the video is about. | ☐ Add subtitles or captions if needed. |
| ☐ Keep your video between 2–3 minutes long. | ☐ End with a question for your audience. |
| **After making the video:** | |
| ☐ Present the video to your classmates. | ☐ Submit it to your teacher. |
| ☐ Upload it to your online portfolio. | |

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

## Self-Reflection

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

1 What are your strengths in this theme?

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

3 What vocabulary in this theme can you use correctly?

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

5 What words in this theme can you pronounce correctly?

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

7 How can you help your friends' language improvement?

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

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

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



# 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
- 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**ear**, d**ee**r, **w**ildlife, fi**x**

## Warm-Up/Well-Being

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

*Warm-Up/ Well-Being 1 & Audio 7.1*

Theme 7

# Lead-In

## Establishing Links

**Watch the clip and guess what it is about.**

*Clip 7*

## Interaction

**Look at the photos and share what you think about them with your friends.**

































## Listening/Watching

Digital Story 7

**a** **Watch *Digital Story 7* and tick (✓) the words you hear.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** ☐ | volunteers | **2** ☐ | overfishing | **3** ☐ | survival | **4** ☐ | wildlife |
| **5** ☐ | enemy | **6** ☐ | jellyfish | **7** ☐ | diseases | **8** ☐ | habitat loss |
| **9** ☐ | air pollution | **10** ☐ | jungle | **11** ☐ | rainforest | **12** ☐ | shelter |

**b** **Watch *Digital Story 7* again and write the habitats of the animals below.**



1 _____



2 _____



3 _____



4 _____

**c** **Watch *Digital Story 7* again to complete the table below.**

| Endangered Animal | Threats | Ways to Protect Them |
|---|---|---|
| Polar Bear | | |
| Chimpanzee | | |
| Sea Turtle | | |
| Saharan Cheetah | | |

**d** **Tick (✓) the sentences that you can infer from *Digital Story 7*.**

**1** ☐ Illegal hunting still threatens endangered species.

**2** ☐ To save endangered animals, we must save their habitats too.

**3** ☐ Individual efforts cannot deal with the threats to endangered animals.

**4** ☐ Baby turtles follow the moonlight to find their way to the sea.

**5** ☐ Sea turtles cannot live in cold waters like the Arctic and Antarctic.

**6** ☐ It is difficult for polar bears to find food because they cannot swim well.

**7** ☐ The Sahara Desert offers better conditions for animals today than in the past.

**8** ☐ Human activity is causing animals to become extinct faster.

**e** **Work in groups. Compare the past and present conditions of endangered animals and their habitats according to the information in *Digital Story 7*. Take notes while watching, then share them with your group members as in the example.**

***e.g.*** *Arctic Sea ice was bigger and thicker forty years ago. So, it was easier for polar bears to hunt. Now, they need to swim longer distances to find food.*

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

1. What is the mission of the Wildlife Conservation Centre?
2. How does swimming long distances affect polar bears?
3. Why do sea turtles eat plastic?
4. How do lights from buildings near beaches affect hatchlings?
5. What was the habitat of the Saharan cheetah like in the past?



1 _____
2 _____
3 _____
4 _____
5 _____



**g** **Work in pairs to discuss each of the photos below as in the example. Consider the following points.**

- Describe the problem in the photo.
- Explain why the problem is serious and suggest ways to solve it.

***e.g.***



*Keeping this wild cat as a pet is wrong. Wild animals shouldn't live in houses; they belong in their natural habitat. We should do something about this issue!*

*I agree. We shouldn't keep wild animals as pets because they need space and freedom to run and hunt naturally. Their natural environment provides everything they need to survive. We can talk to others and help raise awareness.*

1



2



## Pronunciation

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

Audio 7.2

To determine the r**ea**l population of each species, e**x**perts per**io**dically count its number in as many **a**reas across the world as possible. Th**ey** also take into account ho**w** people care for it, the condition of its environment, **w**hether a disease harms it, and any other factors that could lead to its e**x**tinction. **W**hen scientists sh**a**re that the species app**ea**rs in danger of becoming endangered, the la**w** makes it illegal to catch, hunt, or injure that animal **w**ithout permission.

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

Audio 7.3

1. Several species have e**x**tensive ranges of hundreds of squ**a**re kilometres.
2. Students prep**a**red a digital content on bact**e**rial disease in animals and ho**w** it impacts them bi**o**logically.
3. Sev**e**re precautions are requ**i**red to prevent the disapp**ea**rance of wildlife.

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

Audio 7.4

- atmosphere
- declare
- woodland
- air
- whether
- oxygen
- various
- complex
- peer
- relax
- whale
- theory

| | |
|---|---|
| **bear** | |
| **deer** | |
| **wildlife** | |
| **fix** | |

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

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

## Vocabulary

**a** **Work in pairs. Describe the photos and write the words and phrases under the correct category.**

- cheetah
- chimpanzee
- desert
- grassland
- ocean
- polar bear
- rainforest
- sea turtle
- woodland




**Endangered Animals**

_____

_____

_____




**Habitats**

_____

_____

_____

**b** **Watch *Digital Story 7* and circle the correct words or phrases.**

*Digital Story 7*

The exhibits at the Wildlife Conservation Centre show problems that happen because of human activities like illegal **(1) hunting / breeding** and deforestation, which leads to **(2) marine pollution / habitat loss**. Emily Ford, a dedicated conservationist, explains how these species struggle to **(3) survive / donate** as their environments change. She emphasises that efforts to **(4) prevent / save** further destruction, such as reducing energy consumption and raising awareness, are essential. Additionally, she explains how human impact increases the spread of **(5) population / disease**, and she says that it further endangers **(6) wildlife / volunteers**. Through their visit, Charlotte, Luna, Miles, and Berk realise that small actions can help **(7) need / protect** these animals and their ecosystems.

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



### Animals and Their Homes in Danger

Wildlife is having a hard time in many parts of the world. Some species are in danger because their homes are getting smaller. Take tigers, for example. They live in jungles; there, they hunt deer and other small animals. However, deforestation and illegal activities such as overhunting take away their food sources and lessen their ability to survive. Without enough to eat, their population falls. Tigers need safe environments to breed and care for their young.

Similarly, marine animals face serious threats. Great white sharks are in danger because of overfishing. People hunt them for some of their body parts, and this practice prevents their population from growing. Whales also suffer from various threats; noise from ships creates difficulties for them, and sea pollution harms their health. Fishing nets often catch whales, so they cannot move freely. Volunteers try to protect them, but too few people take action.

Polar animals also face difficulties. Penguins, like the emperor penguin, live in icy regions, but human-caused climate change due to air pollution is causing the ice to melt. Melting ice makes them travel long distances to find food. Some penguin species hide and raise their chicks in rocky areas, but this does not provide complete safety.

Protecting these animals is possible. Many organisations donate money to build shelters for injured wildlife. Scientists are also working to produce better programmes, such as wildlife conservation plans, and they share ideas with local people on how to protect endangered species. By learning more and taking action to cut pollution, we can all play a role in saving these creatures before it is too late.

**d** **Read the text quickly to check if your predictions were correct. Then cross out (×) the animals that are <u>not</u> mentioned in the text.**

**1** ☐ Asian elephants **2** ☐ dolphins **3** ☐ great white sharks

**4** ☐ pandas **5** ☐ penguins **6** ☐ tigers

**7** ☐ whales

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

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

***e.g.*** *jungles* *live in, there*

overhunting _____

_____ _____

_____ _____

_____ _____

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

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

| Wildlife-Related Nouns/Phrases | Wildlife-Related Verbs |
|---|---|
| | |

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

**j** **Work in groups of three. Create an imaginary campaign to save an endangered animal, following the instructions below.**

- Choose an animal from *Exercise d*.
- Write three sentences, using at least three words from *Exercise h* as in the example.

  ***e.g.*** *Melting ice is a big problem for penguins, so we should donate money to build shelters for them.*
- Find a slogan for your campaign.
- Share your campaign with another group.

**k** **Work in pairs. Role-play a dialogue between an ecologist and a student, using the role cards.**

**Student A**

**You are the student.**

- Ask questions about the animals.
- Show interest and ask for more details.

**Student B**

**You are the ecologist.**

- Explain why some animals are endangered.
- Describe threats and suggest how people can help.

## Gamification

- Work in eight groups. The teacher assigns each group an endangered animal on a piece of paper. Keep your animal a secret.
- Explain why your animal needs protection by describing the threats it faces and suggesting solutions in one minute.
- Use at least five words from the target vocabulary you have learnt in this theme, but you cannot say the name of the animal.
- As listeners, try to identify the five target words used in each speech.
- After each speech, the other groups take turns guessing which endangered animal the speakers are describing.
- Each correct guess earns the guessing group one point.
- If no groups guess correctly, the speaking group earns one point—but only if they have used at least five target words.
- Take turns until all groups have had a chance to speak.
- Calculate your group's total points at the end of the game. The group with the highest score wins.

## Language Awareness

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

**b** **Read the text quickly and tick (✓) the topics that are mentioned about the animal.**

**1** ☐ Its appearance
**2** ☐ Its historical importance
**3** ☐ Where and how it lived in the past
**4** ☐ Where and how it lives today
**5** ☐ Ways to protect it
**6** ☐ The reason why it became extinct

**c** **Read the text carefully to complete the information board.**




**Name:**
**Appearance:**
**Habitat:**
**How to Save:**







### Old and Bald: *Geronticus eremita*



*Geronticus eremita*, or the bald ibis, is a special bird that is in danger of disappearing forever. It is a large bird with shiny black feathers, an unfeathered red face, a bald head, and a long, curved beak. These birds are very social and prefer to live in groups.

Were they always endangered? The answer is no. Many years ago, there were thousands of them in North Africa, the Middle East, and Türkiye. However, today there are only a few hundred left, and you can see them only in a few protected areas. This is because people destroyed their habitats, and there was not enough food source for them. People also hunted them, which made their numbers drop. However, conservation projects now aim to save these birds from extinction. One of the protected areas of the bald ibises is in Şanlıurfa, Türkiye. There are reintroduction programmes to help these birds survive in their natural habitats, and Türkiye is making great efforts to protect them according to the Environmental Protection Objectives in the Twelfth Development Plan.

There should also be strict laws to stop hunting. Moreover, people should work hard to protect them. We should not destroy the places where the bald ibises live. Everyone should care about endangered animals because they are an important part of our world and help maintain the balance of the ecosystem.

**d** **Read the text and think of the answers to the questions in pairs. Ask and answer them.**

**1** Why are the bald ibis birds endangered?
**2** What do reintroduction programmes aim to do?
**3** Why is it important for people to care about endangered animals?



**1** _____
_____
**2** _____
_____
**3** _____
_____



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

***e.g.*** ***There were*** *more wild animals in the past.*
***There was not*** *any clean water to survive.*
***Was*** *the food source enough to spend that night?*

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

**g** **Watch *Digital Story 7* again. Write five similar sentences to those in *Exercise e* and *f* in your notebook.**

*Digital Story 7*

## Let's Discover

**Complete the missing information below.**

1 We use _____ and _____ as the verbs *to be* in the past.
2 We use _____ and _____ as the negative forms of *to be* in the past.

**Complete the sentences below, using the information above.**

1 There _____ many laws and efforts to protect animals in the past.
2 _____ there many more rhinos in Africa before overhunting?
3 _____ the Anatolian Tiger more common in the wild a century ago?

**h** **Find and underline the sentences in the text as in the example.**

***e.g.*** *We **should** do our best to protect natural habitats.*
*People **should not** cut trees because it destroys wildlife.*

## Let's Discover

**Complete the missing information below.**

1 We use _____ to give or ask for advice.
2 We use _____ to make recommendations.
3 We use _____ for obligations and expectations.

**Complete the sentences below, using the information above.**

1 There _____ be more laws to stop illegal hunting of endangered animals.
2 People _____ use plastics because it harms marine animals like sea turtles.

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

**j** **Complete the text with the correct form of *to be in the past, should*, and the words in parentheses.**

The bald ibis _____[1] **(not be)** an endangered bird in ancient times. There _____[2] **(be)** a great number of colonies across North Africa, the Middle East, and Türkiye. There _____[3] **(be)** even paintings of these birds in Egypt. Hunting them _____[4] **(be)** a sin in these cultures because people believed they _____[5] **(be)** holy creatures. However, as time passed, things changed. People forgot their importance, and they _____[6] **(not be)** as respected as before. Today, we _____[7] **(do)** more to protect these birds. We _____[8] **(save)** their habitats and _____[9] **(not allow)** people to hunt them.

**k** **Make similar sentences to the ones you have studied and share them with your peer.**

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

## Gamification

- Work in groups of four.
- Choose an endangered animal as a symbol of your group. Keep it a secret.
- Create an information board for your animal as in *Exercise b* on a piece of paper.
- Write a few sentences, using the language structures you have learnt, to give clues about your animal.
- Read your board and sentences aloud. Other groups will ask questions and try to guess your animal.
- The group with the most correct guesses wins the game.

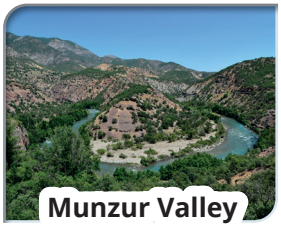
## Reading

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


Durupınar


The Kızılırmak Delta


Küre Mountains


Munzur Valley

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

**1** The natural beauty of Türkiye
**2** Türkiye's efforts to protect wildlife
**3** The importance of the Kızılırmak Delta
**4** Various national parks in Anatolia

**c** **Read the text to underline the key facts about species, places, and projects/ programmes.**

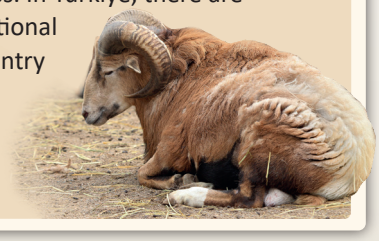
### Türkiye: The Noah's Ark of the World



**A & B** Anatolia has been home to many different species of plants and animals since ancient times, but today, some of these species are in danger of disappearing. To protect them, Türkiye has started various projects and programmes.

**A** One of these projects is Noah's Ark. Turkish scientists and researchers are working on a biodiversity database and monitoring many plants, animals, and their habitats in different areas across the country. One of these areas is in Durupınar, Ağrı. They keep track of plants and animals and make plans to protect them. Türkiye is also working with international organisations to save wildlife. For example, the Kızılırmak Delta, a wetland with many plant, bird, and fish species, is on the UNESCO World Heritage tentative list. The National Commission of Türkiye and other institutions continue their great efforts to add it to the main list.

**B** In 2012, the Ministry of Agriculture and Forestry created the first wildlife corridor, which links Sarıkamış Forest to Artvin-Şavşat Forests in an area of 23,533 hectares. This corridor helps species move safely from one place to another and reduces the risks of habitat loss. In Türkiye, there are many national parks and areas like Küre Mountains and Munzur Valley National Parks, where animals and plants are under special protection, and the country is making great progress in saving endangered animals like Bald Ibis, Mountain Gazelles, and Anatolian Wild Sheep. Thanks to these efforts, the wildlife population in Anatolia will be much more diverse, just like it was in ancient times.



**d** **Work in pairs. Share the text with your peer and read your section silently.**

**e** **Retell your sections to each other in turns. Then take notes in pairs to complete the information.**

| Species | Places | Projects/Programmes |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**f** **Work in pairs. Read the text again and circle the correct options.**

1 The purpose of the Noah's Ark project is to ____.
- **A** search for ancient ruins in Ağrı
- **B** monitor and protect species
- **C** build a national park for wild animals
- **D** protect animals from overhunting

2 Kızılırmak Delta is important because it ____.
- **A** is a large biodiverse wetland area
- **B** is a World Heritage Site
- **C** has many endangered fish species
- **D** is a famous tourist attraction

3 The wildlife corridor can help ____.
- **A** Türkiye have more land for agriculture
- **B** authorities make a new national park for visitors
- **C** tourists walk along 23,533 hectares safely
- **D** animals move safely and protect their habitats

4 If Türkiye continues its efforts, ____.
- **A** more animals will disappear
- **B** it will become a UNESCO site
- **C** the number of wildlife species will increase
- **D** overhunting will end

**g** **Work with your classmates. Think of the answers to the questions. Ask and answer them.**

1 Why do you think it is necessary for a country to protect its wildlife?

2 Which wildlife project would you like to help with? Give reasons.



1 _____

2 _____



**h** **Imagine you are a wildlife volunteer and helping with a project to set up a national park in Türkiye. Describe your project, answering the questions below.**

- What animals and plants live there?
- How will you take care of the area?

## Writing

**a** **Think about how you can personally help protect wildlife in Türkiye. Brainstorm and take notes about at least three things as in the example.**

***e.g.*** *I will use less plastic. I will inform people about endangered species. I will learn more about projects and support them.*



**b** **Write a paragraph about the things you have written in *Exercise a*. Follow the checklist below to organise your paragraph.**

- ☐ Use the vocabulary you have learnt.
- ☐ Use the language structures you have learnt.
- ☐ Give details and examples.
- ☐ Consider *Rubric 12 on Page 172*.

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

## Roots and Routes

**a** **Look at the photos and title of the text to circle what the text is about.**

**1** Nature is the source of life.
**2** Deforestation is a global issue.
**3** Ecosystems are in danger.
**4** Green routes connect different habitats.

### Ecological Corridors





Scientists and authorities across the globe have been taking precautions to protect nature and wildlife populations. One of the most effective actions is ecological corridors, also known as wildlife or green corridors. Artificial or natural geographical spaces are designated and protected to connect several habitats. These corridors allow animals and plants to move and spread. So, they help genetic transfer and reduce the risk of population isolation. The goal of the green corridors is also to improve biodiversity conservation. They help protect nature, fight climate change, and save animals and plants in danger.

Türkiye has successfully developed policies and initiatives to deal with global issues: climate change, excessive fossil fuel consumption, greenhouse gas emissions, loss of biodiversity, and deforestation. In addition, expanding green areas, raising public awareness, and enhancing water and land capacity are also top national priorities.

In 2020, authorities determined ecological corridors between the protected areas of the Central Anatolia and Central Black Sea Regions. The aim is to increase environmental quality, combat climate change and global warming, reduce carbon emissions, and prevent species extinction in the fight against floods. There is also research to identify and construct suitable places for ecological corridors in the Aegean, Mediterranean, and Eastern Anatolia Regions.

As a result, all protected areas in Türkiye, which are the country's most significant carbon sinks, will have long-term and healthy connections. They maintain ecological continuity, ecosystem integrity, and biodiversity preservation. Natural ecosystems, particularly forests, wetlands, coastal regions, and soils, play an important role as carbon sinks. It is vital to protect and expand their capacity in order to reach the national goal of achieving net zero emissions by 2053. It focuses on climate change and its effects on biodiversity. This aim is also included in Türkiye's Development Plan.

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

**1** The definition of ecological corridors
**2** Global contributions to protect nature
**3** Türkiye's efforts to protect wildlife
**4** The ecological areas in Türkiye

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

**1** How do ecological corridors contribute to wildlife?
**2** What has Türkiye done to deal with global nature issues?
**3** Why did Türkiye determine ecological corridors in 2020?
**4** Which areas work as carbon sinks?



**1** _____
_____
**2** _____
_____
**3** _____
_____
**4** _____
_____



**d** **Work in groups. Think of the actions authorities take to protect wildlife in your city or country. Discuss if these actions really help animals and nature. Then share your ideas about what people can do or improve to protect wildlife better.**

## Consolidation

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













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

Audio 7.5

1 Living conditions of endangered wildlife

2 The reasons why dolphins are at risk

3 Wildlife habitats in the past

4 Some human activities to save dolphins

**c** **Listen to the audio again and order the topics the presenter and Mr Austin talk about.**

a ☐ Ability to communicate

b ☐ Possibility of dolphins not existing

c ☐ How to protect dolphins

d ☐ Effects of overfishing

e ☐ Dolphin population

f ☐ Lack of food supply

**d** **Listen to the audio carefully and take notes about the topics below.**

| | |
|---|---|
| **Population** | |
| **Habitat** | |
| **Threats** | |
| **Precautions** | |

**e** **Work in groups. Discuss what you think about Mr Austin's quote below.**

"Dolphins use echolocation to find food, stay with their group, and warn each other of danger. The noise from ships makes it difficult for them to do these things, putting their safety at risk."



## E-Portfolio

**a** **Design a digital poster about an endangered animal to raise awareness. Mention its history, habitat, appearance, and importance in a few sentences. Consider the steps below.**

| Before designing the poster: | |
|---|---|
| ☐ Search for the details about the animal. | ☐ Consider the criteria in *Rating Scale 11* on *Page 171*. |
| **While designing the poster:** | |
| ☐ Keep it eye-catching but clear to view. | ☐ Use photos and striking but readable fonts. |
| ☐ Add background music or sound effects. | ☐ End with a question for your audience. |
| **After designing the poster:** | |
| ☐ Present the poster to your classmates. | ☐ Submit it to your teacher. |
| ☐ Upload it to your online portfolio. | |

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

## Self-Reflection

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

**1** What are your strengths in this theme?

**2** What are your feelings before, during, and after the theme?

**3** What vocabulary in this theme can you use correctly?

**4** What grammatical structures in this theme can you use correctly?

**5** What words in this theme can you pronounce correctly?

**6** Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

**7** How can you help your friends' language improvement?

**8** How can you evaluate your group work performance? Give reasons.

**9** What language skills do you believe you can improve? Give reasons.

**10** My future plans to improve my English language skills are...



# THEME 8
# LIFE IN THE UNIVERSE & FUTURE

## Sub-Themes

- Films
- Film genres
- Futuristic films with futuristic ideas
- Technology

## Functions

- Describing what happens in different types of films
- Describing predictions, expressing what speakers believe and expect, explaining speakers' opinions or guesses about the future
- Describing advice, recommendations (and expectations)

## Social Language

- This (film) is a breath of fresh air!
- This (film) is not my cup of tea!
- I'm not brave enough to watch this!
- What's next?

## Pronunciation

sh**o**w, **y**outh, discover**y**, **z**odiac

## Warm-Up/Well-Being

**Scan or click on the QR code to access the activity.**

*Warm-Up/ Well-Being 8*

Theme 8

# Lead-In

## Establishing Links

**Watch the clip and describe the scene.**

*Clip 8*

## Interaction

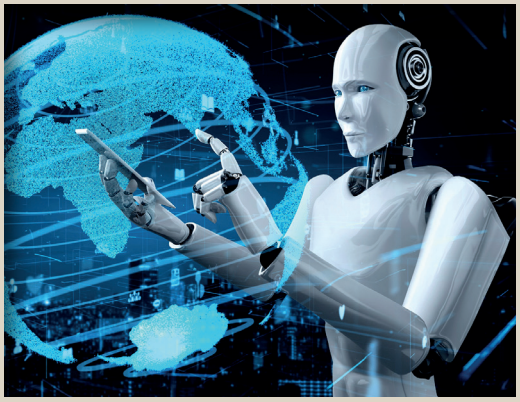
**Look at the photos and say what they are about.**















## Listening/Watching

Digital Story 8

**a** **Watch *Digital Story 8* and tick (✓) the film genres you hear.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** ☐ | musical | **2** ☐ | martial arts | **3** ☐ | space adventure | **4** ☐ | historical |
| **5** ☐ | biographical | **6** ☐ | alien invasion | **7** ☐ | detective | **8** ☐ | documentary |

**b** **Watch *Digital Story 8* again. Write the film genres that the characters like in common below.**

Özlem and Paloma: _____ Marcelo and Ahmet: _____

**c** **Watch *Digital Story 8* carefully and complete the table with their favourite classical film genres.**

| Name | Favourite Film Genre | Plot |
|---|---|---|
| Özlem | | |
| Marcelo | | |
| Paloma | | |
| Ahmet | | |

**d** **Work as a whole class. Read the dialogue between the two characters in *Digital Story 8* below. Do you agree with Paloma? Why/Why not?**

**Marcelo:** Do you think aliens will visit the Earth?

**Paloma:** Of course, no. People won't mention them in the future any more. It's just a myth.

**e** **Work in groups. Talk about the film genre(s) in *Digital Story 8*, considering the following.**

- The films that aroused your interest
- The films that you think you will never watch
- Compare the films and give reasons

**f** **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

**1** Why does Ahmet like historical films?
**2** What does Paloma think of the martial arts films?
**3** Why does Marcelo feel pessimistic about the future?
**4** Who has the most knowledge about the films in the story?



**1** _____
**2** _____
**3** _____
**4** _____



**g** **Work in pairs. Imagine you interview a character in *Digital Story 8*. Ask and answer as in the example.**

***e.g.*** ***A:*** *Marcelo, why do you think biographical films are boring?*

***B:*** *Because they have true life stories.*

***A:*** *Yes, they give lessons about life; that's why I think you should watch them.*

***B:*** *No. It means that they never have unrealistic, adventurous lives. You know, I love mystery and thriller films.*

**h** **Work in groups. Create an imaginary scene or a film about the photos, following the steps below.**

- Describe the photos.
- Complete the film clapperboard.
- Share your film scene with the class.



| | |
|---|---|
| **Film** | |
| **Genre** | |
| **Plot** | |
| **Characters** | |



| | |
|---|---|
| **Film** | |
| **Genre** | |
| **Plot** | |
| **Characters** | |

**i** **Work in pairs. Brainstorm and take notes on the tasks below.**

- Imagine you create a futuristic film with futuristic ideas together as a screenwriter and director.
- Think of a perfect future with all global problems solved.
- Consider the following.

**1** The genre of the film
**2** The plot of the film
**3** The characters of the film
**4** The technology: images, effects, and sounds used

**j** **Present the film you created in *Exercise i* to the class and answer the questions if the class has any.**

**k** **Assess your peer's performance in *Exercise j*, using *Rubric 8* on *Page 167*.**

## Pronunciation

**a** **Listen to the audio and read the passage aloud, paying attention to the words with the letters in bold.**

Audio 8.1

In futuristic films, we often see r**o**bots that take over the world. Some of these films have a superher**o** who plays an important r**o**le in saving the planet. Others tell stories about a great discover**y**, like a new planet in the cosmos. Some of them are full of myster**y**. Strange aliens visit the Earth, and people try to find out if they are friends or enemies. In some others, scar**y** **z**ombies take over cities, and people fight to survive. Every **y**ear, new futuristic films give us exciting adventures to enjoy.

**b** **Listen to the audio and read the sentences aloud, paying attention to the words with the letters in bold.**

Audio 8.2

**1** In his latest musical, the famous actor's r**o**le was to fight against scar**y** **z**ombies.
**2** I dream of having a r**o**botic pet and assistant as members of my famil**y** in the future.
**3** There was a comed**y** film about the dail**y** lives of **y**oung Martians trying to take contr**o**l of the world.

**c** **Put the words in the correct category. Then listen and check your answers.**

Audio 8.3

- clone
- documentary
- year
- fantasy
- yellow
- crazy
- zone
- scenery
- show
- code
- wormhole
- zoom

| | |
|---|---|
| **r**o**mance** | |
| **y**oung | |
| reali**t**y | |
| **z**ombie | |

**d** **Work in pairs. Make sentences with the words in *Exercise c* and practise them.**

**e** **Assess each other's pronunciation, using *Rubric 2* on *Page 161*.**

## Vocabulary

**a** **Work in pairs. Describe the photos and write the film genres below for each category.**

- adventure
- alien invasion
- biographical
- cartoon
- comedy
- family
- historical
- mystery
- robot
- romantic
- science fantasy
- science fiction
- space adventure
- thriller
- time travel




**Classic Film Genres**

_____
_____
_____
_____




**Futuristic Film Genres**

_____
_____
_____
_____

**b** **Watch the *Digital Story 8* to circle the correct option to complete each sentence below.**

*Digital Story 8*

The friends are at a café, discussing their favourite films and genres. Paloma thinks that films based on true stories require intense efforts for the full film casts and _____ **(1)**. Ahmet mentions that historical films _____ **(2)** stories from novels and portray historical figures and events with accuracy. Paloma's favourite genre is epic science fiction dramas, which mostly focus on _____ **(3)** and are mainly about finding a new planet to _____ **(4)** human beings. These films often use _____ **(5)** visual effects to create the feeling of being in real space.

| | | | |
|---|---|---|---|
| **1** | **A** crews | **B** actresses | **C** actors |
| **2** | **A** adapt | **B** control | **C** invade |
| **3** | **A** superhero | **B** martial arts | **C** space exploration |
| **4** | **A** explore | **B** save | **C** survive |
| **5** | **A** artificial | **B** virtual | **C** technological |

**c** **Read the text quickly and circle the topic that is <u>not</u> mentioned below.**

**1** The impact of technology on film genres
**2** The influence of literature on films
**3** The evolution of horror films
**4** The use of modern tools in films

### How Technology Shapes Film Genres

New discoveries and inventions in technology are shaping the film industry. Film-makers now use these tools to tell their stories. This change also affects audience interest. People are into stories about intelligent machines and advanced technology, so futuristic films are becoming more popular. Some types, such as musical films with songs and dancing, are less popular than before. As a result, the survival of a genre is possible when it adapts its content to new trends.

Action films, for example, have intense action scenes with high-tech gadgets now, and directors use new filming techniques to increase the excitement. Detective films have changed, too. In the past, detectives were interested only in physical clues, like fingerprints and DNA, but recent films show them investigating digital footprints, such as a person's online activities, to solve mysteries. Documentaries also benefit from technological advancements. Thanks to high-resolution satellite imagery and robotic cameras, audiences can discover new aspects of the ocean depths and outer space through these films. In the same manner, film-makers invent new ways to scare audiences in horror films. In the past, vampires and werewolves were the focus, but now these films reflect modern anxieties and futuristic threats like robots with artificial intelligence or alien invasions.

The future of the film industry looks even more exciting, with technology playing a major role. Film-makers will continue to create new genres and use innovative techniques to provide more immersive and engaging experiences for audiences.

**d** **Work in pairs. Complete the table below with the words and phrases in the text.**

| Film Genres | Clue Words or Phrases |
|---|---|
| ***e.g.*** *Musical Films* | *songs, dance* |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

**e** **Read the text carefully to underline the words you do not know and guess their meanings.**

**f** **Complete the table below with the words related to films, film genres, and futuristic ideas in the text.**

| Verbs | Nouns | Adjectives |
|---|---|---|
| | | |

**g** **Work in pairs. Discuss the role of the words in *Exercise f*.**

**h** **Work in pairs to create questions related to films and film genres, using different forms of the words below. Then take turns answering them as in the example.**

- discover
- invent
- direct
- survive
- robot
- future

***e.g.***

*What is the most interesting **invention** in films?*

*I think the time machine in science fiction films is really interesting.*

*How are **robotic** characters different from human characters in films?*

*Robots do not have emotions, but humans do.*

*Why is the **director** important in a film?*

*The director guides the actors and the crew, and plans each scene carefully to bring the story to life.*

**i** **Assess your peer's performance, using *Rubric 3* on *Page 162*.**



## Gamification

- Work in groups of four.
- Write down at least four film-related words on separate small pieces of paper.
- The words can be film genres, nouns, verbs, or adjectives from the lesson.
- Fold the papers and put them in a bag.
- Pick a word from the bag without showing it to others.
- Then choose and complete a challenge based on the word you picked; your team must guess the genre.
- The challenges are:

  **Act It Out:** Act out a scene from a film in this genre.

  **Define It:** Explain the word without saying it.

  **Film Example:** Name a film that fits the genre/word. Explain why.

  **Word Formation:** Use a different form of the word in a sentence.
- Teams score one point for each correct answer.
- The game continues until all cards are used.
- The team with the most points wins.

## Language Awareness

**a** **Read the text quickly and circle the best title.**

1 Lost in Tech: The Concerns About Artificial Film-Making
2 Behind the Scenes: The Secrets of Film-Making Today
3 Film-Making Tomorrow: How Tech Is Changing Cinema

**A** I love films, sci-fi or mysteries. For me, storytelling on screen feels like magic. But as I look at the way people make films today, I cannot help but wonder—what will film production look like in the future? I believe technology will bring big changes to the industry, and here are some of my predictions.

**B** Film-making is already changing, and new technology will continue to influence the way people create films. Many studios no longer use only green screens; they also use LED walls to build realistic digital environments. With improving technology, more film-makers will use it to save time and money.

**C** Artificial intelligence (AI) will play a great role as well. It will help with screenwriting, animation, and even creating digital actors. Some film-makers believe AI should remain a tool for support; others fear it will take over certain creative tasks. However, to me, AI won't be able to replace human imagination.

**D** Film-watching habits have also changed, and they will continue to do so. Streaming platforms allow us to watch films anywhere, anytime. Cinemas will not disappear, but I think hybrid releases will become more common and films will appear in cinemas and online at once. Also, new technology will make storytelling more interactive. Films will let viewers determine the flow of the story by choosing different plot lines, while virtual reality will take cinema to another level. Instead of just watching, audiences will enter the film and explore scenes from different angles. Will people stop going to cinemas? Probably not, but the cinematic experience will change a lot, and I cannot wait to see what is next.

**b** **Read the text carefully to match each paragraph to its topic.**

1 The rise of artificial intelligence in cinema _____
2 The writer's personal reflection on films _____
3 The changing ways people watch films _____
4 The changes in the film production process _____

**c** **Work in pairs. Think of the answers to the questions below. Ask and answer them.**

1 What do film-makers use instead of green screens?
2 Which areas of film production can AI assist with?
3 Why do some film-makers worry about AI?
4 What is a hybrid film release?



1 _____
2 _____
3 _____
4 _____



**d** **Work in groups. Read and examine the examples below.**

***e.g.*** *People **will watch** films on holographic screens in their houses.*
*Audiences **will not/won't need** special glasses to experience 3D films.*
***Will** robots **direct** films instead of human directors in the future?*

**e** **Find and underline the sentences in the text as in the examples in *Exercise d*.**

**f** **Watch *Digital Story 8*. Find and write five similar sentences to those in *Exercise d*.**

*Digital Story 8*

1 _____
2 _____
3 _____
4 _____
5 _____

**g** **Work in groups. Discuss the common points of the sentences you have found in *Exercises e* and *f*.**

## Let's Discover

**Complete the missing information below.**

We use _____[1] to talk about predictions, beliefs, expectations, opinions, or guesses about the future. In negative sentences, we add _____[2] after _____[3]. In questions, _____[4] comes before the person or thing that does the action.

**h** **Complete the dialogue with the correct form of *The Simple Future Tense* and the words in parentheses.**

**Kenji:** People keep saying film-making _____[1] **(go)** green. Do you think that's true?

**Alper:** Yeah! Studios want to cut costs and waste, so they _____[2] **(use)** cleaner energy and fewer materials.

**Kenji:** That sounds good. But _____[3] **(they/stop)** using real objects?

**Alper:** Not completely. Some _____[4] **(not give)** them up, but they _____[5] **(turn to)** eco-friendly materials.

**Kenji:** What about big film sets? _____[6] **(they/be)** a thing of the past?

**Alper:** No, not all of them, but many film-makers _____[7] **(make)** use of digital backgrounds instead. That _____[8] **(save)** money and help reduce waste.

**Kenji:** Do you think films _____[9] **(look)** the same?

**Alper:** Pretty much, but not right away. Visual effects are improving so much that most audiences _____[10] **(not notice)** a big difference. But some studios _____[11] **(not switch)** quickly because digital production is expensive.

**i** **Work in groups. Imagine the world 50 years from now and discuss the questions below. Then write your predictions with reasons and share them with another group.**

- Will there still be crews, or will AI handle everything?
- What new film genres will emerge?
- Will films be shorter or longer in the future?

**j** **Work in pairs. Create two characters for a futuristic film. Describe each character in three sentences as in the example. Then share your characters with the class.**

***e.g.*** *My character will be a time-travelling scientist. S/he will have a time machine that can change the past. S/he will try to prevent disasters before they happen.*

## Gamification

- Form groups of four or five.
- One group starts by making a sentence, using *will* about future films.
  ***e.g.*** *People will watch films on screens in the sky.*
- The next team must say a different sentence about future films.
  ***e.g.*** *Cinemas will offer 360° film experiences.*
- Groups take turns making new sentences.
- You cannot repeat an idea or hesitate for more than five seconds.
- If a group repeats an idea or takes too long to say a sentence, they get a strike.
- Getting three strikes means the group is out of the game.
- The last group standing is the winner.

## Reading

**a** **Work in pairs. Look at the photo and the title of the text below. Discuss what the text can be about.**

**b** **Read the text quickly and circle the main topic.**

1 The difficulties Turkish film-makers face today
2 The history of Turkish film-making
3 How Türkiye is strengthening its film industry




### Türkiye's Roadmap for Growth

**A** Türkiye has a long history of cinema, and its film industry is still growing. To help Turkish cinema become more successful and well-known around the world, the country's development plan has some goals. They include supporting film-makers, showing Turkish films to more people, and improving cultural institutions.

**B** One important goal is to make producing, selling, and screening films fairer. Today, big companies dominate most of the film business. So, independent film-makers often have difficulty in showing their films to viewers. The plan says there will be new rules to fix this and to help film-makers. It also says that cultural centres should be used as cinemas. This way, more people can watch films in different locations.

**C** Another goal is to show Turkish films to larger audiences in Türkiye and other countries. They will do promotional activities to tell people about Turkish films. There will also be more Turkish films in cinemas, at festivals, and on digital platforms so they can reach a great number of people.

**D** The plan also wants to make cultural and art centres better by training more qualified professionals and expanding educational opportunities. More universities will open new programmes about arts and cultural management. They will also improve their faculties to give students better education. These steps will help future professionals learn more about working in the film industry and managing cultural centres.

**E** With these strategies, Türkiye can develop its film industry. Equal opportunities, better promotion, and stronger education will help Turkish cinema grow and become more popular around the world.

**c** **Read the text carefully and circle the item that does <u>not</u> belong in each heading. Then explain why it is incorrect.**

**1 The ways Türkiye will support film-makers:**

**A** Encouraging fair competition
**B** Supporting the distribution of Turkish films
**C** Making all films free to watch
**D** Providing money for independent projects

**2 Changes in film education:**

**A** Focusing only on classroom learning
**B** Offering professional training
**C** Expanding university programmes
**D** Strengthening cultural institutions

**3 The ways Turkish films will reach larger audiences:**

**A** Screening in more cultural centres
**B** Promoting Turkish films abroad
**C** Increasing digital distribution
**D** Showing films at private events

**d** **Read the statements below. Write if they describe Turkish cinema before (B) or after (A) the development plan.**

1 More film-makers have access to much better opportunities. ___
2 Independent film-makers cannot show their films easily. ___
3 Film education has more specialised university programmes. ___
4 A small number of cultural centres screen films. ___
5 With better promotion, more people see Turkish films. ___

**e** **Work in pairs. One reads *Paragraphs A* and *B*, and the other reads *Paragraphs C* and *D*. Match each challenge from your assigned paragraphs to its solution.**

1 Small film-makers cannot compete with big companies.
2 Film-makers need help with making and showing films.
3 People watch films online, not in cinemas.
4 There are not enough experts in arts and film management.

___ **a** Strengthening cultural management programmes.
___ **b** Using digital platforms to reach more audiences.
___ **c** Creating a healthier film market.
___ **d** Giving money and support to film-makers.

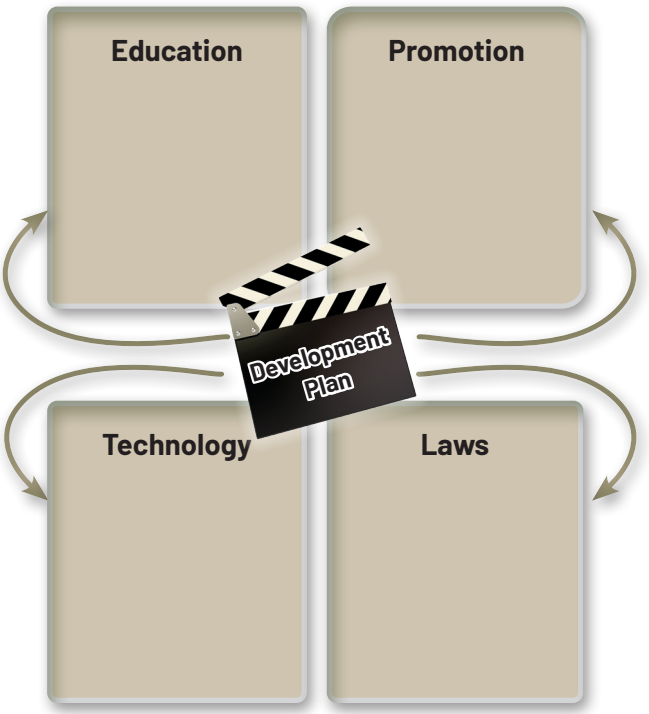
**f** **Share your answers in *Exercise e* with your peer and explain why each solution is important.**

**g** **Choose the strategy from the text that you find most important and write two sentences, explaining your choice.**

_____
_____
_____
_____
_____

## Writing

**a** **Imagine you are a part of the team that develops Türkiye's 17th Development Plan. Think about the film industry in 20–25 years from now and complete the mind map below with futuristic strategies.**




**b** **Write a short paragraph about the plan in *Exercise a*. Follow the checklist below to form your paragraph.**

- ☐ Take the text on *Page 130* as a model.
- ☐ Consider *Rubric 12 on Page 172*.
- ☐ Use the vocabulary you have learnt in this theme.
- ☐ Use the language structures you have learnt in this theme.
- ☐ Use the notes you have taken in *Exercise a*.
- ☐ Make sure that each sentence adds new information.

**c** **Change your paragraph with your peer's. Give feedback to each other, using *Rubric 12 on Page 172*.**

## Roots and Routes

**a** **Look at the photos and discuss what the text is about with your classmates.**







**b** **Read the text quickly and circle the best title.**

**1** The Space Investigation History of Türkiye

**2** The Life Story of a Turkish Astronaut

**3** Türkiye's Space Journey and Future Plans

**4** The Satellites and Space Agencies of Türkiye

Türkiye started its own national space agency, the Turkish Space Agency (TSA), in 2018. The agency plans and organises space-related projects for the country. Its main goals are to help Türkiye develop space technology, train space scientists, and take part in international space missions.

In 2021, Türkiye announced its National Space Programme, which includes ten goals for the next ten years. One of the most important ones is to send a spacecraft to the Moon. Türkiye plans to make a hard landing on the Moon in the near future. In the next step, the country wants to send a domestically developed spacecraft for a soft landing. Another goal is to train and send Turkish astronauts into space. In 2023, Türkiye reached this milestone for the first time. Alper Gezeravcı became the first Turkish astronaut to join an international space crew and travel to the International Space Station. Then in 2024, Tuva Cihangir Atasever joined a space mission and flew on *Galactic 07* as a backup crew member. Türkiye is also working on building its own satellites, like *TÜRKSAT 6A* and *GÖKTÜRK-2*. These satellites help with communication, weather forecasting, and Earth observation. There are also plans to create a national spaceport for launching rockets.

TSA works with other countries and space organisations, too. It also supports education and encourages young people with an interest in science and space. Through these efforts, Türkiye aims to become a strong part of the global space community.

**c** **Read the text carefully and answer the questions.**

**1** What does the Turkish Space Agency do for Türkiye?

**2** How many goals are there in the National Space Programme?

**3** How can Turkish astronauts help Türkiye's future space plans?

**4** Why do you think it is important for countries to build their own satellites?



**1** _____

**2** _____

**3** _____

**4** _____



**d** **Work in pairs. Role-play an interview between an astronaut and a reporter, asking questions as in the example. Then switch roles.**

***e.g.***

*What is a day like in space? Is it fun or boring?*

*What is the most exciting part of your job?*

**e** **Do you think countries should invest more time and money on space research? Discuss with your classmates, giving reasons.**

## Consolidation

**a** **Look at the photos and talk about them with your classmates.**













**b** **Listen to the audio and circle what it is about.**

Audio 8.4

1 The memories of Farah and Bora as film directors
2 Various film genres and their impact on people
3 The use of technology in futuristic films
4 The most successful films of the year

**c** **Listen to the audio again and write the film genres to the statements below.**

1 "They always bring people together." _____
2 "There's always that moment when you wait to see if the characters will survive the challenge they're facing." _____
3 "Especially when it has a robot or an alien invasion" _____
4 "Someone discovers something that changes the world." _____

**d** **Listen to the audio again and put the events in the correct order.**

a ☐ Bora talks about his favourite types of films.
b ☐ Farah welcomes the audience to the radio show.
c ☐ Farah asks Bora if he prefers futuristic technology or time travel.
d ☐ Farah thanks Bora for joining the discussion.
e ☐ Bora mentions that he enjoys detective films.

## E-Portfolio

**a** **Write and design the content of a futuristic film script. Then present it as a film-showing event in class by inviting other students as actors, directors, etc.**

| For the content: | |
|---|---|
| ☐ Create an original and engaging futuristic storyline. | ☐ Use dialogue that fits the futuristic theme. |
| ☐ Develop characters with clear roles and motivations. | ☐ Describe settings, costumes, and special effects clearly. |
| **For the event:** | |
| ☐ Assign roles like actors and directors to classmates. | ☐ Invite classmates and make the event interactive. |
| ☐ Prepare visuals to enhance the presentation. | ☐ Rehearse to ensure smooth performances. |
| **During and after the event:** | |
| ☐ Follow the planned sequence. | ☐ Submit it to your teacher. |
| ☐ Present the content to your classmates. | ☐ Upload it to your online portfolio. |

**b** **Use *Rating Scale 11* on *Page 171* to assess your classmates' contents and events according to the given criteria.**

## Self-Reflection

**Reflect on your learning process in this theme, considering the following.**

**1** What are your strengths in this theme?

**2** What are your feelings before, during, and after the theme?

**3** What vocabulary in this theme can you use correctly?

**4** What grammatical structures in this theme can you use correctly?

**5** What words in this theme can you pronounce correctly?

**6** Do you believe your teacher's and friends' feedback can help your language progress? Why/Why not?

**7** How can you help your friends' language improvement?

**8** How can you evaluate your group work performance? Give reasons.

**9** What language skills do you believe you can improve? Give reasons.

**10** My future plans to improve my English language skills are...

# DIFFERENTIATION

## SUPPORTING

### Matching Countries and Languages

**a** **Pick one card from the "Countries" category and try to find its matching card from the "Languages" category.**

**b** **Once you find the matching card, show it to your classmates and get feedback.**

**c** **Continue playing the game until you match all the cards.**

| Category A: Countries | Category B: Languages |
|---|---|
| Türkiye | Turkish |
| Bulgaria | Norwegian |
| Hungary | Danish |
| Poland | Hungarian |
| Brazil | Chilean |
| Norway | Korean |
| Argentina | Bulgarian |
| Chile | Finnish |
| South Korea | Polish |
| Finland | Spanish |
| Denmark | Portuguese |

## EXPANSION

### Cultural Trivia Quiz

**Work in groups of three or four. Each group creates a set of quiz questions related to countries, capitals, languages, nationalities, and tourist attractions as in the example. Take turns quizzing each other. The team with the most correct answers wins.**

***e.g.*** *Which country's capital is Buenos Aires?*
*What language do people primarily speak in Brazil?*
*What is the official language of Saudi Arabia?*
*What nationality are people from Egypt?*
*In which country can you visit the famous Table Mountain?*
*Where is the Great Wall located?*
*Which country is famous for the Colosseum?*

# DIFFERENTIATION

## SUPPORTING

### Routine Questionnaire

**a** **Prepare questions about daily and study routines as in the table below. Ask your questions to note the answers and create a statistic.**

**b** **Share the results of your survey and display it on the classroom board.**

**c** **Work in pairs. Talk about the activity you have studied, considering the answers to the questions below.**

- What vocabulary have you revised and learnt?
- What are your strengths in this activity?
- What do you think it contributes to you?

***e.g.***

| Questions | Yes | Total | No | Total |
|---|---|---|---|---|
| Do you have breakfast on weekdays? | | | | |
| Do you go shopping at weekends? | | | | |
| Do you watch TV series? | | | | |
| Do you relax after school? | | | | |
| Do you usually read silently? | | | | |
| Do you take the bus to school? | | | | |

## EXPANSION

### Detailed Interview

**a** **Work in pairs. Do a detailed interview about each other's daily and study routines, following the steps below.**

**Preparation**

- Write at least six questions about your peer's daily and study routines.
- Check your questions for useful words and phrases. Practise pronouncing them correctly.

**The Interview**

- Take turns asking and answering your prepared questions.
- While answering the questions, focus on using time expressions like "at seven o'clock", "in the evening", etc. and adverbs like "always", "sometimes", etc.
- Listen carefully to your peer's answers and take notes.

**The Report**

- Prepare a report, using your notes about your peer's daily and study routines.
- Make sure to include key details from the interview and time expressions and adverbs to make the report clear.

***e.g.*** *Ali always wakes up at 7 a.m. He has breakfast at 7.15, and he usually eats toast with tea...*

- Review your report together for spelling, grammar, and vocabulary.

**b** **Perform the interview in front of the class and present your reports.**

**c** **Post your report on the classroom board.**

**d** **Check your classmates' reports to give them feedback.**

**e** **Work in pairs. Discuss your experience in the activity, answering the questions below.**

- What new vocabulary and grammar structures did you revise and learn?
- How well did you use time expressions and adverbs in your report?
- How do you think this activity helped you improve your speaking, listening, and writing skills?

# DIFFERENTIATION

## SUPPORTING

### Who Am I? – Guessing Game

**a** **Take a card with a number from your teacher.**

**b** **Look at the class list to find the person whose name corresponds to the number on your card. Do not share this information with your classmates.**

**c** **Work in groups. Take turns describing the person whose name corresponds to your number. Make sentences to talk about their physical and personality traits as in the example. Use only the words in the table below in your sentences; do not use any other words to describe her/him.**

***e.g.*** *This person has got short curly hair and is very friendly and cheerful.*

| Physical Features | | Personality |
|---|---|---|
| Body Weight | plump, slim, well-built | calm<br>cheerful<br>friendly<br>outgoing<br>peaceful<br>polite<br>serious<br>shy<br>smart |
| Body Height | medium-height, tall | |
| Hair Colour/Shape | black, brown, blond, wavy, curly, straight, long, short | |
| Eye Colour | black, brown, hazel, green, grey, blue | |
| Skin Colour | brunette, fair skin, tan, pale | |
| Physical Appearance | attractive, handsome | |

**d** **Confirm their answer if someone guesses correctly. If no one guesses correctly, reveal the person's name after giving everyone a chance to guess.**

**e** **Listen to the descriptions carefully and try to guess who your classmate is describing.**

**f** **Write three simple sentences describing the person on your card after all the turns are completed. Then give your written sentences to your teacher for evaluation.**

**g** **Work in pairs. Discuss your experience in the activity, answering the questions below.**

- What new vocabulary and grammar structures did you revise and learn?
- How clear was your description?
- What could you improve when describing a person?

## EXPANSION

### Personality and Appearance Pictionary

**a** **Pick a piece of paper from the box and explain the word written on it by drawing without speaking.**

**b** **Make sentences with the words you have studied in *Exercise a* and share them with the class.**

**c** **Work in pairs. Talk about the activity you have studied, considering the answers to the questions below.**

- What vocabulary have you revised and learnt?
- What are your strengths in this activity?
- What do you think it contributes to you?

| | | | | |
|---|---|---|---|---|
| **plump** | **straight** | **attractive** | **calm** | **gentle** |
| **slim** | **brunette** | **handsome** | **shy** | **kind** |
| **well-built** | **fair skin** | **smart** | **beautiful** | **polite** |
| **medium-height** | **tan skin** | **clever** | **lazy** | **generous** |
| **tall** | **pale skin** | **confident** | **forgetful** | **rude** |
| **short** | **young** | **cheerful** | **honest** | **selfish** |
| **blond** | **old** | **funny** | **dishonest** | **peaceful** |
| **wavy** | **middle-aged** | **outgoing** | **brave** | **quiet** |
| **curly** | **friendly** | **careless** | **serious** | **moody** |

# DIFFERENTIATION

## SUPPORTING

### Listening Practice – Daily Routines

Audio 4.4

**Listen to the audio carefully to complete the chart below.**

| Person | Job | Workplace |
|---|---|---|
| 1 Sebastian | | |
| 2 Olivia | | |
| 3 Mario | | |
| 4 Evelyn | | |
| 5 Martinez | | |

## EXPANSION

### TV Talk Show Role-Play – Family Jobs and Work Routines

**a** **Each guest draws a paper from the box to choose their family member's job. They must imagine themselves in this role and prepare answers about the job, work routines, and workplace.**

**b** **The host welcomes each guest onto the show and asks questions such as:**

- What do you do every day?
- Where do you work?
- Can you describe your typical workday?

**c** **The guests answer in full sentences, using job-related vocabulary and the Simple Present Tense.**

**d** **At the end of the activity, discuss the questions below with your classmates.**

- Which job is the most interesting or challenging?
- What new vocabulary or ideas did you learn about different jobs?

**e** **Give feedback to your friends and get feedback from your teacher.**

| | | |
|---|---|---|
| TEACHER | MECHANIC | NURSE |
| CHEF | DOCTOR | PHOTOGRAPHER |
| DIGITAL MARKETER | ARCHITECT | LAWYER |
| JOURNALIST | PHARMACIST | SECURITY GUARD |

## DIFFERENTIATION

### SUPPORTING

### House and Activity Pictionary

**a** Work in two groups. Take turns going to the front and picking a paper in the box.

**b** Read the paper silently and draw the word on the board without speaking.

**c** The other team's members will try to guess the word. Once they guess correctly, they must use the word in a sentence that describes an action at home.
***e.g.*** *My sister is watching TV in the living room.*

**d** Correct guesses and sentences score a point, and the team with the most points at the end wins.

| | | | | |
|---|---|---|---|---|
| kitchen | sitting room | garden | terrace | dining room |
| bathroom | bedroom | watch TV | read | relax |
| play computer games | do the laundry | wash the dishes | make the bed | prepare the table |
| iron | sofa | wardrobe | chair | cushion |
| armchair | carpet | table | oven | fridge |
| bathtub | curtains | coffee table | dishwasher | hoover |

## EXPANSION

### Paired Picture Comparison – Living Room Activities

**a** **Work in pairs. Take turns asking questions to find out what is happening in your peer's photo as in the example.**

***e.g.*** *Is anyone sitting on the sofa?*

*What colour is the sofa?*

*How many people are there in your picture?*

*Is s/he watching TV?*

*What is the person in your picture doing?*

*Is anyone reading a book?*

**b** **After completing the activity, compare the two images with your classmates to identify the similarities and differences.**

**Student A**



**Student B**



# DIFFERENTIATION

## SUPPORTING

### Festival Food Listening Activity

Audio 6.5

**a** **Listen to the audio and circle the correct answer.**

**1** Thanksgiving Day is an annual national holiday in _____.

**A** Venice **B** Italy **C** the US **D** Germany

**2** How do people see Thanksgiving Day nowadays?

**A** harvesting time **B** tasting feasts **C** agricultural blessings **D** family gathering

**3** What is the special dish of Thanksgiving Day?

**A** roast turkey **B** cranberry sauce **C** fish stew **D** corn

**4** Which of the following is a side dish of roast turkey?

**A** cereal **B** rice **C** pasta **D** dessert

**5** The Carnival of Venice is an annual festivity in _____.

**A** the United States **B** Spain **C** Mediterranean **D** Italy

**6** Which of the following does Italian cuisine include?

**A** barbecue **B** pumpkin **C** seafood **D** dessert

**7** Which of the following is not one of the ingredients of the fish stew dish?

**A** coconut **B** tuna **C** oil **D** salmon

**8** Which of the following cereals below is not mentioned?

**A** couscous **B** pasta **C** corn **D** rice

**b** **Work in pairs. Listen to the audio again to practise each sentence. Then record yourself.**

**c** **Work in pairs. Talk about the activity you have studied, considering the answers to the questions below.**

- What vocabulary have you revised and learnt?
- What are your strengths in this activity?
- What do you think it contributes to you?

## EXPANSION

### Festival Organisers and Visitors Role-Play

**a** **Work in two big groups—one group is festival organisers, and the other is visitors.**

**b** **Follow the instructions below according to your role.**

| Organisers | Visitors |
|---|---|
| • Brainstorm and prepare key information about your assigned festivals, such as the festival's location, food served at the festival, and activities offered.<br>• Set up a small festival booth in the classroom to represent your event. Use drawings to make it engaging.<br>• Respond to visitors' questions clearly. | • Rotate among the booths and ask questions to learn more about the festivals.<br>***e.g.*** *What kind of food do you serve?*<br>*What are you making/cooking?*<br>*Is this a local or international festival?* |

**c** **After one round, switch roles.**

**d** **Listen to feedback from your teacher and classmates about your overall performance.**

**e** **Work together to prepare a poster about the festival you have presented as organisers and display it on the class noticeboard.**

**f** **Work in pairs. Discuss your experience in the activity, answering the questions below.**

- What new vocabulary and grammar structures did you revise and learn?
- How effective was your festival booth?
- How confident did you feel when asking and answering questions?

## DIFFERENTIATION

### SUPPORTING

### Endangered Animal Habitat Matching Game

**a** **Work in pairs. Take a set of animal cards and a set of habitat cards from your teacher.**

**b** **Match each animal to its correct habitat with your peer.**

**c** **Create one sentence for each animal and its habitat with your peer as in the example.**
***e.g.*** *A great white shark lives in the oceans.*

**d** **Take turns saying the sentences aloud.**

**e** **The first pair that finishes matching the cards, creating the sentences, and practising them correctly wins the game.**

**f** **Work in pairs. Discuss your experience in the activity, answering the questions below.**

- What new vocabulary and grammar structures did you revise and learn?
- How well did you and your peer match the animals to their correct habitats?
- How confident did you feel when saying your sentences aloud?

| Set 1 – Animals | |
|---|---|
| a cheetah | a polar bear |
| a chimpanzee | a Saharan silver ant |
| a dolphin | a tiger |
| a penguin | an Asian elephant |

| Set 2 – Habitats | |
|---|---|
| Antarctica | oceans |
| deserts | rainforests |
| grasslands | the Arctic |
| jungles | woodlands |

## EXPANSION

### Digital Role-Play: Save an Endangered Animal

**a** **Work in groups of four. Choose an endangered animal to create a digital story about it. Distribute the tasks among the group members as below.**

- The first student is responsible for using a web tool.
- The second student searches for the animal on the Internet.
- The third student prepares the speech text.
- The fourth student edits and presents the digital work to the class.

**b** **Consider the prompts below. Your story should include...**

- the animal and its habitat.
- the problems it faces.
- the suggestion for the solutions.

**c** **Work in pairs. Talk about the activity you have studied, considering the answers to the questions below.**

- What vocabulary have you revised and learnt?
- What are your strengths in this activity?
- What do you think it contributes to you?

## DIFFERENTIATION

### SUPPORTING

### Futuristic Sentence Builder

**a** **Rearrange the sentence fragments to form meaningful and grammatically correct sentences. Then read your sentences aloud to the class.**

**b** **Assess your peer's sentences, using *Rubric 3* on *Page 162*.**

**c** **Reflect on your thoughts and feelings about the activity, answering the questions below.**

**1** What did you enjoy most about this activity? Why?

**2** What was the most challenging part? How did you overcome it?

**3** What new words or ideas did you learn?

**4** How do you feel about your sentence-building skills after this activity?

| | | |
|---|---|---|
| Time travellers will | change history | with their discoveries. |
| In the future, | people will | live in virtual reality worlds. |
| Artificial intelligence will | direct films | instead of humans. |
| Superheroes will | save the world | from alien invasions. |
| Adventure films will | show exciting places | and dangerous missions. |
| Space explorers will | find new planets | beyond our galaxy. |
| Holograms will | replace actors | in musicals. |
| Scientists will | discover new energy sources | for space travel. |
| People will | adapt to life | on Mars. |
| Directors will | use virtual sets | to film historical films. |
| In the future, | films will be | completely interactive. |
| Space adventure films will | show futuristic | technology and discoveries. |
| Detectives will | use AI technology | to solve mysteries. |
| People will | explore new galaxies | with advanced spaceships. |
| Artificial intelligence will | write film scripts | for directors. |
| Horror films will | use virtual reality | to make scenes scarier. |
| Survival films will | show humans adapting | to life on other planets. |

## EXPANSION

### Futuristic Film Promotion

**a** **Work in groups of four and brainstorm a futuristic film idea and develop your film promotion, considering the steps below.**

- Work collaboratively.
- Include the genre, plot, and characters.
- Use the vocabulary you have learnt in this theme.

**b** **Design a poster that displays your film idea, featuring its title, key elements, and visuals.**

**c** **Present your film promotion and poster to your classmates. Then give feedback to each other and reflect on your thoughts and feelings about the activity, answering the questions below.**

- Which was the most challenging part in this activity?
- Was it fun to develop a film promotion?
- What do you think it contributes to you?

## 1 CHECKLIST FOR LISTENING/WATCHING SKILL

| Observed Skill | Yes (✓) | No (×) | Notes |
|---|---|---|---|
| **1.** Understands the main idea of spoken/audio-visual material **(10 pts.)** | | | |
| **2.** Identifies and recalls supporting details **(10 pts.)** | | | |
| **3.** Makes logical inferences from the content **(10 pts.)** | | | |
| **4.** Accurately decodes meaning from tone, intonation, or visuals **(10 pts.)** | | | |
| **5.** Summarizes or paraphrases spoken/watched content meaningfully **(10 pts.)** | | | |
| **6.** Responds appropriately to closed, semi-open, and open-ended questions **(10 pts.)** | | | |
| **7.** Participates in follow-up discussions or group tasks **(10 pts.)** | | | |
| **8.** Demonstrates critical thinking or reflective comments about the material **(10 pts.)** | | | |
| **9.** Uses note-taking or visual strategies (e.g., charts, lists) effectively if needed **(10 pts.)** | | | |
| 10. Takes turns, listens actively, and engages respectfully in collaborative settings **(10 pts.)** | | | |

### Scoring Guide

- **90–100 Excellent.** Consistently performs all listening/watching skills with accuracy and depth**.**
- **75–89 Good.** Strong skills with minor gaps in detail or inference.
- **60–74 Satisfactory.** Basic comprehension and engagement with some inconsistencies.
- **40–59 Needs Improvement.** Limited understanding; needs targeted support.
- **0–39 Poor.** Major gaps in listening skills; requires intensive intervention.

## 2 PRONUNCIATION ASSESSMENT RUBRIC

| Criteria | Needs Improvement (1) | Limited (2) | Good (3) | Excellent (4) |
|---|---|---|---|---|
| **Clarity** | The speech is very unclear, making it significantly difficult for the listener to understand. | The speech is often unclear, and the listener struggles to understand. | Most speech is clear, with minor issues with a few words, but understanding is not affected. | The speech is clear and easy to understand, with no ambiguity. |
| **Fluency** | The speech is very hesitant, with significant pauses, making it choppy and difficult to follow. | Frequent pauses or hesitations disrupt the flow of the speech. | The speaker is generally fluent, with occasional pauses but maintains the flow. | The speaker talks smoothly and naturally with minimal hesitation. |
| **Accuracy** | Pronunciation errors are numerous, with fundamental issues affecting understanding. | Pronunciation errors are frequent, with several sounds or words mispronounced. | Most sounds and words are pronounced correctly, with a few minor errors not affecting overall understanding. | Pronunciation of sounds and words is consistently correct, with no noticeable errors. |
| **Intonation** | Intonation is inappropriate, making the speech monotonous and ineffective at conveying meaning. | Intonation is inconsistent and does not enhance meaning, occasionally leading to misunderstandings. | The speaker generally has good intonation with some variations but may lack emphasis in certain areas. | The speaker uses appropriate intonation patterns that enhance meaning. |

## 3 VOCABULARY SKILL RUBRIC

| Criteria | Needs Improvement (1) | Limited (2) | Satisfactory (3) | Good (4) | Excellent (5) |
|---|---|---|---|---|---|
| **Vocabulary Recognition** | Very limited vocabulary recognition, struggles to identify basic words | Limited recognition of basic vocabulary, often relies on assistance | Recognises common words but needs help with less familiar vocabulary | Recognises familiar vocabulary, occasionally needs assistance with new words | Recognises and understands most basic vocabulary with ease |
| **Vocabulary Usage** | Struggles to use basic vocabulary; relies on memorised words | Uses very limited vocabulary; avoids using unfamiliar words | Uses basic vocabulary but is hesitant to use new words | Uses familiar vocabulary correctly; sometimes attempts new word types such as antonyms, synonyms, and word forms | Uses a wide range of familiar words and word types such as antonyms, synonyms, and word forms appropriately |
| **Accuracy in Usage** | Consistently struggles with correct word usage; meaning is frequently unclear | Frequent errors in vocabulary usage; meaning often unclear without support | Uses vocabulary correctly with occasional support needed | Makes minor errors in word usage, but the meaning remains clear | Uses vocabulary accurately in context with few errors |
| **Understanding in Context** | Rarely understands words in context, even in familiar settings | Difficulty understanding words, even in simple contexts | Grasps basic words in context but struggles with unfamiliar ones | Understands familiar vocabulary in context; requires help with new words | Understands familiar words in simple sentences and short texts with ease |
| **Total Score** | | | | | |

### Scoring Guide

1. **20-18 points:** Exceeds Expectations. The student demonstrates strong vocabulary knowledge and recognition.
2. **17-15 points:** Meets Expectations. The student is comfortable with familiar vocabulary and shows a good understanding of the context.
3. **14-10 points:** Approaching Expectations. The student recognises basic vocabulary but requires support with unfamiliar words.
4. **9-7 points:** Needs Development. The student is beginning to recognise vocabulary but relies heavily on support.
5. **6-4 points:** Beginning Stage. The student needs significant assistance in all areas of vocabulary recognition and usage.

## 4 CHECKLIST FOR VOCABULARY RECORDING

| Criteria | Yes (✓) | No (×) |
|---|---|---|
| **1. Word Selection (1 pt. each)** | | |
| Includes target vocabulary words with their antonyms and synonyms related to the content objective | | |
| Selects a minimum number of words required for the assignment (e.g. 10 words) | | |
| **2. Definition Accuracy (1 pt. each)** | | |
| Provides simple, accurate definitions, antonyms, and synonyms for each word | | |
| Writes the definitions in her/his own words where possible | | |
| **3. Example Sentence Usage (1 pt. each)** | | |
| Includes a simple example sentence for each word | | |
| Uses the word correctly in the context of the example sentence | | |
| **4. Organisation and Presentation (1 pt. each)** | | |
| Organises the words alphabetically or by theme for easy reference | | |
| Uses a clear layout (e.g. separate entry for each word with definition and example) | | |
| **5. Effort and Completeness (1 pt. each)** | | |
| Completes the dictionary with all required elements (e.g. words, definitions, examples) | | |
| Shows effort in creating neat and visually organised entries | | |
| **Feedback:** | | |

### Scoring Guide

- **10-9 Yes (✓) marks: Excellent.** The student has met all or nearly all expectations and has created a thorough, well-organised dictionary.
- **8-7 Yes (✓) marks: Good.** The student meets most expectations with only minor areas for improvement.
- **6-4 Yes (✓) marks: Satisfactory.** The student meets some expectations but needs improvement in organisation, definitions, or effort.
- **3-2 Yes (✓) marks: Limited.** The student requires significant guidance to complete the dictionary effectively.
- **1-0 Yes (✓) marks: Needs Improvement.** The student has not met the expectations.

## 5 RATING SCALE FOR GRAMMAR

| Criteria | Needs Improvement (1) | Limited (2) | Satisfactory (3) | Good (4) | Excellent (5) |
|---|---|---|---|---|---|
| The rules of the target grammar structure are implemented. | | | | | |
| The meaning of the sentences is clear and meaningful. | | | | | |
| The different forms of the target grammar structure are implemented. | | | | | |
| The target grammar structure is linked with the previous grammar structures. | | | | | |
| Sentences are natural and fluent. | | | | | |

Put a check mark in the appropriate box in each row.

**Comments:**

## 6 READING SKILL RUBRIC

| Criteria | Needs Improvement (1) | Limited (2) | Satisfactory (3) | Good (4) | Excellent (5) |
|---|---|---|---|---|---|
| **Reading Fluency** | Reads with frequent errors and hesitations. | Reads slowly; some errors affect comprehension. | Reads with pauses; generally understandable. | Reads smoothly with few errors; good pace and expression. | Reads fluently with excellent pacing, intonation, and minimal errors. |
| **Comprehension Accuracy** | Fails to understand main ideas or details; frequent misinterpretations. | Understands some basic ideas; misses key details or context. | Understands main ideas and some supporting details. | Accurately comprehends main ideas and most supporting details. | Fully understands and interprets all main ideas and details. |
| **Inference and Interpretation** | Struggles to infer meaning; unable to interpret ideas. | Occasionally infers meaning but with limited success. | Can infer basic meanings and interpret simple ideas. | Makes logical inferences and interprets messages. | Consistently infers, interprets, and explains deeper meanings. |
| **Critical Thinking** | There is no analysis or personal response to text. | Limited analysis or drawing conclusions. | Some analysis; basic personal interpretation or connection. | Good analysis with thoughtful insights and connections. | Highly insightful analysis; thoughtful, critical responses. |
| **Paraphrasing and Summarising** | Unable to rephrase or summarise the text meaningfully. | Attempts paraphrasing but often unclear or incomplete. | Basic paraphrasing and summarising with minor inaccuracies. | Clear and mostly accurate paraphrasing and summarising. | Skillfully rephrases and summarises content with clarity and precision. |
| **Engagement in Reading Activities** | Rarely participates or shows interest in reading activities. | Minimal participation; engagement is inconsistent. | Participates with moderate interest and effort. | Regular participation and contribution to reading tasks. | Actively participates and enhances group reading activities. |

### Scoring Guide

1. **20-18 points: Exceeds Expectations.** The student demonstrates strong reading skills.
2. **17-15 points: Meets Expectations.** The student reads with a good level of comprehension, fluency, and vocabulary recognition.
3. **14-10 points: Approaching Expectations.** The student is developing foundational skills but needs occasional support.
4. **9-7 points: Needs Improvement.** The student is beginning to grasp skills but requires consistent support to improve.
5. **6-4 points: Beginning Stage.** The student needs significant assistance in all areas to build reading comprehension and fluency.

## 7 RATING SCALE FOR SPEAKING SKILL

| Category | Scoring Criteria | Score | | | | |
|---|---|---|---|---|---|---|
| | | Needs Improvement | | | | Excellent |
| | | 1 | 2 | 3 | 4 | 5 |
| **Rapport with the Audience** | Demonstrates understanding of the subject. | 1 | 2 | 3 | 4 | 5 |
| | Answers class questions accurately. | 1 | 2 | 3 | 4 | 5 |
| | Provides additional relevant details when needed. | 1 | 2 | 3 | 4 | 5 |
| **Organisation** | The presentation has a clear beginning, middle, and end. | 1 | 2 | 3 | 4 | 5 |
| | The flow of the ideas is sequenced well. | 1 | 2 | 3 | 4 | 5 |
| **Delivery** | Speaks with a strong and clear voice. | 1 | 2 | 3 | 4 | 5 |
| | Maintains eye contact with the audience. | 1 | 2 | 3 | 4 | 5 |
| | Effectively manages presentation time. | 1 | 2 | 3 | 4 | 5 |
| | Pronunciation is clear and accurate. | 1 | 2 | 3 | 4 | 5 |
| **Language Use** | Uses accurate and appropriate grammar. | 1 | 2 | 3 | 4 | 5 |
| | Uses correct spelling and punctuation in any written materials. | 1 | 2 | 3 | 4 | 5 |
| | Vocabulary is relevant to the topic. | 1 | 2 | 3 | 4 | 5 |
| **Creativity** | The presentation is original and interesting. | 1 | 2 | 3 | 4 | 5 |
| | Visuals or aids are used effectively to support the presentation. | 1 | 2 | 3 | 4 | 5 |
| | Visual aids are clear, relevant, and engaging. | 1 | 2 | 3 | 4 | 5 |

## 8 PARTICIPATION AND ENGAGEMENT IN DIALOGUES

| Category | Scoring Criteria | Score | | | | |
|---|---|---|---|---|---|---|
| | | Needs Improvement | | | | Excellent |
| | | 1 | 2 | 3 | 4 | 5 |
| **Effective Turn-taking** | Waits for the peer to finish speaking before taking a turn. | 1 | 2 | 3 | 4 | 5 |
| | Paces responses naturally, neither too quickly nor too slowly. | 1 | 2 | 3 | 4 | 5 |
| | Maintains balanced speaking time with peer, allowing an even flow of conversation. | 1 | 2 | 3 | 4 | 5 |
| **Attentive Listening** | Listens actively and attentively to the peer without distractions. | 1 | 2 | 3 | 4 | 5 |
| | Shows engagement by nodding, summarising, or reflecting on the peer's points. | 1 | 2 | 3 | 4 | 5 |
| | Avoids interrupting the peer and waits for them to complete their thought. | 1 | 2 | 3 | 4 | 5 |
| **Engaging in Effective and Meaningful Communication** | Asks open-ended questions to involve the peer in conversation. | 1 | 2 | 3 | 4 | 5 |
| | Provides verbal encouragement (e.g. "That's interesting! Tell me more.") to promote open dialogue. | 1 | 2 | 3 | 4 | 5 |
| | Encourages the peer to share more by showing genuine interest in their thoughts and opinions. | 1 | 2 | 3 | 4 | 5 |

# RUBRICS

| Category | Scoring Criteria | Score | | | | |
|---|---|---|---|---|---|---|
| | | Needs Improvement | | | | Excellent |
| | | 1 | 2 | 3 | 4 | 5 |
| **Response Quality** | Demonstrates thoughtful responses that show understanding of the peer's message. | 1 | 2 | 3 | 4 | 5 |
| | Reflects on the peer's statements before adding her/his own ideas, demonstrating consideration for their input. | 1 | 2 | 3 | 4 | 5 |
| | Uses relevant questions or comments to deepen conversation based on the peer's statements. | 1 | 2 | 3 | 4 | 5 |
| | Avoids short or minimal responses; adds ideas or reflections to maintain flow. | 1 | 2 | 3 | 4 | 5 |
| **Concluding the Conversation** | Wraps up conversation collaboratively, allowing the peer a final turn to add or clarify any points. | 1 | 2 | 3 | 4 | 5 |
| | Ensures both sides feel heard and understood before concluding the discussion. | 1 | 2 | 3 | 4 | 5 |
| | Ends on a positive note, expressing gratitude or summarising main ideas with mutual agreement. | 1 | 2 | 3 | 4 | 5 |

## 9 PARTICIPATION AND ENGAGEMENT IN GROUP WORK

| Category | Needs Improvement (1) | Limited (2) | Satisfactory (3) | Good (4) | Excellent (5) |
|---|---|---|---|---|---|
| **Use of Target Vocabulary** | Rarely or never uses target vocabulary, or frequent misuse makes her/his message unclear. | Uses limited target vocabulary, with frequent errors or inappropriate usage. | Uses target vocabulary with occasional errors, but the meaning remains generally clear. | Uses target vocabulary appropriately in most cases, with minor errors or omissions. | Consistently uses a wide range of target vocabulary accurately and appropriately. |
| **Use of Target Grammatical Structures** | Does not use target grammatical structures or makes errors that severely hinder communication. | Makes frequent grammatical errors that often make it difficult to understand her/him. | Uses basic grammatical structures with noticeable errors that sometimes affect clarity. | Uses grammatical structures correctly most of the time, with some minor errors. | Consistently uses target grammatical structures accurately and in varied contexts, with minimal or no errors. |
| **Turn-Taking and Role Fulfilment** | Does not take turns and either dominates the task or avoids participation, with minimal or no role fulfilment. | Rarely takes turns, often dominates discussions or avoids participation, with incomplete role fulfilment. | Takes turns but occasionally dominates or hesitates to contribute, with partial role fulfilment. | Usually takes turns and fulfils her/his role effectively, with minimal instances of domination or hesitance. | Actively takes turns, ensures others have time to speak, and fulfils her/his role without dominating the group, encouraging balanced participation. |
| **Collaboration with the Group** | Does not collaborate with others, ignores group members, or is disengaged from the task. | Rarely interacts meaningfully with others or dismisses others' contributions. | Contributes to discussions but occasionally ignores others' ideas or contributes minimally. | Collaborates well with others, listens, and makes helpful contributions, with only minor issues in interaction. | Actively listens to and builds on others' ideas, supports group members, and contributes meaningfully to discussions. |
| **Adherence to Task Instructions** | Does not follow task instructions, resulting in incomplete or incorrect work. | Inconsistently follows task instructions, leading to confusion or incomplete work. | Follows task instructions, but with occasional lapses or incomplete adherence. | Follows task instructions well with only minor deviations or omissions. | Fully adheres to task instructions, ensuring all guidelines are followed precisely and producing high-quality work. |

## 10 PARTICIPATION AND ENGAGEMENT IN DRAMA WORK

| Criteria | Fair | Good | Great | Comments and Suggestions |
|---|---|---|---|---|
| **Language Use:** The target grammar/vocabulary presented is clear and easy to understand. | | | | |
| **Facial Expressions:** The student uses facial expressions well to communicate. | | | | |
| **Body Language:** The student uses body language well to communicate. | | | | |
| **Coordination of Actions:** The student coordinates actions well with the story's flow. | | | | |
| **Creativity:** The student is highly creative. | | | | |
| **Engagement:** The student is fully engaged and shows enthusiasm. | | | | |
| **Rapport with the Audience:** The student has the ability to communicate with the audience. | | | | |

## 11 RATING SCALE FOR SELF-PRODUCTIONS

| Criteria | Fair | Good | Great | Comments and Suggestions |
|---|---|---|---|---|
| **Material Preparation Skills:** It is well-organised, flows, and captures viewers' attention. | | | | |
| **Creativity:** It includes innovative use of digital tools, sound effects, and/or images. | | | | |
| **Organisation:** The background distractions are minimal, and the scenes are clear. | | | | |
| **Content Relevance:** The content is relevant to the topic. | | | | |
| **Coherence:** The content makes sense. | | | | |
| **Presentation Skills:** The speaker seems confident and stands upright. | | | | |
| **Language Use:** The speaker uses fluent language without spelling or grammatical mistakes. | | | | |

## 12 WRITING SKILL RUBRIC

| Criteria | Needs Improvement (1) | Limited (2) | Satisfactory (3) | Good (4) | Excellent (5) |
|---|---|---|---|---|---|
| **Organisation** | There is not any clear structure; ideas are hard to follow. | There is organisation but lacks flow or logical order. | Structure is present but may have a lack of coherence. | Well-organised with logical progression of ideas. | Exceptionally clear and logical structure; ideas flow smoothly. |
| **Creativity & Originality** | There is no originality; ideas heavily rely on clichés. | There is limited creativity and a few original ideas. | Some creativity and originality present. | Mostly original ideas with creative expression. | Highly creative and original; engages the reader effectively. |
| **Effort** | Minimal effort; work is rushed or incomplete. | Inconsistent effort; lacks development. | Reasonable effort; mostly complete. | Good effort; writing is well-developed and thoughtful. | Outstanding effort; work is thorough and detailed. |
| **Content Relevance** | Off-topic or mostly irrelevant content. | Partially addresses the topic. | Mostly relevant; minor off-topic sections. | Content is relevant and appropriate to the task. | Fully addresses the topic with deep content. |
| **Language Use (Accuracy & Meaning)** | Frequent errors; target grammar and vocabulary are mostly misused. | Errors occasionally confuse the reader; limited use of target language. | Meaning is generally clear; some correct use of target grammar and vocabulary. | Accurate and meaningful language use; good control of grammar and vocabulary. | Highly accurate and effective use of target grammar and vocabulary. |
| **Presentation Skills** | Unorganised or missing basic formatting. | Some attention to presentation; errors distract. | Adequate formatting and legibility. | Neat and well-formatted; visually clear. | Excellent presentation; professional and visually engaging. |

| THEME 1 SCHOOL LIFE | | |
|---|---|---|
| **ancient** | (adj) | very old; historical |
| **art museum** | (n) | a place to see pieces of art |
| **Azerbaijani** | (adj) | a person from Azerbaijan |
| **Azerbaijani** | (n) | the language of Azerbaijan |
| **baths** | (n) | public places where people have a bath or swim |
| **be famous for** | (v) | to be known by many people |
| **boat ride** | (n) | a short trip on a boat |
| **Bulgarian** | (adj) | a person from Bulgaria |
| **Bulgarian** | (n) | the language of Bulgaria |
| **castle** | (n) | a large strong building for emperors |
| **Chilean** | (adj) | a person from Chile |
| **fascinating** | (adj) | very interesting |
| **fjords** | (n) | long, narrow areas of sea between high cliffs mostly in Norway |
| **fluently** | (adv) | in a way that is easy and smooth |
| **head to** | (v) | to go in the direction of |
| **historical/ancient ruin** | (n) | an old, damaged building from the past |
| **historical site** | (n) | an important place in history |
| **Hungarian** | (adj) | a person from Hungary |
| **Hungarian** | (n) | the language of Hungary |
| **join** | (v) | to take part in something |
| **journey** | (n) | a long trip from one place to another |
| **Kazakh** | (adj) | a person from Kazakhstan |
| **Kazakh** | (n) | the language of Kazakhstan |
| **Korean** | (n) | the language of South Korea |
| **Kyrgyz** | (adj) | a person from Kyrgyzstan |
| **Kyrgyz** | (n) | the language of Kyrgyzstan |
| **location** | (n) | the position or place of something or somewhere |
| **monument** | (n) | a building or statue to remind people of a famous person or event |
| **native** | (adj) | existing naturally in a place |
| **native language** | (n) | the first language a person learns |
| **Norwegian** | (adj) | a person from Norway |
| **Norwegian** | (n) | the language of Norway |
| **palace** | (n) | the official home of a king, queen, president, etc. |
| **Peruvian** | (adj) | a person from Peru |
| **Polish** | (adj) | a person from Poland |
| **Polish** | (n) | the language of Poland |

| | | |
|---|---|---|
| **sightseeing** | (n) | visiting interesting places as a tourist |
| **South Korean** | (adj) | a person from South Korea |
| **square** | (n) | an open area in a town or city, surrounded by buildings |
| **Thai** | (adj) | a person from Thailand |
| **Thai** | (n) | the language of Thailand |
| **tourist attraction** | (n) | an interesting or lively place to visit as a tourist |
| **tourist spots** | (n) | popular places to visit as a tourist |
| **tower** | (n) | a tall, narrow building |
| **trip** | (n) | a short journey to a place and back again |
| **Turkish Cypriot** | (adj) | a person from Turkish Republic of Northern Cyprus |
| **Turkmen** | (adj) | a person from Turkmenistan |
| **Turkmen** | (n) | the language of Turkmenistan |
| **Uzbek** | (adj) | a person from Uzbekistan |
| **Uzbek** | (n) | the language of Uzbekistan |

## THEME 2 CLASSROOM LIFE

| | | |
|---|---|---|
| **always** | (adv) | at all times; on every occasion |
| **arrive home** | (idm) | when a person or vehicle arrives at a home |
| **attend classes** | (idm) | to go officially and usually regularly to classes |
| **carefully** | (adv) | with a lot of attention to detail |
| **check** | (v) | to look at or give your attention to something to get information |
| **clean (my) face** | (idm) | to remove the dirt or dust from face |
| **comb (my) hair** | (idm) | to tidy your hair using a comb |
| **do household chores** | (idm) | to do regularly tasks at home such as cleaning, washing, and ironing |
| **focus** | (v) | to give attention, effort, etc. to one particular subject |
| **every day** | (adv) | each day or on all days in a regular, daily pattern |
| **get back to** | (phr) | to return to something |
| **get dress** | (idm) | to wear dress |
| **get out of bed** | (idm) | to arise after a period of sleep |
| **go shopping** | (idm) | to visit places where goods are sold to look at and buy things |
| **have a break** | (idm) | to stop something for a short period in order to rest and have a drink |
| **have a shower** | (idm) | to clean oneself in a shower |
| **highlight** | (v) | to emphasise something; to give something more attention |
| **keep up with** | (phr) | to learn about or be aware of the news, current events, etc. |
| **last** | (v) | to continue for a particular period of time |
| **leave home** | (idm) | to go out of home |
| **leave school** | (idm) | to go out of school |
| **make (my) bed** | (idm) | to neatly arrange the sheets, blankets, and bedspread on the bed |

| | | |
|---|---|---|
| **neatly** | (adv) | in a way that is tidy and in order; carefully |
| **never** | (adv) | not at any time; not on any occasion |
| **occasionally** | (adv) | sometimes but not often |
| **often** | (adv) | many times |
| **participate** | (v) | to take part in or become involved in an activity |
| **plan** | (v) | to make arrangements for something you want to do in the future |
| **put clothes on** | (phr) | to cover part of the body with clothes, shoes, make-up |
| **quickly** | (adv) | at a fast speed |
| **read** | (v) | to look at and understand the meaning of written words or symbols |
| **relax** | (v) | to rest especially after work or effort |
| **repeat** | (v) | to say or write something again or more than once |
| **rarely** | (adv) | not very often |
| **return home** | (idm) | to come back home |
| **run errands** | (idm) | to do tasks such as to take a message, to take, or collect something |
| **slowly** | (adv) | at a slow speed; not quickly |
| **sometimes** | (adv) | occasionally rather than all of the time |
| **task** | (n) | a piece of work that somebody has to do |
| **take clothes off** | (phr) | to remove something, especially clothes |
| **take notes** | (idm) | to write down notes, as during a lecture or interview |
| **take the bus** | (idm) | to travel on a bus |
| **(re)charge** | (v) | to give new energy to something |
| **wake up** | (phr) | to stop sleeping |
| **walk to school** | (idm) | to go to school on foot |
| **watch** | (v) | to look at somebody/something for a time |
| **work on** | (phr) | to spend time repairing or improving something |

## THEME 3 PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

| | | |
|---|---|---|
| **attractive** | (adj) | beautiful or pleasant to look at |
| **blond(e)** | (adj) | (of hair) pale gold in colour |
| **brave** | (adj) | not afraid of dangerous or difficult situations |
| **calm** | (adj) | relaxed and not worried or frightened |
| **careless** | (adj) | not giving enough attention to what you are doing |
| **cheerful** | (adj) | full of good spirits; happy |
| **clever** | (adj) | able to learn and understand things easily |
| **confident** | (adj) | certain about your ability to do things well |
| **curly** | (adj) | that goes around in small circles |
| **dark** | (adj) | having black or brown hair or brown skin |
| **elderly** | (adj) | old in age |

| | | |
|---|---|---|
| **fair** | **(adj)** | pale or light in colour |
| **forgetful** | **(adj)** | often not able to remember things |
| **generous** | **(adj)** | often giving people money or presents |
| **gentle** | **(adj)** | soft in the way someone acts |
| **good-looking** | **(adj)** | nice to look at |
| **handsome** | **(adj)** | good-looking in a strong or nice way, especially for a man |
| **headscarf** | **(n)** | the head covering that some Muslim women wear |
| **honest** | **(adj)** | always telling the truth, and never stealing or cheating |
| **kind** | **(adj)** | caring about or wanting to help others |
| **look (like)** | **(v)** | to be the same in appearance as someone or something |
| **medium-height** | **(adj)** | not short and not tall |
| **middle-aged** | **(adj)** | in the middle of your life before you are old |
| **moody** | **(adj)** | changing feelings quickly, like happy one moment and sad the next |
| **outgoing** | **(adj)** | talking a lot and enjoying meeting people |
| **pale** | **(adj)** | having skin that is very light in colour |
| **peaceful** | **(adj)** | liking calm and not wanting to fight or cause trouble |
| **plump** | **(adj)** | slightly overweight |
| **polite** | **(adj)** | showing good manners and respect to others |
| **pretty** | **(adj)** | attractive without being very beautiful |
| **quiet** | **(adj)** | talking very little |
| **rude** | **(adj)** | behaving in a way that upsets other people |
| **seem** | **(v)** | to appear to be |
| **serious** | **(adj)** | thinking about things in a careful and sensible way |
| **shy** | **(adj)** | not able to talk easily to people you do not know |
| **slim** | **(adj)** | thin in an attractive way |
| **smart** | **(adj)** | able to learn and think quickly; intelligent |
| **sound** | **(v)** | to seem a certain way when you hear it |
| **straight** | **(adj)** | going down smoothly without bending or turning |
| **tan** | **(adj)** | yellow-brown in colour |
| **wavy** | **(adj)** | not straight but with slight curves |
| **well-built** | **(adj)** | having a large, strong body |

## THEME 4 FAMILY LIFE

| | | |
|---|---|---|
| **accountant** | **(n)** | a person whose job involves keeping financial records for a business |
| **accounting firm** | **(n)** | a company that helps clients with their financial records and taxes |
| **advise** | **(v)** | to tell someone what to do based on knowledge or experience |
| **architect** | **(n)** | a person who designs buildings and advises in their construction |

# GLOSSARY

| | | |
|---|---|---|
| **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 |
| **businessperson** | **(n)** | someone who works in business or owns a business |
| **check** | **(v)** | to examine something to see if it is correct, safe or acceptable |
| **clinic** | **(n)** | a place where people go for medical treatment or advice |
| **computer programmer** | **(n)** | someone who writes programmes for computers to do tasks |
| **content creator** | **(n)** | a person who creates digital content for websites or social media |
| **counsel** | **(v)** | to listen to someone and give professional advice |
| **cousin** | **(n)** | a child of a person's aunt or uncle |
| **defend** | **(v)** | to try to prove in court that someone is not guilty |
| **design** | **(v)** | to make or draw plans for something, such as clothes or buildings |
| **develop** | **(v)** | to invent or create something new, like a product or service |
| **digital marketer** | **(n)** | someone who uses the internet to sell products or services |
| **IT company** | **(n)** | a company that creates computer systems and programmes |
| **journalist** | **(n)** | a person who writes for newspapers, magazines, or news websites |
| **law firm** | **(n)** | a company where lawyers work and help people with legal problems |
| **lawyer** | **(n)** | a person who gives legal advice and defends clients in court |
| **manage** | **(v)** | to organise and control a business or employees |
| **nephew** | **(n)** | the son of a person's sister or brother |
| **news agency** | **(n)** | an organisation that collects news and shares it with media |
| **niece** | **(n)** | the daughter of a person's sister or brother |
| **organise** | **(v)** | to arrange things in a clear and tidy way |
| **pharmacist** | **(n)** | a person whose job is to prepare and sell medicines |
| **pharmacy** | **(n)** | a shop that sells medicines |
| **photographer** | **(n)** | a person who takes photographs, either as a job or hobby |
| **photography studio** | **(n)** | a place with equipment for taking professional photos |
| **promote** | **(v)** | to help sell or advertise a product, service, etc. |
| **psychologist** | **(n)** | someone who studies the human mind, feelings, and behaviour |
| **publish** | **(v)** | to print or put something online for others to read |
| **relative** | **(n)** | a member of a person's family |
| **report** | **(v)** | to share facts about an event in newspapers, TV, or online |
| **research** | **(v)** | to study something carefully and try to discover new facts about it |
| **science lab** | **(n)** | a room or place used for science experiments and studies |
| **scientist** | **(n)** | an expert in natural sciences like physics, chemistry, or biology |
| **security guard** | **(n)** | a person whose job is to protect a place, such as a store or museum |
| **serve** | **(v)** | to help a customer or sell them something in a shop |
| **shoot** | (v) | to use a camera to record a video or take a photograph |

| | | |
|---|---|---|
| **shopping centre** | (n) | a group of shops or stores in one area |
| **social media platform** | (n) | a website or app for sharing photos, videos, and messages |
| **stepdaughter** | (n) | a husband's or wife's daughter from an earlier relationship |
| **stepfather** | (n) | the husband of a mother who is not the child's biological father |
| **stepmother** | (n) | the wife of a father who is not the child's biological mother |
| **stepson** | (n) | the son of a person's husband or wife from an earlier relationship |
| **virtual assistant** | (n) | a person who works online to help a person or a company |

## THEME 5 LIFE IN THE HOUSE & NEIGHBOURHOOD

| | | |
|---|---|---|
| **basin** | (n) | a large bowl in the bathroom to wash face, hands, etc. |
| **bathtub** | (n) | a large container to take a bath in |
| **bathroom** | (n) | a room in which there is a bath, a basin, and a toilet |
| **bedside table** | (n) | a small table next to a bed |
| **block of flats** | (n) | a tall building with many apartments or offices |
| **brush** | (v) | to clean, polish, or make something smooth with a brush |
| **bungalow** | (n) | a one-level house |
| **carpet** | (n) | a thick covering used on the floor |
| **coffee table** | (n) | a small table near a sofa to put magazines, cups, etc. |
| **cooker** | (n) | an equipment for cooking food |
| **corridor** | (n) | a long, narrow passage in a building |
| **cottage** | (n) | a small house, especially in the country |
| **cupboard** | (n) | a storage space with doors, used for dishes or food |
| **cushion** | (n) | a cloth bag filled with soft materials, especially used on a sofa |
| **curtain** | (n) | a piece of cloth which is used to cover a window |
| **detached house** | (n) | a house that stands alone, not joined to another house |
| **dining room** | (n) | a room in a house or hotel that is used for eating meals in |
| **dishwasher** | (n) | a machine for washing plates, cups, etc. |
| **downstairs** | (n) | on the lower floor of a building |
| **freezer** | (n) | a large, electrical equipment to store food for a long time |
| **fridge** | (n) | an electrical equipment to keep food cool and fresh |
| **garage** | (n) | a building for keeping one or more cars or other vehicles in |
| **hall** | (n) | an entrance area or a main passage in a building |
| **harmonious** | (adj) | looking or feeling pleasant together |
| **hoover** | (n) | a machine to clean floors, carpets, etc. by taking in dirt and dust |
| **iron** | (v) | to make clothes, etc. smooth by using an iron |
| **oven** | (n) | a cooker in which food is cooked or heated |
| **penthouse** | (n) | an expensive and luxurious flat at the top of a tall building |
| **pillow** | (n) | a cloth bag filled with soft materials, especially used in bed |

| | | |
|---|---|---|
| **prepare the table** | (v) | to make the dishes and utensils ready before a meal |
| **relax** | (v) | to rest and feel calm |
| **rug** | (n) | a small carpet to cover a floor |
| **semi-detached house** | (n) | a house which is joined to another house by a wall on one side |
| **shower** | (n) | a place to stand and wash yourself under falling water |
| **spacious** | (adj) | large and with plenty of space |
| **stylish** | (adj) | fashionable and attractive |
| **terrace** | (n) | an area outside a house to sit, eat, and enjoy the sun |
| **terraced house** | (n) | a house that is one of a row of houses that are joined together |
| **tidy up** | (v) | to clean and organise things |
| **toilet** | (n) | a room to get rid of body waste |
| **upstairs** | (n) | on the upper floor of a building |
| **utility room** | (n) | a room for laundry and household equipment |
| **villa** | (n) | a house in the country with a large garden |
| **wardrobe** | (n) | a large cupboard for hanging clothes in |
| **wash the dishes** | (v) | to make plates, pots, etc. clean by using water and soap |
| **wash/do the laundry** | (v) | to make clothes, sheets, etc. clean by using water and detergent |

## THEME 6 LIFE IN THE CITY & COUNTRY

| | | |
|---|---|---|
| **aubergine** | (n) | a vegetable with shiny dark purple skin that is soft and white inside |
| **barbecue** | (n) | an outdoor meal or party when food is cooked in this way |
| **beef** | (n) | meat that comes from a cow |
| **biscuit** | (n) | a small flat dry cake for one person, usually sweet |
| **bitter** | (adj) | having a strong, unpleasant taste; not sweet |
| **burger** | (n) | a dish consisting of a flat round cake of minced beef |
| **cereal** | (n) | a plant that is grown to produce grain |
| **coconut** | (n) | a large fruit like a nut with a thick, hard, brown shell covered in fibre |
| **courgette** | (n) | a long vegetable with dark green skin that is white inside |
| **couscous** | (n) | a food, originally from North Africa, consisting of crushed wheat |
| **crack** | (v) | to break without dividing into separate parts |
| **creamy** | (adj) | thick and smooth like cream; containing a lot of cream |
| **cuisine** | (n) | a style of cooking |
| **curry** | (n) | a South Asian dish of meat, vegetables, etc. with a hot spicy sauce |
| **dessert** | (n) | sweet food eaten at the end of a meal |
| **dish** | (n) | a flat shallow container for cooking food in or serving it from |
| **duck** | (n) | a common bird that lives on or near water and has short legs |
| **fair** | (n) | an event at which people show and sell their goods |

| | | |
|---|---|---|
| **falafel** | **(n)** | a Middle Eastern dish with small balls formed from chickpeas |
| **feast** | **(n)** | a day or period of time when there is a religious festival |
| **giant** | **(adj)** | very large; much larger or more important than similar things |
| **herb** | **(n)** | a plant whose leaves, flowers or seeds are used to add taste to food |
| **hot** | **(adj)** | pepper and spices that can produce a burning feeling in your mouth |
| **ingredient** | **(n)** | a food that is used with other foods in the preparation of a dish |
| **juicy** | **(adj)** | containing a lot of juice and good to eat |
| **kebab** | **(n)** | small pieces of meat cooked on a wooden or metal stick |
| **lamb chop** | **(n)** | a small cut of meat including part of a rib |
| **local** | **(adj)** | belonging to or connected with the particular place or area |
| **mushroom** | **(n)** | a fungus with a round flat head and short stem. |
| **noodle** | **(n)** | a long thin piece of pasta |
| **pasta** | **(n)** | any of various flour-and-egg food preparations of Italian origin |
| **pineapple** | **(n)** | a large tropical fruit with thick rough skin and stiff leaves on top |
| **regional** | **(adj)** | relating to a region |
| **salmon** | **(n)** | a large fish that has silver skin and is pink inside |
| **salty** | **(adj)** | containing or tasting of salt |
| **savoury** | **(adj)** | having a pleasant taste or smell |
| **seafood** | **(n)** | fish and sea creatures that can be eaten, especially shellfish |
| **sour** | **(adj)** | having a taste like that of a lemon or of fruit that is not ready to eat |
| **spicy** | **(adj)** | having a strong taste because spices have been added to it |
| **spinach** | **(n)** | a vegetable with large, dark-green leaves |
| **stall** | **(n)** | a table or small shop with an open front that people sell things |
| **stew** | **(n)** | a dish of meat and vegetables cooked slowly in a container |
| **stir** | **(v)** | to move a liquid or substance around, using a spoon |
| **sweet** | **(n)** | containing, or tasting as if it contains, a lot of sugar |
| **sweetcorn** | **(n)** | the yellow seeds of a type of maize plant |
| **tacos** | **(n)** | a type of Mexican food; a fried pancake that is folded over |
| **taste** | **(v)** | to have a particular flavour |
| **tender** | **(adj)** | (of food) easy to bite through and cut |
| **tuna** | **(n)** | a large sea fish that is used for food |

## THEME 7 LIFE IN THE WORLD & NATURE

| | | |
|---|---|---|
| **affect** | **(v)** | to cause a change in someone or something |
| **air pollution** | **(phr)** | dirty or harmful things in the air that can hurt living things |
| **Asian elephant** | **(n)** | a large animal of Asia that have big ears and a long nose |
| **be at risk** | **(phr)** | to be in a bad or unsafe situation |

# GLOSSARY

| | | |
|---|---|---|
| **breed** | (v) | (of animals) to have babies |
| **cheetah** | (n) | a big spotted cat that runs very fast |
| **chimpanzee** | (n) | an animal with no tail that lives in forests and uses its hands |
| **dedicated** | (adj) | working hard at something because you care about it |
| **desert** | (n) | a large, hot, dry area of land with very few plants |
| **disease** | (n) | an illness |
| **dolphin** | (n) | a smart sea animal with a long nose and a curved fin on its back |
| **donate** | (v) | to give something, especially money, to those who need it |
| **existence** | (n) | the state of being alive |
| **food source** | (phr) | something that animals or people eat to stay alive |
| **grassland** | (n) | a large area of land with low, green plants |
| **great white shark** | (n) | a very large ocean animal with a white belly and sharp teeth |
| **habitat loss** | (n) | the disappearance of the natural home of animals or plants |
| **hide** | (v) | to go to a place where no one can see you |
| **hunt** | (v) | to go after animals to catch them |
| **illegal** | (adj) | not allowed by law |
| **jungle** | (n) | a thick forest in a hot place with lots of plants and animals |
| **lessen** | (v) | to make something smaller or weaker |
| **marine pollution** | (phr) | dirty or harmful things in the sea that can hurt living things |
| **need** | (v) | to have to have something to live or do something |
| **ocean** | (n) | one of the five main areas of sea |
| **overfishing** | (n) | the act of catching too many fish so there are not enough left |
| **overhunting** | (n) | the act of catching too many wild animals so there are fewer left |
| **panda** | (n) | a large, black and white animal that lives in forests in China |
| **penguin** | (n) | a large, black and white sea bird that swims and cannot fly |
| **polar bear** | (n) | a large, white bear that lives in the Arctic |
| **population** | (n) | the number of a species that lives in a particular area |
| **prevent** | (v) | to stop something happening |
| **produce** | (v) | to create something |
| **protect** | (v) | to keep someone or something from danger or harm |
| **rainforest** | (n) | a hot and wet area with tall trees, thick plants, and many animals |
| **reduce** | (v) | to make something less |
| **renewable** | (adj) | that you can use again and again because nature makes more of it |
| **safety** | (n) | the state of being away from harm or danger |
| **save** | (v) | to take someone or something away from danger |
| **sea turtle** | (n) | a large ocean animal with a hard shell and flippers for swimming |
| **shelter** | (n) | a place that keeps an animal safe from weather or danger |

| | | |
|---|---|---|
| **support** | (v) | to agree with something and help it happen |
| **survival** | (n) | the state of continuing to live, especially after a dangerous situation |
| **survive** | (v) | to keep living after something hard or dangerous |
| **threaten** | (v) | to be a danger to something |
| **tiger** | (n) | a large wild cat that has yellow fur with black lines on it |
| **volunteer** | (n) | someone who does work to help others without asking for money |
| **whale** | (n) | a very large sea animal that breathes air and often sings underwater |
| **wildlife** | (n) | animals and other living things that live freely in nature |
| **woodland** | (n) | an area with many trees and plants but smaller than a forest |

## THEME 8 LIFE IN THE UNIVERSE & FUTURE

| | | |
|---|---|---|
| **action** | (n) | a type of film with lots of exciting events |
| **actor** | (n) | a man who plays a character in a film or play |
| **actress** | (n) | a woman who plays a character in a film or play |
| **adapt** | (v) | to change to fit a new place, time, or conditions |
| **adventure** | (n) | a film with exciting journeys, action, and new experiences |
| **alien invasion** | (n) | a film where aliens attack Earth and people try to stop them |
| **artificial** | (adj) | made or produced by people, not natural |
| **biographical** | (adj) | a film that tells the story of a real person |
| **cartoon** | (n) | a film made with drawings or animation instead of real people |
| **comedy** | (n) | a film or play with funny characters and a happy ending |
| **control** | (v) | to make something work in the desired way |
| **crew** | (n) | a group of people who work together on a film or TV show |
| **detective film** | (n) | a film where a detective finds clues and solves crimes |
| **director** | (n) | a person who tells actors how to act in a movie or play |
| **discover** | (v) | to find something new or unknown |
| **discovery** | (n) | the process of finding a new fact, an object, or a place |
| **documentary** | (n) | a film that gives facts and information about a subject |
| **epic** | (adj) | about a long journey with many challenges |
| **explore** | (v) | to travel to new places to learn about them |
| **family film** | (n) | a film with fun stories for people of all ages |
| **film** | (n) | a story told with moving pictures and sound on a screen |
| **futuristic** | (adj) | something that shows what life could be like in the future |
| **global** | (adj) | relating to the whole world |
| **historical film** | (n) | a type of film about people and events in the past |
| **horrific** | (adj) | extremely bad and making you feel shocked or frightened |
| **horror** | (n) | a film with frightening scenes and scary characters |
| **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** | **(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 |

## DIGITAL STORY SCRIPTS



Digital Story Scripts

## ANSWER KEYS AND AUDIO SCRIPTS



Answer Keys and Audio Scripts

## 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.

## ONLINE AND VISUAL REFERENCES



Online and Visual References


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35°K
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Bükreş
UKRAYNA
RUSYA FEDERASYONU
HAZAR DENİZİ
Sofya
BULGARİSTAN
K A R A D E N İ Z
GÜRCİSTAN
Tiflis
YUNANİSTAN
Edirne
Kırklareli
Tekirdağ
İstanbul
Sinop
Bartın
Zonguldak
Kastamonu
Samsun
Artvin
ACARA Ö.C.
ERMENİSTAN
AZERBAYCAN
Ardahan
Kars
Erivan
Rize
Trabzon
Ordu
Giresun
Amasya
Çankırı
Karabük
Düzce
Kocaeli
Sakarya
Bolu
Yalova
MARMARA DENİZİ
Gökçeada
Çanakkale
Bozcaada
Bursa
Bilecik
Çorum
Tokat
Gümüşhane
Bayburt
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Erzurum
Ağrı
Iğdır
NAHÇIVAN Ö.C. (AZERBAYCAN)
Balıkesir
Eskişehir
Ankara
Kırıkkale
Yozgat
Sivas
Kütahya
Kırşehir
Tunceli
Bingöl
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Uşak
Tuz Gölü
Kayseri
Nevşehir
Elâzığ
Malatya
Bitlis
Atina
İzmir
Aksaray
Aydın
Konya
Niğde
Adıyaman
Diyarbakır
Siirt
Batman
Şırnak
Hakkâri
Urumiye Gölü
İRAN
Denizli
Isparta
Burdur
Kahramanmaraş
Mardin
Muğla
Karaman
Osmaniye
Gaziantep
Şanlıurfa
Antalya
Adana
Mersin
Kilis
Hatay
KUZEY KIBRIS TÜRK CUMHURİYETİ
Erenköy
Lefkoşa
S U R İ Y E
I R A K
GÜNEY KIBRIS RUM YÖNETİMİ
LÜBNAN
Beyrut
Bağdat
Şam
A K D E N İ Z
L İ B Y A
Tel Aviv
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
İSRAİL
M I S I R
Süveyş K.
TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE
KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
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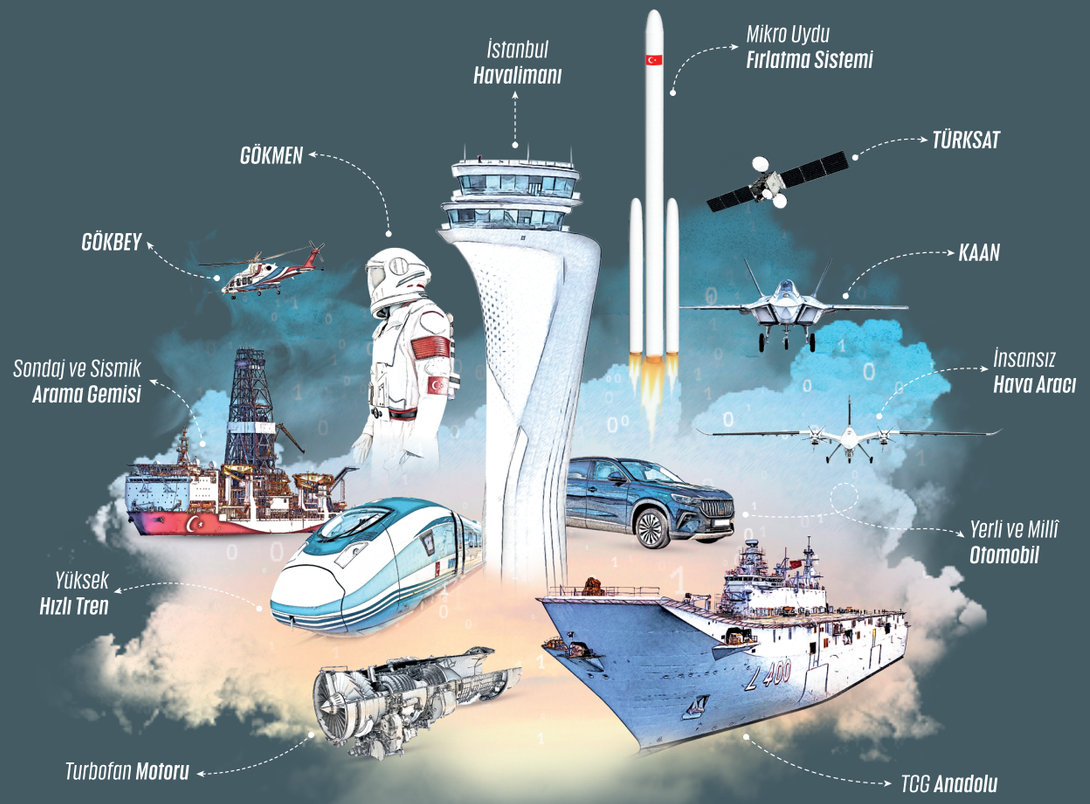

TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
ÜLKE KISALTMALARI
ARNAVUTLUK ARN
BELÇİKA BEL
BOSNA - HERSEK BH
GÜNEY KIBRIS RUM YÖNETİMİ GKRY
HIRVATİSTAN HRV
İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
KUZEY KIBRIS TÜRK CUMHURİYETİ KKTC
KUZEY MAKEDONYA KMKD
LİHTENŞTAYN LİH
SIRBİSTAN SRB
Norveç Denizi
Barents Denizi
Kara Denizi
Bering Denizi
Ohotsk Denizi
Kuzey Denizi
Baltık Denizi
Akdeniz
Karadeniz
Hazar Denizi
Umman Denizi
Yemen Denizi
Kızıldeniz
RUSYA FEDERASYONU
KAZAKİSTAN
TÜRKİYE
İRAN
AFGANİSTAN
PAKİSTAN
HİNDİSTAN
ÇİN HALK CUMHURİYETİ
MOĞOLİSTAN
SAHA (YAKUT) C.
TUVA C.
SİNCAN UYGUR ÖZERK BÖLGESİ
ÖZBEKİSTAN
TÜRKMENİSTAN
KIRGIZİSTAN
TACİKİSTAN
AZERBAYCAN
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Pekin
Ulanbatur
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Adriyatik Denizi
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Ladoga G.
Onega G.
Finlandiya G.
Riburnsk Bfl. G.
Obi Bfl.
Yamal Y.
Baydarat G.
Hulun G.
Balkaş G.
Aral G.
Karaboğaz G.
Kimmi G.
Saroz G.
Edremit G.
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Antalya G.
Sidra G.
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Aden B.
Kızıldeniz
Süveyş K.
Panama K.
Cebeliterik B.
Tiren Denizi
Adriyatik Denizi
Ege Denizi
Baltık Denizi
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50° 40° 30° 20° 10°

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**PARA İLE SATILAMAZ.**

*Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin İkinci Fıkrası Çerçevesinde Bandrol Taşıması Zorunlu Değildir.*

T.C. MİLLİ EĞİTİM BAKANLIĞI | ORTAÖĞRETİM | ÇALIŞMA KİTABI

UPPER SECONDARY EDUCATION

# WAYMARK

## YEAR 9/B1.1



UPPER SECONDARY EDUCATION

# WAYMARK

## YEAR 9/B1.1

## WORKBOOK


**AUTHORS**

Aynur YADİGAR ARTIRAN
Berrin KODALAK KORKUTAN
Esin ÖZEN
Nezaket BİRGÜL AKTAŞ



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....., 2025

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# İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

**Mehmet Âkif Ersoy**

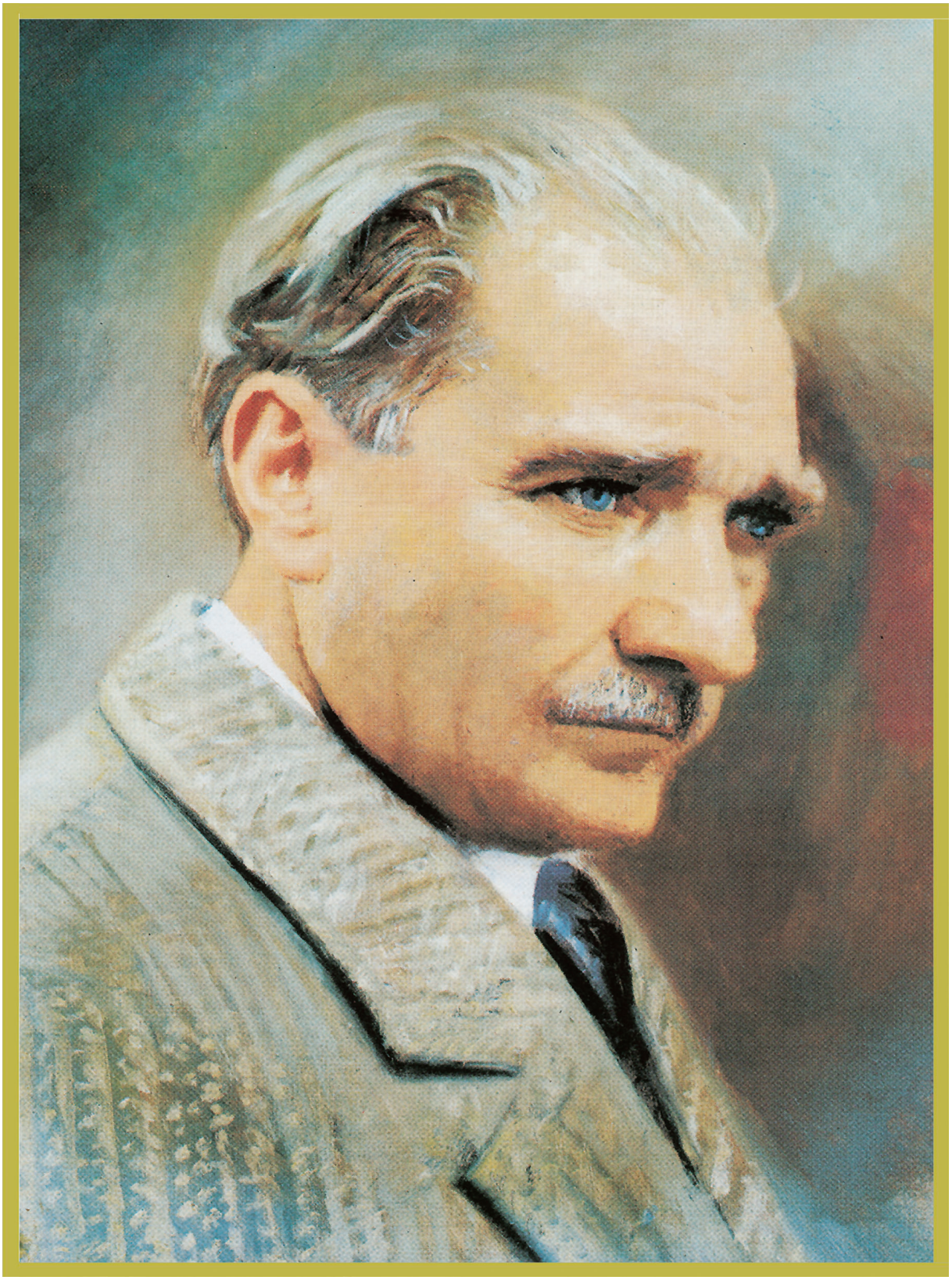
## GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK



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# THEME 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!
- 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 | M**a**li | 5 | A | Br**a**zil |
| | B | It**a**ly | | B | Sp**a**in |
| | C | Germ**a**ny | | C | Ukr**a**ine |
| | D | **A**merica | | D | Mal**a**ysia |
| 2 | A | **C**anada | 6 | A | l**a**nguage |
| | B | Fran**c**e | | B | n**a**tionality |
| | C | **S**cotland | | C | pl**a**ce |
| | D | Mexi**c**o | | D | m**a**p |
| 3 | A | **c**inema | 7 | A | c**a**lm |
| | B | **c**entre | | B | s**a**una |
| | C | **c**oast | | C | dr**a**w |
| | D | **c**ity | | D | w**a**terfall |
| 4 | A | Pakist**a**n | 8 | A | squ**a**re |
| | B | Afghanist**a**n | | B | attr**a**ction |
| | C | Guatem**a**la | | C | ch**a**ir |
| | D | Canadi**a**n | | D | **a**irport |

**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

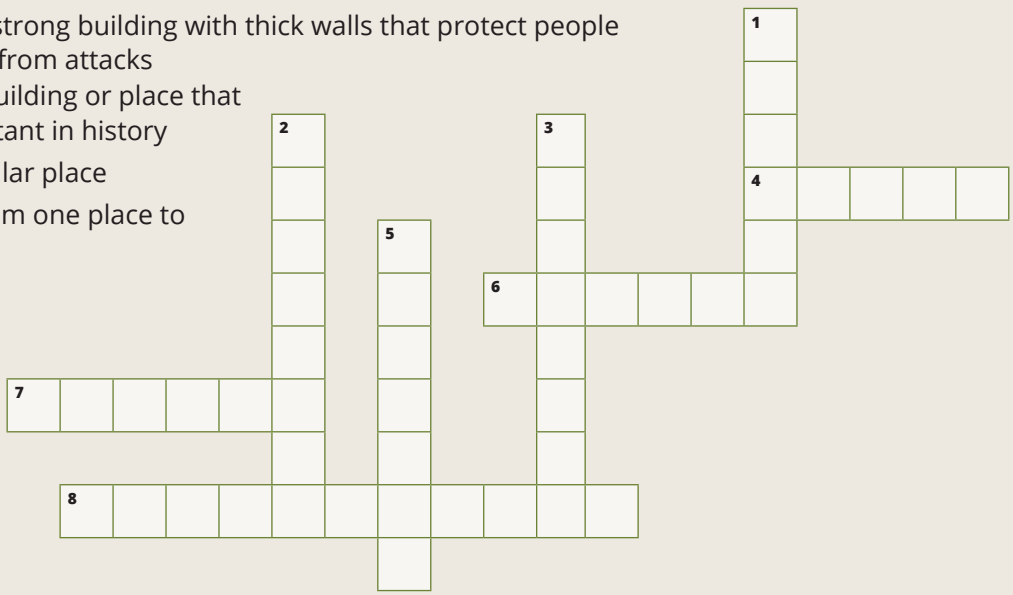
**DOWN**

**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.

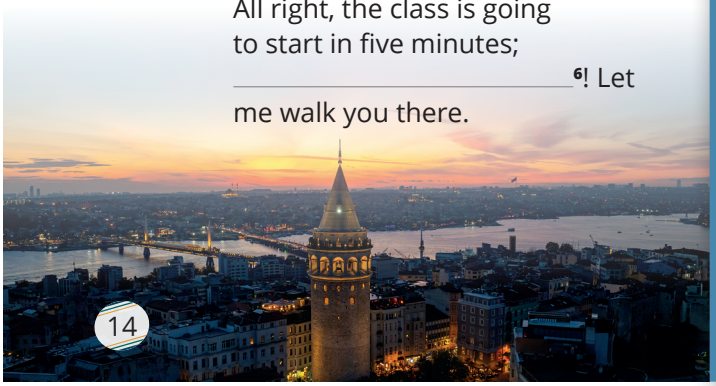
**Pawel:** You, too. Thank you. All I can say about İstanbul is, _____[3]. You're so lucky to live here.

**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

Theme 2



**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 usually 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 think the fresh air is great. _____
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 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.

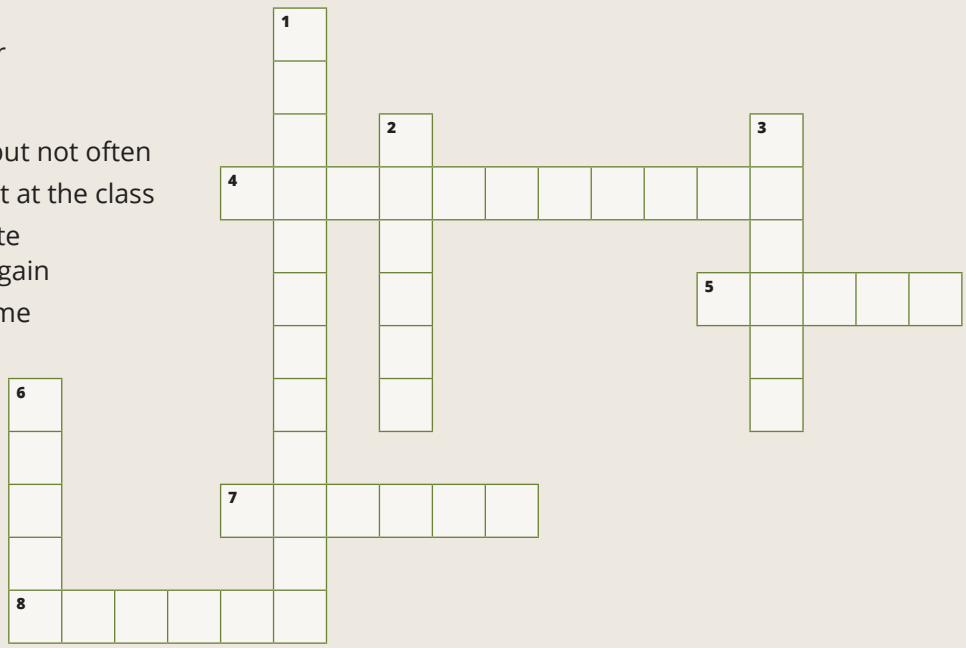
**l** **Use the clues below to complete the crossword puzzle.**

**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

**e**vening, g**y**m, vi**s**ion, **c**alm, **k**ind, cheerfu**l**

Theme 3

**a** **Look at the photos. Describe and write about people's physical appearances.**

1


2


3


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: l**i**v**i**ng a planned day **i**s great.

3 My friend f**ee**ls a b**i**t **c**onfu**s**ed about ta**k**ing a**c**tion on their dr**ea**m **e**-**c**ommerce start-up.

4 Ma**k**ing d**ec**i**s**ions about future **c**ar**ee**rs sometimes s**ee**ms cha**ll**en**g**ing but **i**s a ch**ee**rf**l** 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 he believes in himself and never gives up.
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

**m**other, 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 runn**ing** in the even**ing** is exhaust**ing**.

**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




**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

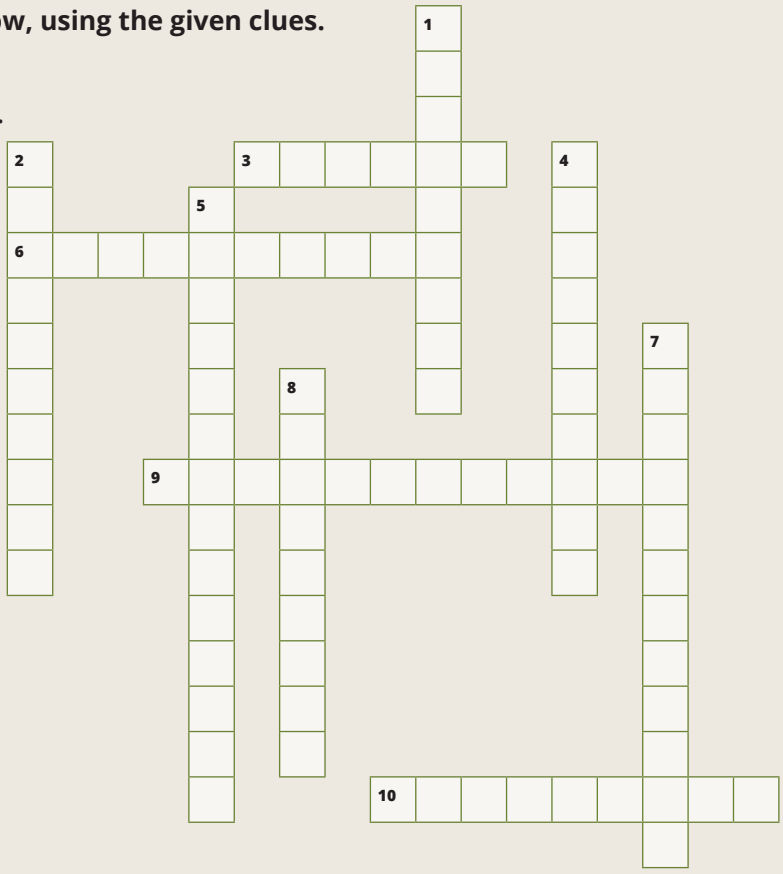
2 sells medicines to the public in a shop

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

**q**uick, **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

| | |
|---|---|
| **q**uilt | |
| **r**ound | |
| **s**ofa | |
| **sh**iny | |

**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

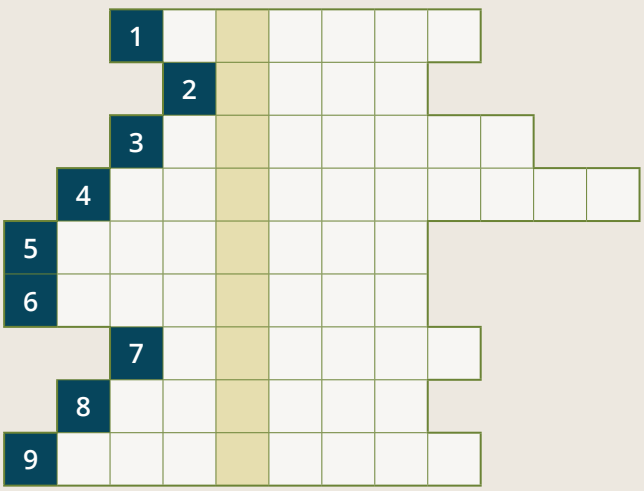
5 an appliance that you use to keep food frozen for a long time

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:** _____

_____

_____



**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.

**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

Theme 6



**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 

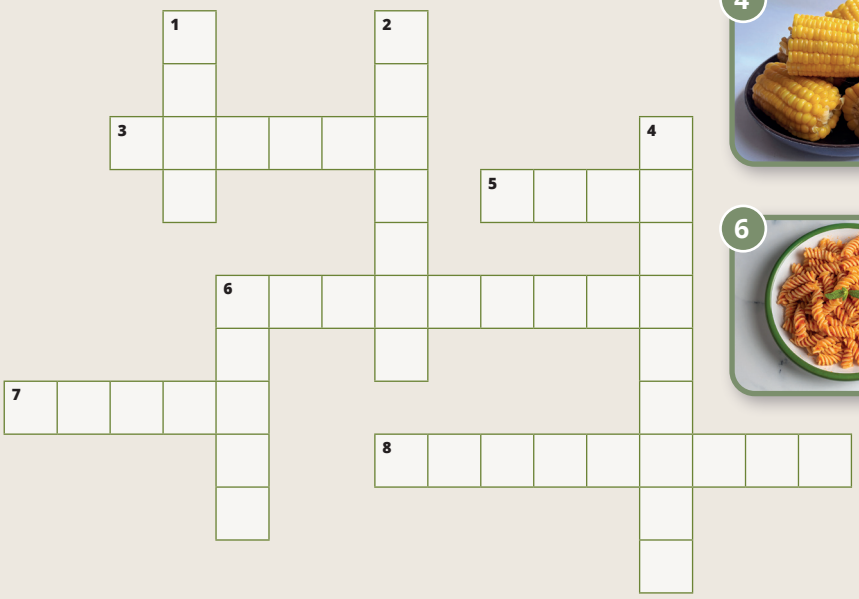
**DOWN**

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
- 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**

Theme 7

**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 | |
| Reason of Endangerment | |
| 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

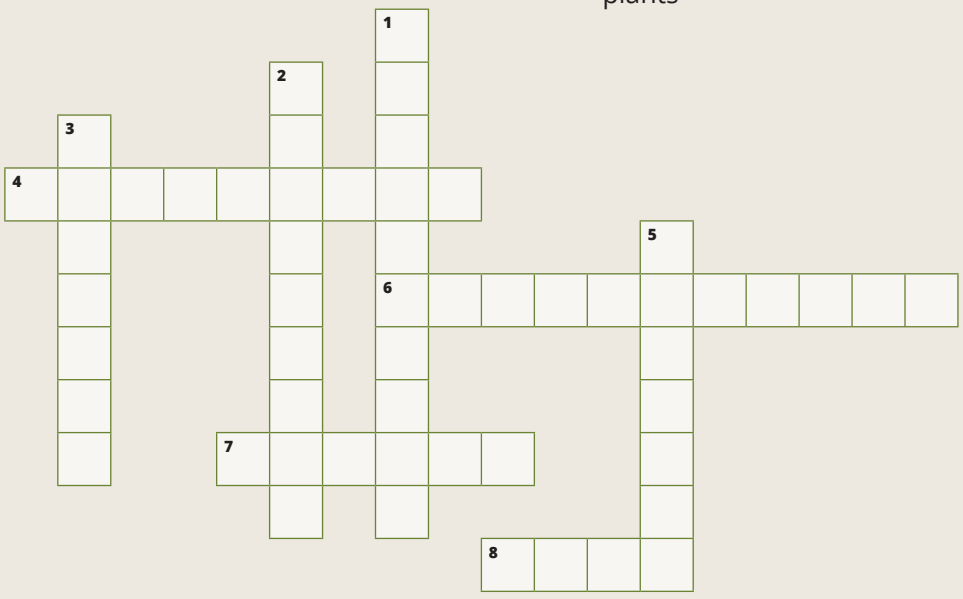
**DOWN**

**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?

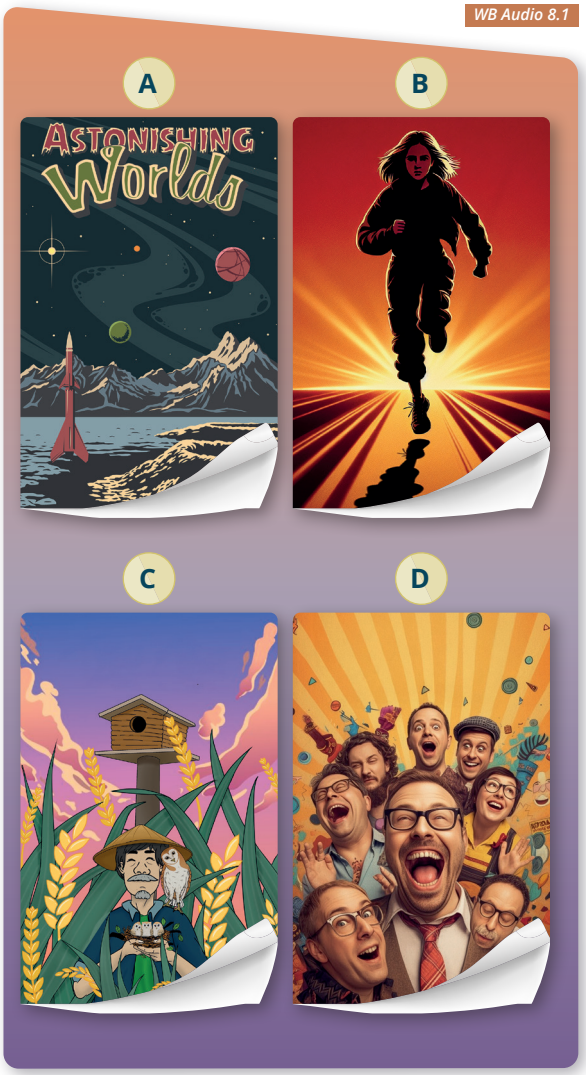
## Pronunciation

sh**o**w, **y**outh, discover**y**, **z**odiac

Theme 8

**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 _____.




**i 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 (Bilişim Vadisi), in Gebze, Kocaeli. Bilişim Vadisi is an institution where information turns into technology, and technology turns into products that make life easier and enhance living conditions.

**j 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 Bilişim Vadisi 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

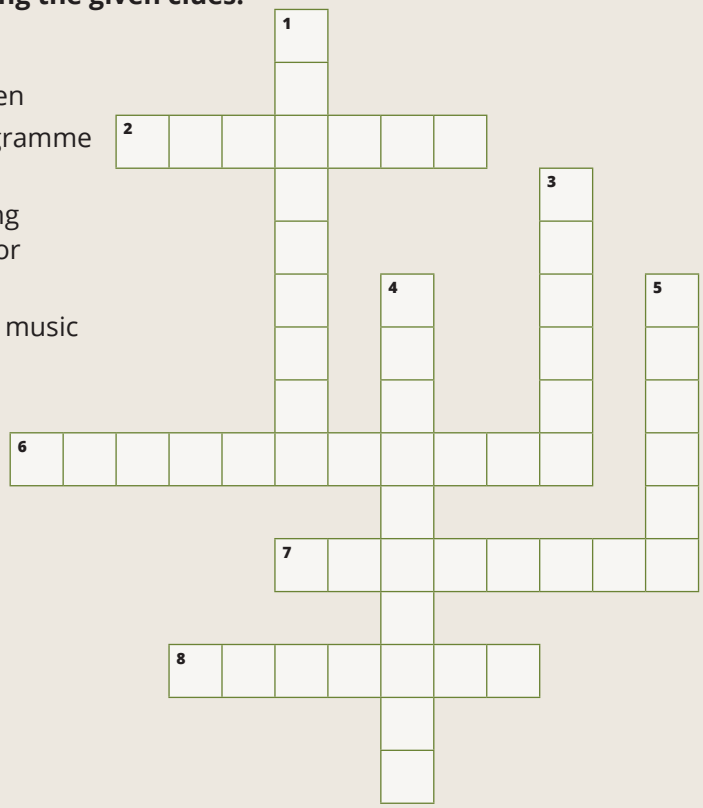
**DOWN**

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?)

## REFERENCES*

Talim ve Terbiye Kurulu Başkanlığı. (2025). *The century of Türkiye education model: The English language curriculum (Years 9-10-11-12)*. T.C. Millî Eğitim Bakanlığı.

* 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

## ONLINE AND VISUAL REFERENCES

Scan the QR code for the online and visual, references.

Online and Visual References




## TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI


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
TÜRKİYE
RUSYA FEDERASYONU
KAZAKİSTAN
ÖZBEKİSTAN
TÜRKMENİSTAN
KIRGIZISTAN
TACİKİSTAN
AFGANİSTAN
İRAN
PAKİSTAN
HİNDİSTAN
ÇİN HALK CUMHURİYETİ
MOĞOLİSTAN
SAHA (YAKUTİ) C.
TUVA C.
SİNCAN UYGUR ÖZERK BÖLGESİ
AZERBAYCAN
GÜRCİSTAN
SURİYE
IRAK
SUUDİ ARABİSTAN
YEMEN
UMMAN
BANGLADEŞ
UKRAYNA
BELARUS
POLONYA
ALMANYA
FRANSA
İSPANYA
PORTEKİZ
İTALYA
YUNANİSTAN
CEZAYİR
LİBYA
MISIR
SUDAN
Karadeniz
Akdeniz
Kuzey Denizi
Norveç Denizi
Barents Denizi
Kara Denizi
Ohotsk Denizi
Bering Denizi
Hazar Denizi
Umman Denizi
Yemen Denizi
Kızıldeniz