

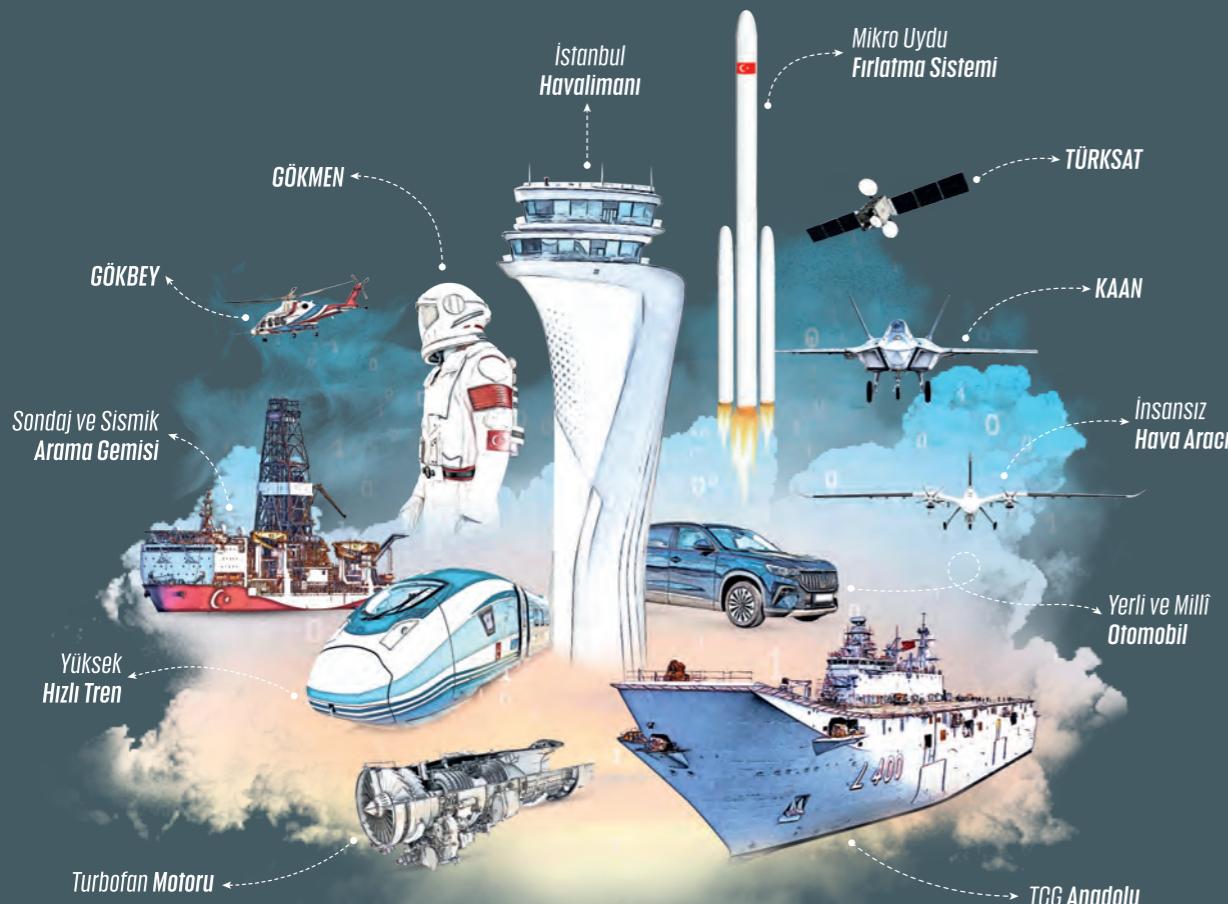
# Bu kitaba sığmayan daha neler var!



Karekodu okut, bu kitapla  
ilgili EBA içeriklerine ulaş!



## Teknoloji Yolculuğumuz



BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA  
ÜCRETSİZ OLARAK VERİLMİŞTİR.  
PARA İLE SATILAMAZ.

Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin  
İkinci Fıkrası Çerçeveşinde Bandrol Taşması Zorunlu Değildir.

T.C. MİLLÎ EĞİTİM BAKANLIĞI

ORTAÖĞRETİM

ÇALIŞMA KİTABI

UPPER SECONDARY EDUCATION

# WAYMARK

YEAR 9/B1.1



UPPER SECONDARY EDUCATION

# WAYMARK

YEAR 9/B1.1

WORKBOOK

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## İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;  
Sönmenden 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 gibi yım, bendimi çiğner, aşarım.  
Yırtarım dağları, enginlere sığmam, taşarım.

Garbin âfâkını sarmışsa çelik zırhlı duvar,  
Benim iman dolu göğüm gibi serhaddim var.  
Uluslararası! Nasıl böyle bir imanı boğar,  
Medeniyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;  
Siper et gövdeni, dursun bu hayâsizca akın.  
Doğacaktır sana va'dettiği günler Hakk'ın;  
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Bastiğın yerleri toprak diyerek geçme, tanı:  
Düşün altındaki binlerce kefensiz yatanı.  
Sen şehit oğlusun, incitme, yazıkır, atanı:  
Verme, dünyaları alsan da bu cennet vatani.

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

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

O zaman vecd ile bin secede eder -varsı- taşım,  
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Fişkirir ruh-ı mücerret gibi yerden na'sım;  
O zaman yükselerek arşa değer belki başım.

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

**Mehmet Akif Ersoy**

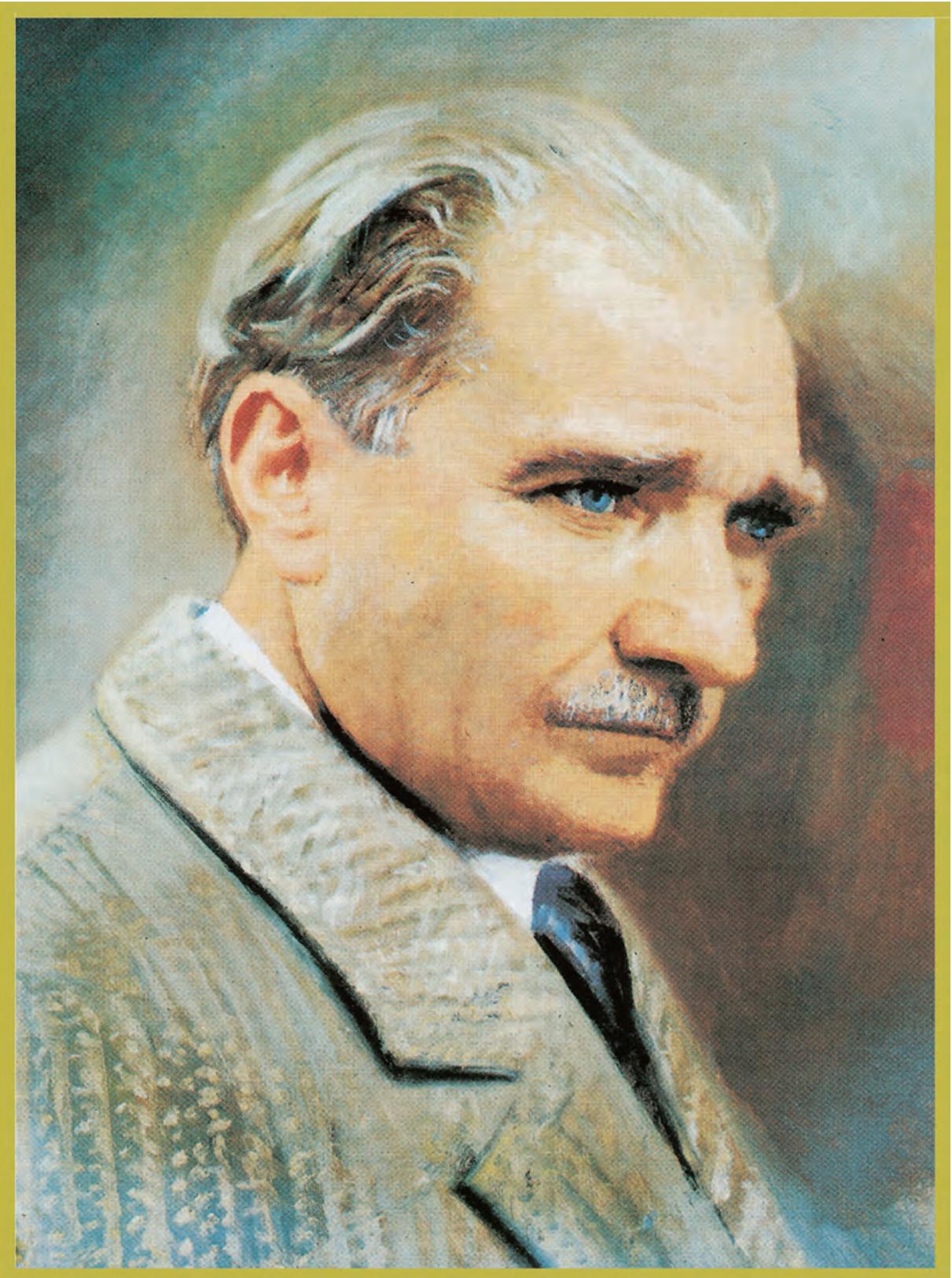
## GENÇLİĞE HİTABE

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 hazineşin. İstikbalde dahi, seni bu hazineşinden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağıın 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 şeraiitten 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 siyâsî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdi! 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

travel, adventure, famous, start, warm, parent, Bulgaria, Macedonia, capital, different



Theme 1

# 1 SCHOOL LIFE

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

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



WB Audio 1.1

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

Girne

Lefke

Gazimağusa

Lefkoşa



1



2



3

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

- 4 What is the largest medieval building in Gazimağusa?

\_\_\_\_\_

- 5 How old are the Venetian walls?

\_\_\_\_\_

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



WB Audio 1.2

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



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

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



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



**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



**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 / ?

\_\_\_\_\_

# 1 SCHOOL LIFE



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.



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

**Countries:**

---

---

---

**Places to Visit:**

---

---

---

**Things in a Museum:**

---

---

---



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.



### 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.



**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.



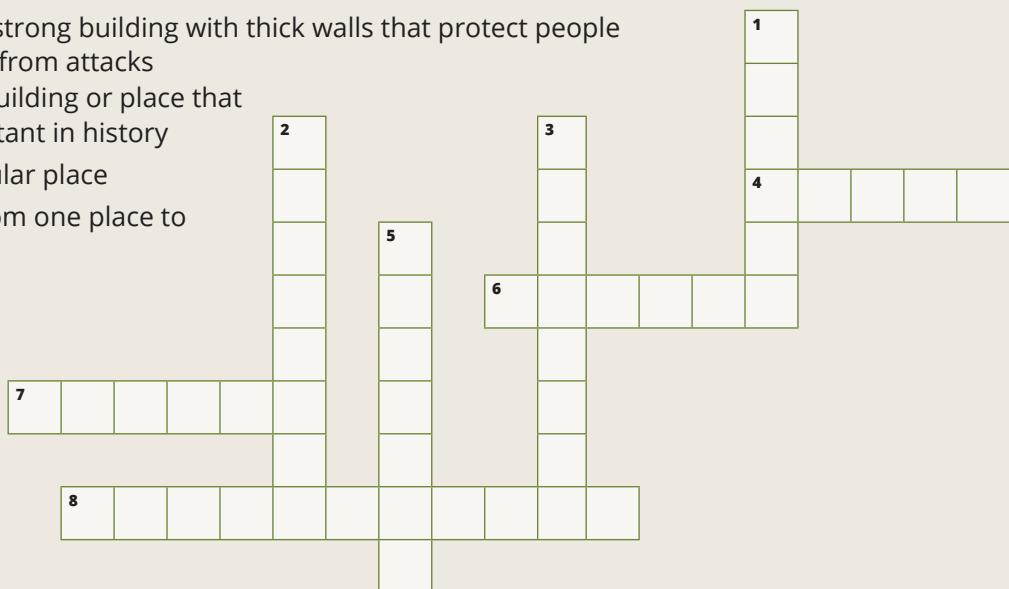
### Use the clues below to complete the crossword puzzle.

#### 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:** \_\_\_\_\_<sup>1!</sup> 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, \_\_\_\_\_<sup>2.</sup> 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, \_\_\_\_\_<sup>3.</sup>

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 \_\_\_\_\_<sup>4!</sup>

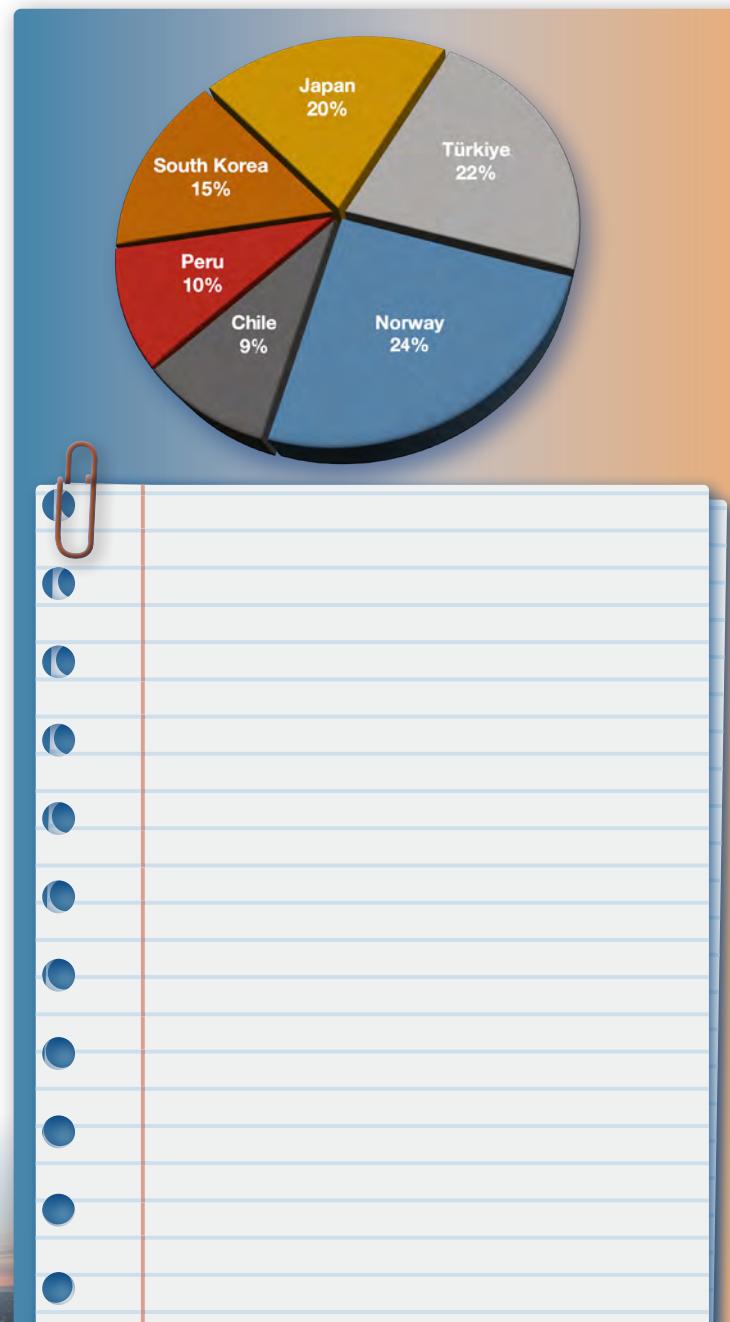
**Akmat:** Hello, Zehra. I know İstanbul very well, as I've been living here for three years; \_\_\_\_\_<sup>5!</sup>

**Zehra:** It's great to hear you love it. All right, the class is going to start in five minutes; \_\_\_\_\_<sup>6!</sup> 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

relax, bed, carefully, get, generally, home



Theme 2



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



*elti*

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. \_\_\_\_\_



**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



**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?  
 \_\_\_\_\_



**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.



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

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



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

**1**

**A:** \_\_\_\_\_

**B:** Alice takes English classes on Mondays and Wednesdays.

**2**

**A:** \_\_\_\_\_

**B:** I usually help with my little brother's homework after dinner on weekdays.

**3**

**A:** \_\_\_\_\_

**B:** My father drives to work at least half an hour every day.

**4**

**A:** \_\_\_\_\_

**B:** Aslı usually meets her friends at a café once every two weekends.



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

**1**



**home / every day**

**2**



**bazaar / at weekends**

**3**



**classroom / usually**

**4**



**on the way home / on weekdays**

## 2 CLASSROOM LIFE

**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.



Read the text carefully to complete the table.

In the Morning
Before Leaving Home
To School
At School
During Breaks
After School
In the Evening

Bora...	
checks his emails.	
walks.	
listens to the teacher carefully.	
watches a film and goes shopping with his father.	





**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.



**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.



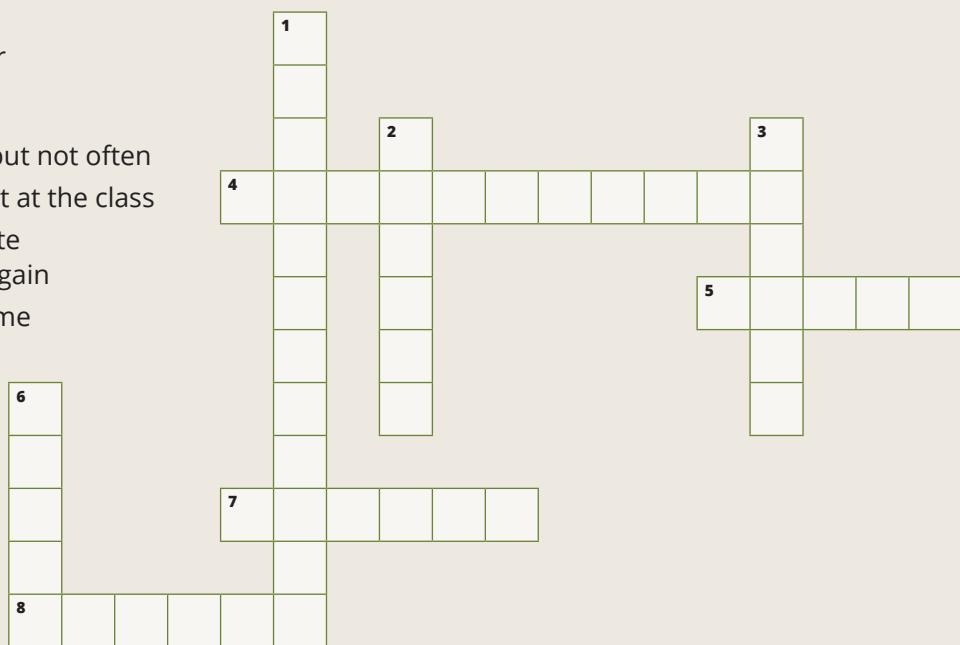
**Use the clues below to complete the crossword puzzle.**

#### 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 \_\_\_\_\_<sup>1</sup> 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 \_\_\_\_\_<sup>2</sup>.

**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 \_\_\_\_\_<sup>3</sup>. I'm really tired.

**Ozan:** OK, but we should review them once more before the exam. Let's meet \_\_\_\_\_<sup>4</sup> 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.

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

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





# THEME 3

## PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

### Sub-Themes

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

### Functions

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

### Social Language

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

### Pronunciation

evening, gym, vision, calm, kind, cheerful



Theme 3

## 3

## PERSONAL LIFE: PHYSICAL APPEARANCE &amp; PERSONALITY

**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 **sleeping**, many **people** look so **peaceful** and **relaxed**, almost as **if** they are newborns.
- 2 Every **evening**, I **make** **plans** for the next day's **usual** errands; **conclusion**: living a planned day **is** great.
- 3 My friend **feels** a bit **confused** about taking **action** on their dream **e-commerce** start-up.
- 4 Making **decisions** about future **careers** sometimes **seems** **challenging** but **is** a **cheerful** process.

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

sleeping	
live	
usual	
action	



## 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 <sup>1</sup>(big) for me.  
**June:** Yes, it looks a bit loose. How about this one?  
**Rory:** This one is better, but it's not <sup>2</sup>(warm) for winter.  
**June:** Hmm, what about this sweater?  
**Rory:** Good! It's not <sup>3</sup>(thick) but <sup>4</sup>(comfortable) to wear all day.

4

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

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 <sup>1</sup>(short) for you to style properly.  
**Nora:** Maybe you're right, but it's not <sup>2</sup>(stylish).  
**Lina:** How about growing it a bit longer?  
**Nora:** I don't know. My hair is <sup>3</sup>(curly) to style easily.  
**Lina:** But it's soft and <sup>4</sup>(thick) to look good in any style!



### 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 <sup>1</sup>, so people can't always follow him. Still, his voice is <sup>2</sup> for everyone to hear, and he is <sup>3</sup> to perform in front of a big crowd.

#### Hugo – Dancing (quick-slippery)

Hugo is <sup>4</sup> 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 <sup>5</sup>, so he needs to be careful while dancing.

#### Priya – Acting (expressive-quiet)

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

3

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

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

1



2



3



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.



**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



**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.



**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?

---



---



---



**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



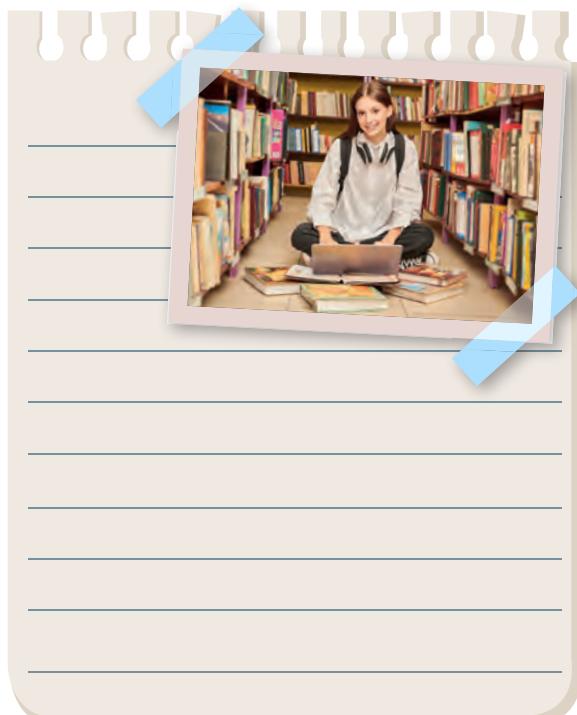
p

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: \_\_\_\_\_

o

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



r

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



## THEME 4

# FAMILY LIFE

### Sub-Themes

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

### Functions

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

### Social Language

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

### Pronunciation

mother, design, dressing, pet, office, hall



Theme 4



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



WB Audio 4.1



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



**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 Four doctors drop a box of hot chocolate in the shop.
- 2 Mum makes many nice meals on Monday morning.
- 3 Singing and running in the evening is exhausting.
- 4 Pharmacists prepare perfect pills for patients.



**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.



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



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



**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.



**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



**WE ARE HIRING**

## 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



**WE ARE HIRING**

## VIVID BANK

**Location:** Paris

**Description**

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

3

**WE ARE HIRING**

## 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

**WE ARE HIRING**

## 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 not 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.



**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.

\_\_\_\_\_



**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



**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

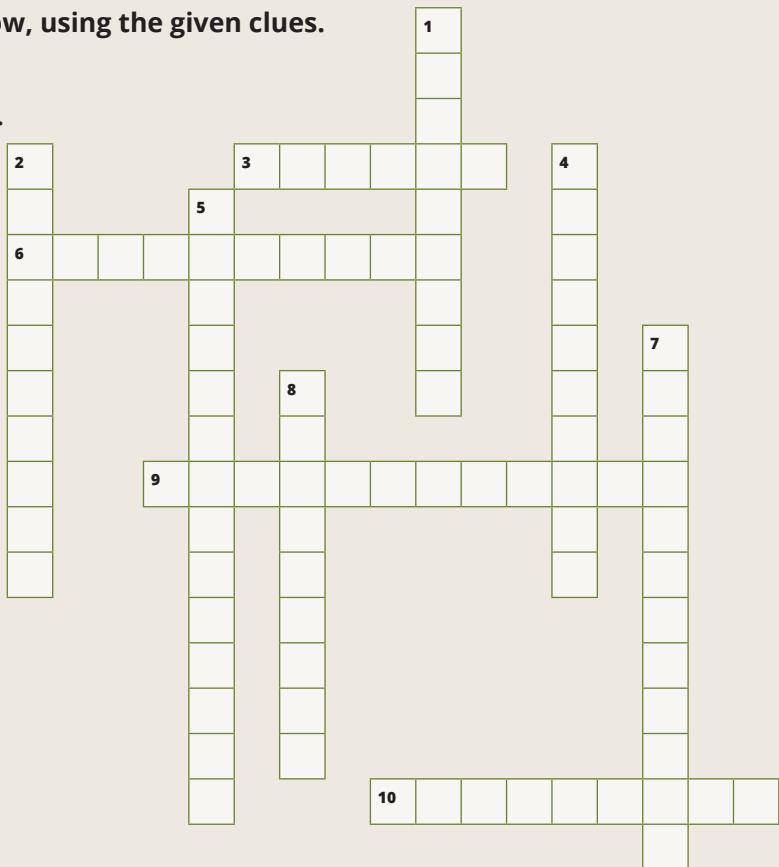
2 sells medicines to the public in a shop

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 \_\_\_\_\_<sup>1</sup> 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. \_\_\_\_\_<sup>2</sup> 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.

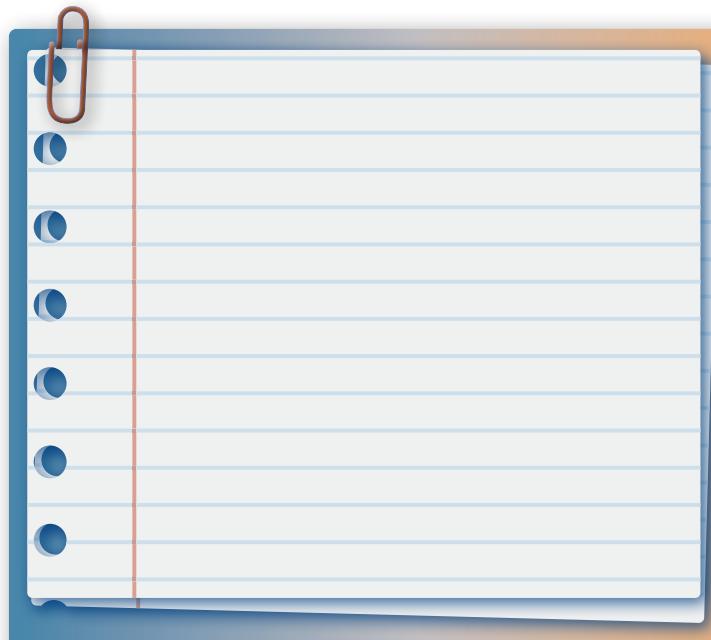
**Juno:** Wow, \_\_\_\_\_<sup>3</sup>! That's amazing!

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

**Juno:** She must be so happy!

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

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





# THEME 5

## LIFE IN THE HOUSE & NEIGHBOURHOOD

### Sub-Themes

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

### Functions

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

### Social Language

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

### Pronunciation

quick, room, sofa, dishwasher



Theme 5



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

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



WB Audio 5.1



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

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



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

- 1 Where is the building?
  - A Near the beach
  - B In the city centre
  - C In the countryside
  - D On a quiet street
- 2 Which of the following is true?
  - A There is a small dining room in the flat.
  - B The kitchen has space for a dining table.
  - C The dining room is next to the kitchen.
  - D The flat has a separate dining room.
- 3 How does the flat stay warm in winter?
  - A There is a fireplace in the sitting room.
  - B Each room has an electric heater.
  - C It has central heating.
  - D The flat does not have heating.

**4** What does the estate agent say about the garage?

- A There is a garage, but parking spaces are limited.
- B The garage is large, and everyone has a parking space.
- C The garage is only for visitors.
- D There is no garage in the building.



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



WB Audio 5.2

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

quilt	
round	
sofa	
shiny	



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



WB Audio 5.3

- 1 Six slow snakes slither silently on soft sheets.
- 2 Shiny shapes shimmer as she shows shiny spoons.
- 3 Quickly questioning quiet quarrels in the quarter.
- 4 Ricky races red rabbits round the rocky road.



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

My name is Kamran, and I <sup>1</sup> **(live)** in a cottage in a small town. My house <sup>2</sup> **(have)** a lovely terrace and a beautiful garden. Every morning, I wake up early, <sup>3</sup> **(make)** my bed, and <sup>4</sup> **(have)** a shower. My father <sup>5</sup> **(watch)** the news on TV, and my mother <sup>6</sup> **(prepare)** the table for breakfast. My father and I usually <sup>7</sup> **(wash)** the dishes after breakfast. Right now, I <sup>8</sup> **(relax)** in the sitting room and <sup>9</sup> **(read)** my favourite book. My brother <sup>10</sup> **(not stay)** at home today. He is in the park with his friends. My parents <sup>11</sup> **(tidy up)** the house, and my sister <sup>12</sup> **(play)** computer games. We <sup>13</sup> **(not like)** a messy house. Every weekend, we <sup>14</sup> **(clean)** the rooms together. Our house is small, but it <sup>15</sup> **(feel)** very comfortable. I love living here!



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



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. \_\_\_\_\_

## 5 LIFE IN THE HOUSE & NEIGHBOURHOOD



### 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.



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



1



2



3



### 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.



**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?

---

---



**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 \_\_\_\_\_<sup>1</sup> on the floor. It makes the room feel warm.

**Elif:** How about a few \_\_\_\_\_<sup>2</sup> to sit on the floor instead of chairs?

**Dan:** Great idea! What about the outside?

**Elif:** I want a wooden \_\_\_\_\_<sup>3</sup> with plants and a table for tea.

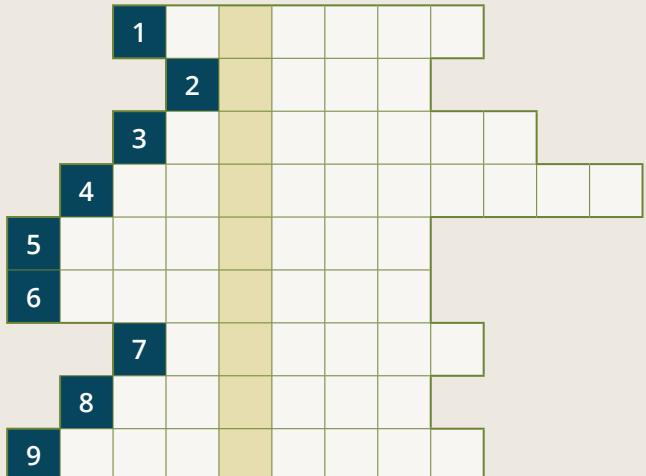
**Dan:** Perfect! For the kitchen, we need a big \_\_\_\_\_<sup>4</sup> to keep all the food and plates.

**Elif:** And maybe a large \_\_\_\_\_<sup>5</sup> so we can invite our friends over and have fun together.



**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:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5 LIFE IN THE HOUSE & NEIGHBOURHOOD



 **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! \_\_\_\_\_<sup>1</sup>! 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 \_\_\_\_\_<sup>2</sup>!

**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. \_\_\_\_\_<sup>3</sup>!

**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. \_\_\_\_\_<sup>4</sup>!

**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



A photograph of a modern kitchen and dining area. The kitchen features light-colored wooden cabinets, a built-in oven, and a dining table with four brown chairs. The dining area has a round wooden table with a lamp. The room is well-lit with pendant lights and has a large rug on the floor.

\_\_\_\_\_



# 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

cook, seafood, together, method, sweet, savoury



Theme 6



**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! \_\_\_\_\_



**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



**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?

**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.



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



**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)

\_\_\_\_\_

\_\_\_\_\_



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





**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.



**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



**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.



**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?



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

1



2



3



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

**ACROSS**



3



8



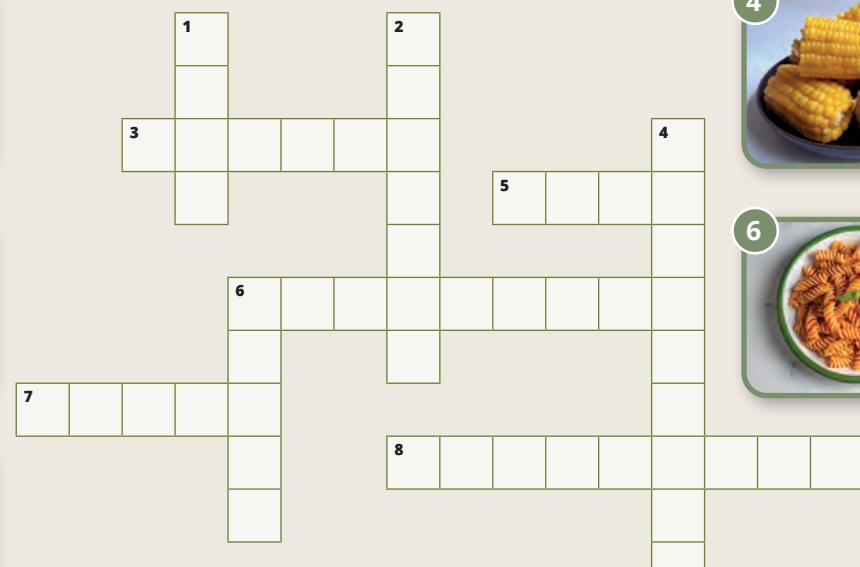
5



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

bear, deer, wildlife, fix



Theme 7



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

<b>a</b> recycle	<b>c</b> upcycle
<b>b</b> waste materials	<b>d</b> 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 **fixed** her **white** **earrings**, as **they** symbolise her **caree**r's first day.
- 2 **We** **rarely** use packaged food material because it **impairs** our health.
- 3 The **scient**ist's new **the**ory related to **deer** relies on **exper**iential 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?



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

1

**Elnur:** \_\_\_\_\_<sup>1</sup> the dolphin exhibition interesting yesterday?

**Freya:** Yes, it \_\_\_\_\_<sup>2</sup> amazing!

**Elnur:** What about the penguins?

**Freya:** There \_\_\_\_\_<sup>3</sup> a few playing near the water.

**Elnur:** Cool! \_\_\_\_\_<sup>4</sup> it crowded?

**Freya:** No, there \_\_\_\_\_<sup>5</sup> many people, so it \_\_\_\_\_<sup>6</sup> easy to walk around.

4

**Mert:** What \_\_\_\_\_<sup>1</sup> the topic of the workshop today?

**Zane:** It \_\_\_\_\_<sup>2</sup> about protecting rainforests.

**Mert:** \_\_\_\_\_<sup>3</sup> there many activities?

**Zane:** There \_\_\_\_\_<sup>4</sup> some fun group tasks, but there \_\_\_\_\_<sup>5</sup> any outdoor games.

**Mert:** \_\_\_\_\_<sup>6</sup> there a guest speaker?

**Zane:** Yes, and he \_\_\_\_\_<sup>7</sup> great!

2

**June:** What \_\_\_\_\_<sup>1</sup> your favourite part of the nature park?

**Mine:** The desert zone. It \_\_\_\_\_<sup>2</sup> really unique.

**June:** \_\_\_\_\_<sup>3</sup> there any animals to see?

**Mine:** Yes, there \_\_\_\_\_<sup>4</sup> some lizards and birds, but there \_\_\_\_\_<sup>5</sup> any shade!

**June:** Oh no! \_\_\_\_\_<sup>6</sup> it very hot?

**Mine:** Yes! And there \_\_\_\_\_<sup>7</sup> any cold drinks left at the café!

3

**Deniz:** How \_\_\_\_\_<sup>1</sup> the presentation about endangered animals?

**Omar:** It \_\_\_\_\_<sup>2</sup> very informative.

**Deniz:** \_\_\_\_\_<sup>3</sup> there any photos of sea turtles?

**Omar:** Yes! There \_\_\_\_\_<sup>4</sup> some from different beaches around the world.

**Deniz:** \_\_\_\_\_<sup>5</sup> the students interested?

**Omar:** Unfortunately, they \_\_\_\_\_<sup>6</sup>.



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



**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.



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

<b>Animal</b>	The giant panda
<b>Habitat</b>	
<b>Reason of Endangerment</b>	
<b>Actions for Protection</b>	



**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



### 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 not 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?

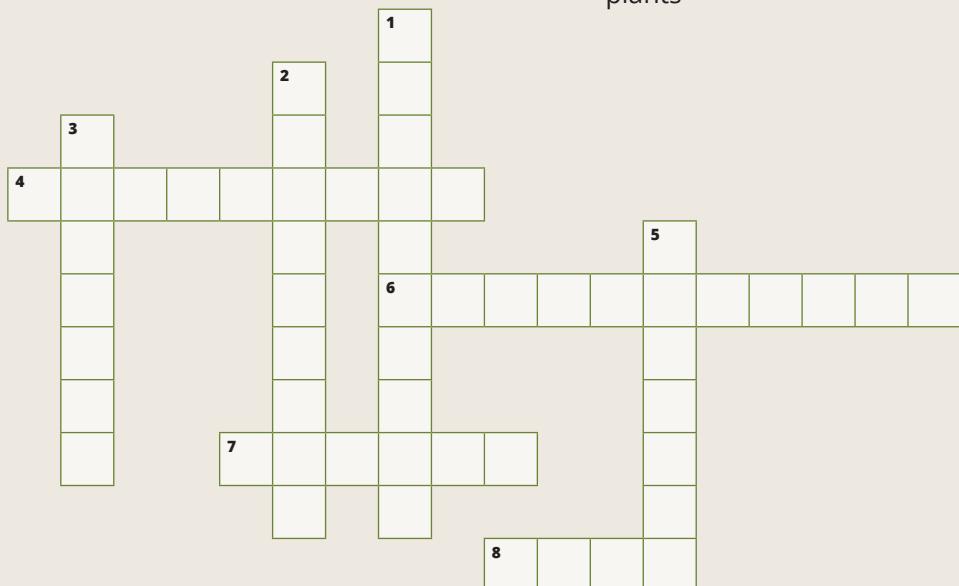
- A They should build zoos in the forests.
- B They should not do farming.
- C They should go and work with wildlife groups.
- D They should support the protection efforts.



### 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



 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

**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. \_\_\_\_\_ <sup>2!</sup>  
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?

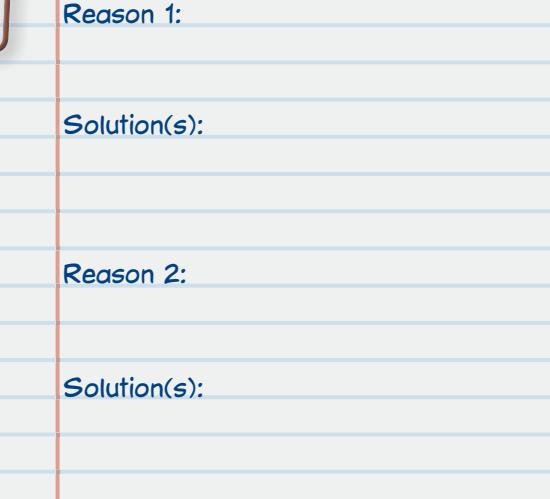
**Dora:** Social media is a great tool. We should talk about it with people around us and on online platforms. If we \_\_\_\_\_<sup>3</sup>, more people will take action!

**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!

**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):

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

show, youth, discovery, zodiac



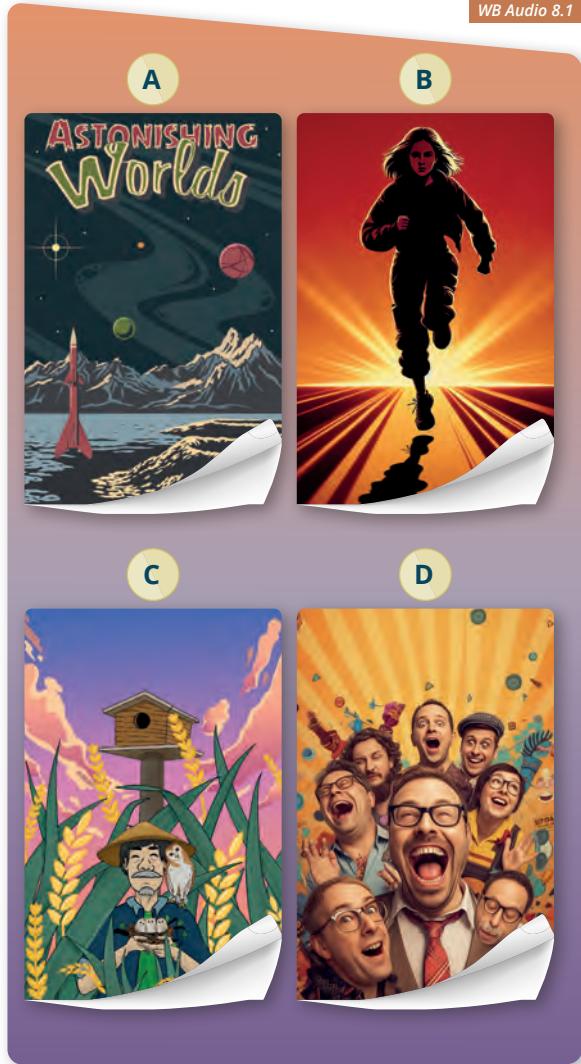
Theme 8

## 8 LIFE IN THE UNIVERSE & FUTURE

**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 **robot's** role is to **control** the **whole** spaceship **alone**.
- 2 This **year**, young **Yuri** made a huge **discovery**.
- 3 **Zippy** **zombies** **zoomed** through the **zero-gravity** **zone**.

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

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



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 /.



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

1 In the future, I think robots \_\_\_\_\_.

2 I expect that space travel \_\_\_\_\_.

3 Because of advances in medicine, I believe \_\_\_\_\_.

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

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

6 I believe that in the future, artificial intelligence \_\_\_\_\_.



Read the text quickly and write what it is about.

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## 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 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.



Read the text quickly again and circle what the topic below is not 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.



**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?

\_\_\_\_\_



**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



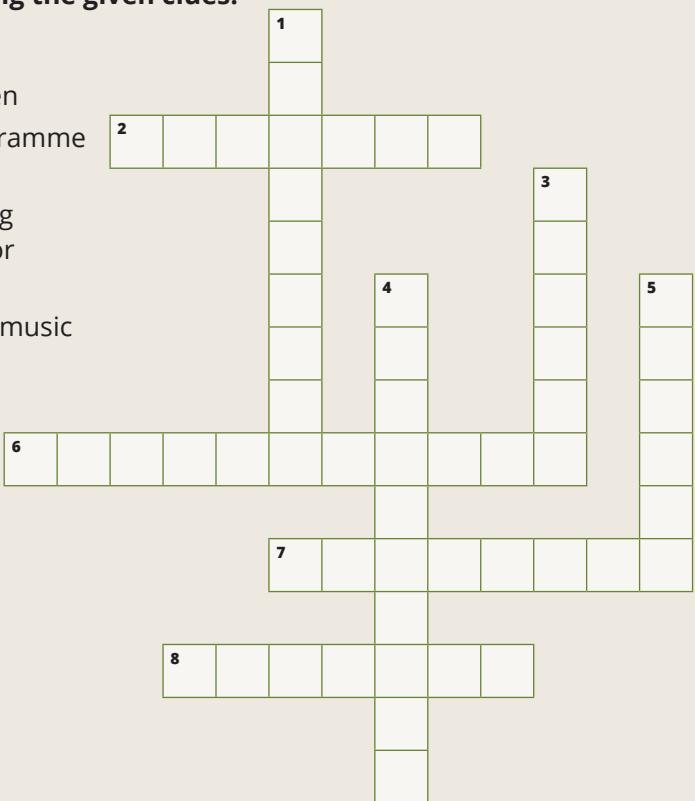
**Do the crossword puzzle below, using the given clues.**

**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





**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.

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!



**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, 7<sup>th</sup> 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

