BİREYSEL ÖĞRENME ETKİNLİKLERİ

İNGİLİZCE



9

ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

MEBİ

OGM
MATERYAL

BİREYSEL ÖĞRENME ETKİNLİKLERİ

9. SINIF

İNGİLİZCE

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YAYIN KOORDİNATÖRÜ Ömer SARICA

EDİTÖR Dr. Ahmet YILDIRIM, Dr. Recep GÜR

HAZIRLAYANLAR Dr. Saim AKMAN, Abdullah ÇOKPARLAMIŞ, Arzu ŞENTÜRK YENİÇERİ, Ayşe DAĞ GÜLCAN, Ayten KAYACAN, Çiğdem OCAK, Doğan DEMİRCİ, Ebru ÜLER, Esra CANDAN, Gizem ÇEÇEN, Gönül AK TAPPENDEN, Gül Seda TOPAL, Gülay YENER, İbrahim DURGUT, Kubilay TUTAR, Oğuz Nami ÜLER, Özge KURT, Seçil MUSTAN, Seda SÜMER, Yeşim USTAOĞLU, Yiğit KİRİŞ, Zehra TAMER, Zeki KAYA, Zeynep YAVUZ GÜLER, Zülal YILDIZ

ÖLÇME DEĞERLENDİRME UZMANI Dr. Ömer KAMIŞ

PROGRAM GELİŞTİRME UZMANI Doç. Dr. Serkan DEMİR

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Millî Eğitim Bakanlığı
Atatürk Bulvarı No: 98 Bakanlıklar / ANKARA
Tel: +90 312 413 2680
+90 312 413 2681
+90 312 413 1838
www.meb.gov.tr

Birleşmiş Milletler Çocuklara Yardım Fonu
UNICEF
Turan Güneş Bulvarı No.106 Kat: 7 06550
Çankaya / ANKARA
Tel: +90 312 545 10 00
www.unicef.org.tr

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- yarıyıl tatili /yaz tatili sonrası konuları hatırlamak istediğinizde,
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Eğlence ve keşif dolu bir öğrenme yolculuğu dileklerimizle...

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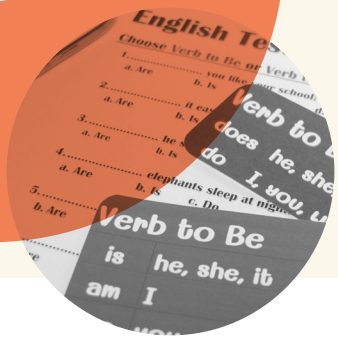
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YEAR 9

SCHOOL LIFE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about school life with students from different countries, nationalities, and languages; the capitals of countries, and tourist attractions; activities in the capitals and countries; national days and celebrations. You will also answer the following questions:

- What words are used to describe countries, nationalities, and languages?
- What are some popular tourist attractions in different countries?
- What activities can people do in the capitals of different countries?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about countries such as Türkiye, Canada, and Italy.	
2	I can talk about nationalities such as German, Japanese, and Spanish.	
3	I can talk about languages such as English, Turkish, and French.	
4	I can talk about national days and celebrations.	
5	I can use 'to be (am, is, are)' in my sentences.	
6	I can use 'can' to talk about language ability/possibility/opportunity.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about countries, you can make sentences like...** Where are you from? / I'm/am from Türkiye.
2	**To talk about people's nationalities, you can make sentences like...** What's/is your nationality? / I'm/am Turkish.
3	**To talk about languages, you can make sentences like...** I can speak Turkish. / Lucas can speak Spanish.
4	**To talk about national days and celebrations, you can make sentences like...** Victory Day is on the 30th of August.
5	**To use 'to be (am, is, are)' verb in the Simple Present Tense, you can make sentences like...** What is the capital of Germany? / The capital of Germany is Berlin.
6	**To use 'can' to talk about language ability, you can make sentences like...** She can speak French and English very well. / People can visit Big Ben in London.

SCHOOL LIFE

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2. Look at the pictures and answer the questions.



1. Which country is it?



2. What is her nationality?



3. Where is the Colosseum?



4. What is this?





5. What are these?

Go to page 20 to receive feedback on the 'I am making connections' **section.**

SCHOOL LIFE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at flags and write the country names under them.








_____ _____ _____ _____ _____ _____

b. Listen to the audio and tick (✓) the words you hear.

L 1. 3. 1. b

Bulgarian		Spanish		sightseeing		Norwegian		museum	
palace		capital		Thai		Turkmen		castle	
South Korea		tower		Turkish		Oslo		Azerbaijani	

c. Listen to the audio again and complete the sentences.

L 1. 3. 1. c

1. Joon is from _____.
2. The capital city of Thailand is _____.
3. _____ is a tourist attraction in Thailand.
4. The Old Viking Ship Museum is in _____.
5. Asile can speak _____ and a little _____.

d. Answer the questions to introduce yourself and your home country.

1. Where are you from? _____.
2. What is your nationality? _____.
3. What is the capital of your country? _____.
4. What languages can you speak? _____.

3.2. PRONUNCIATION

L 1. 3. 2. a

a. Listen to the text and pay attention to the pronunciation of the underlined words.

Hi. I am Umar. I am from Kyrgyzstan. In our international school, students **are** from many different countries and **nationalities**. There are **amazing** sightseeing places in their countries. For example, there is the Royal **Castle** in **Warsaw**, Poland. I like it there. In **Norway**, you can walk near fjords. In Plovdiv, **Bulgaria**, you can **climb** the beautiful hills. You can see a tall tower in Uzbekistan. There is a nice **square** in Ashgabat. You can take photos there. There is a castle near the coast of the Turkish Republic of Northern **Cyprus**. You can see the sea from the top. You can walk on the Chain Bridge in **Budapest**, Hungary. It is a great journey for tourists.

b. Listen and repeat the words you hear.

are	Warsaw	square
nationalities	Norway	Cyprus
amazing	Bulgaria	Budapest
castle	climb	

L 1. 3. 2. b

c. Listen to the words below and circle the one with a different sound in each group.

1	2	3	4
Warsaw	walk	castle	beautiful
tall	take	coast	climb
capital	place	Cyprus	Bulgaria

L 1. 3. 2. c

3.3. VOCABULARY

a. Look at the pictures and write what they are.

1



C _ _ _ _ _ _ _ _

2



_ _ T _ _ _ _ _ _ _ _ _ S

3



_ _ _ G _ _ _ _ _

4



_ _ _ _ _ _ L

5



T _ _ _ _ _ _ A _ _ _ _ _ _ _ _ _ _

b. Scan the text and circle the words you see in the text from the table below.

Emma : Hello! My name is Emma. I am from Great Britain, and I am British. I can speak English. The capital of my country is London. In London, you can visit Buckingham Palace, Big Ben, and the Tower of London.

Ivanov : I am Ivanov. I am from Bulgaria. I'm Bulgarian. I can speak Bulgarian. The capital of Bulgaria is Sofia. Bansko is a famous tourist attraction.

Aisha : My name is Aisha. I am from Uzbekistan. I am Uzbek, and I can speak Uzbek. Tashkent is the capital of Uzbekistan. In Uzbekistan, you can visit the Ark of Bukhara.

Liam : Hello! I am Liam. I am Peruvian from Peru. I can speak Spanish. The capital of Peru is Lima. Machu Picchu is a famous place in Peru.

Country	Nationality	Language	Capital	Tourist Attraction
Poland	British	Spanish	Tashkent	a palace
Japan	Uzbek	Kyrgyz	Sofia	a tower
Uzbekistan	Peruvian	Japanese	Warsaw	a museum
Norway	Kazakh	Uzbek	London	Machu Picchu
Peru	Thai	Norwegian	Lima	Ark of Bukhara

c. Complete the mind maps below with the missing country names, nationalities, languages, capitals, and tourist attractions according to the text.

Great Britain **1.**



2. **3.**

British **4.**



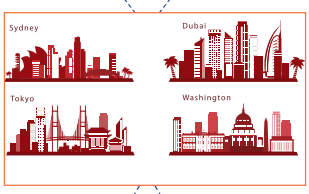
5. **6.**

English **7.**



8. **9.**

London **10.**



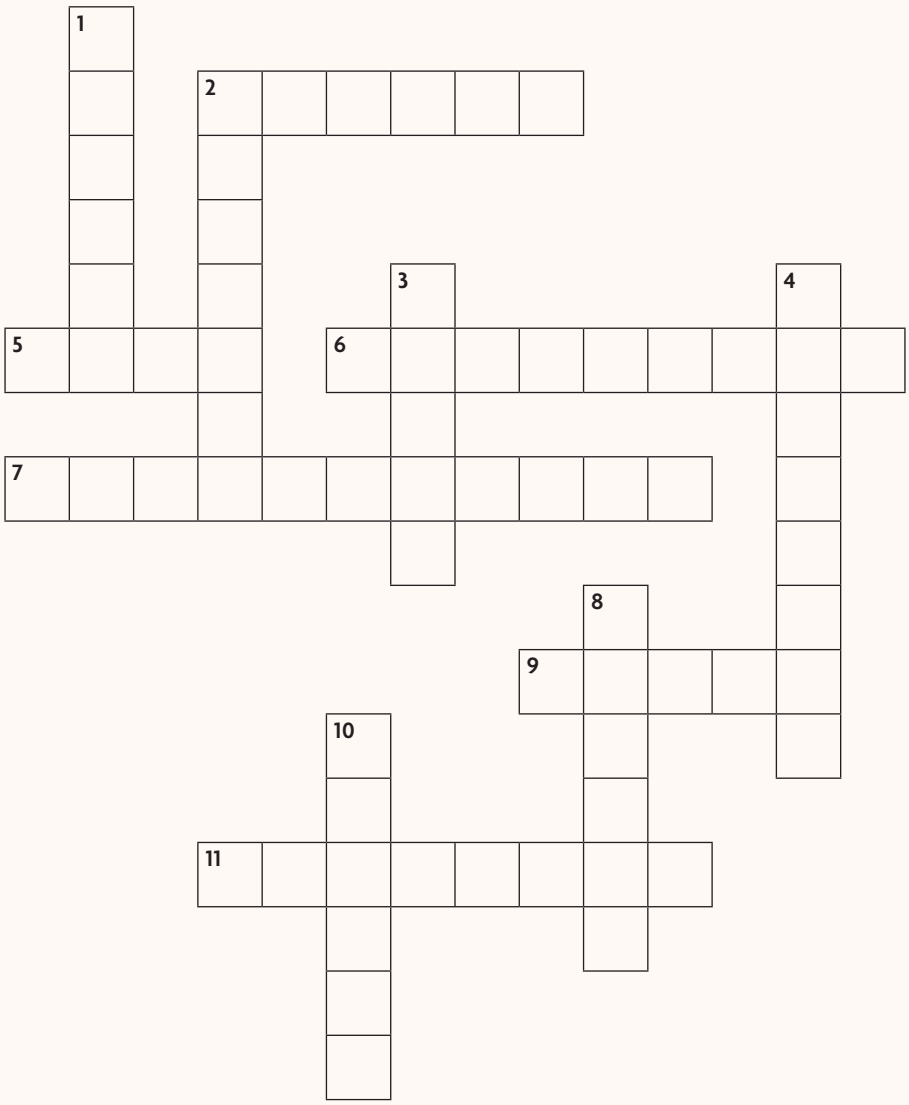
11. **12.**

Big Ben **13.**



14. **15.**

d. Complete the crossword puzzle by using the clues below.



ACROSS →	DOWN ↓
2. A tourist attraction in London	**1.** The language of Kazakhstan
5. The language of Thailand	**2.** The people of Great Britain
6. The people of Norway	**3.** The capital of Bulgaria
7. A tourist attraction in Peru	**4.** The capital of Uzbekistan
9. The country of Japanese people	**8.** The capital of Poland
11. The nationality of Peru	**10.** The nationality of Kyrgyzstan

3.4. STRUCTURE

a. Read the text and underline 'am/is/are' and 'can'.

Hello! I am Lina. I am from Spain. I am Spanish. The capital of Spain is Madrid. People can visit the Royal Palace in Madrid. It is a beautiful and historical place. The language of Spain is Spanish. This is Tom. He is from England. He is British. The capital of England is London. Tourists can see Big Ben and the Tower of London. They are amazing. English is the language of England, but Tom can speak English and German. This is Leyla from Turkmenistan. She is Turkmen. The capital of Turkmenistan is Ashgabat. Tourists can visit the Independence Monument in Ashgabat. The language of Turkmenistan is Turkmen.

b. Match the use of 'am/is/are' with the given sentences from the text. One is extra.

1. We use 'am/is/are' with capital cities. ( )

2. We use 'am/is/are' to say where a person is from. ( )

3. We use 'am/is/are' with nationalities. ( )

4. We use 'am/is/are' with names. ( )

a. I am from Spain.
b. I am Lina.
c. The capital of Turkmenistan is Ashgabat.
d. The language of Spain is Spanish.
e. He is British.

c. Fill in the blanks with 'am/is/are'.

1. I _____ a student in an international school.

2. This _____ my friend Amina. She _____ from Egypt.

3. I _____ from Japan. Tokyo _____ the capital city.

4. Tourists _____ happy to visit the pyramids in Cairo.

5. Ali and Maria _____ students from Brazil and Italy.

6. Our school trips _____ always fun and exciting!

d. Match the sentences with the functions of 'can'. One is extra.

1. We use 'can' to show ability. ( )

2. We use 'can' to show possibility/opportunity. ( )

a. Can you show me the Tower of London?
b. Tourists can see Big Ben and the Tower of London.
c. Tom can speak English and German.

e. Write the sentences in the correct order.

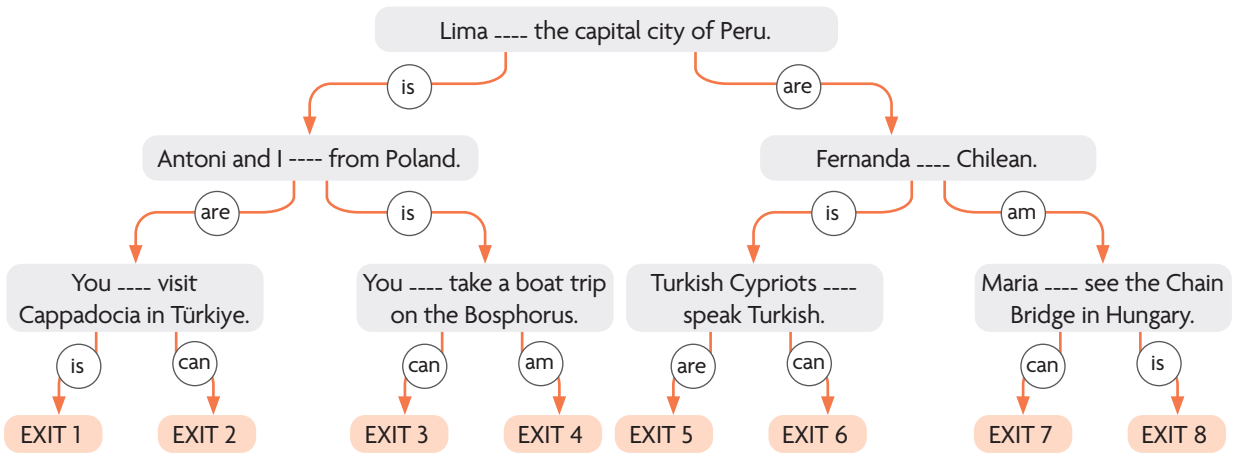
1. very well. / speak / can / Amina / Arabic and English
---

2. at an international school. / Students / many cultures / learn about / can
---

3. in Paris. / Tourists / visit / can / the Eiffel Tower
---

4. name / Tom / can / the capitals of many countries.
---

f. Read the sentences and choose the correct answer to find the right exit.



3.5. READING

a. Look at the pictures below and guess the countries.



_____



_____



_____

b. Scan the dialogue and circle the correct answers.

1. The cities mentioned in the text are **Seoul** / **Warsaw** / **Budapest** / **Sofia** / **Baku**.

2. The students in the text are talking about **friends** / **schools** / **countries**.

Eszter : Hi! I'm Eszter. I am from Hungary. What's your name?
Jisoo : Hi there! This is Jisoo. I am from South Korea.
Eszter : Wow! What's the capital of South Korea?
Jisoo : It's Seoul. It's a big and modern city. Tourists can see a famous monument in Gwanghwamun Square. Its name is the Statue of King Sejong. What's the capital of Hungary?
Eszter : It's Budapest. Tourists can visit the Buda Castle, walk on the Chain Bridge and take a boat trip along the Danube River.
Jisoo : Is Heroes' Square in Budapest a historical site?
Eszter : Yes, it is. It's a great place with statues of Hungarian leaders. What's the language in South Korea?
Jisoo : It's Korean. What's the language in Hungary?
Eszter : It's Hungarian.
Jisoo : What's a national day in Hungary?
Eszter : It's St. Stephen's Day. It's on 20th August. People can watch fireworks. What's a national celebration in South Korea?
Jisoo : It's Chuseok. It's a harvest festival. Families can eat traditional food and wear traditional clothes.

c. Read the dialogue and match the places with their descriptions. One is extra.



1. Buda Castle ( )



2. Chain Bridge ( )



3. King Sejong's statue ( )



4. Heroes' Square ( )

a. a place with statues of Hungarian leaders
b. a famous bridge over the Danube River
c. a famous monument in Gwanghwamun Square
d. a historical building in Budapest
e. a festival area for Chuseok

d. Read the dialogue again and answer the questions below.

1. Where is Jisoo from? _____.
2. What can tourists do in Seoul? _____.
3. Is the Chain Bridge in Seoul or in Budapest? _____.
4. Where can people take a boat trip in Budapest? _____.
5. What is the language of South Korea? _____.

e. Think about your country and answer the questions below.

1. What kind of activities can you do in your city? _____.

2. Where can you take a boat trip in your country? _____.

3. What are the popular historical locations in your country? _____.

4. What are the national days and celebrations in your country? _____.

3.6. WRITING

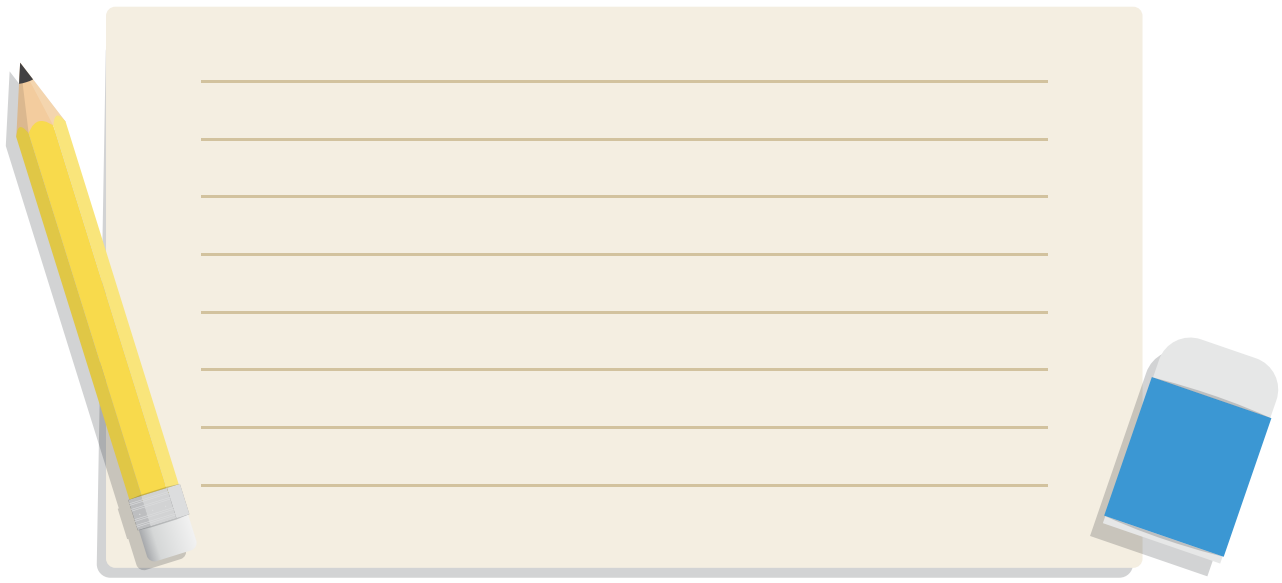
a. Read the paragraph and complete the table below.

Hello. Let me introduce myself. My name is Amina. I am from Kazakhstan, and I am Kazakh. I can speak Kazakh and Kyrgyz. The capital city of Kazakhstan is Astana. Tourists can ride Kazakh horses there.

Name	
Country	
Nationality	
Language(s)	
Capital	
Touristic Activity	

b. Write a similar paragraph as in 'Exercise a' to introduce a person by using the information below.

Name: Isabel
Country: Chile
Nationality: Chilean
Language: Spanish
Capital: Santiago
Touristic Activity: to visit Torres del Paine National Park



Go to pages 20 and 21 to receive feedback on the 'I am learning through practice' **section.**

SCHOOL LIFE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

L 1. 4. 1

4.1. LISTENING

Listen to the interview with different tourists and complete the table.

Tourist	Country	Nationality	1. _____	Language	Touristic Activity
Anna	**2.** _____	**3.** _____	Warsaw	**4.** _____	go sightseeing in Warsaw and take a lot of photos
Aruzhan	**5.** _____	Kazakh	Astana	**6.** _____	**7.** _____
Lucia	**8.** _____	**9.** _____	Santiago	Spanish and a little English	**10.** _____ take a trip to the Atacama Desert

4.2. READING

Read the notes and answer the questions below.



1. Who can speak three languages? _____.

2. In which countries can you visit historical places? _____.

3. In which country can you go shopping? _____.

4. In which country can you see a palace? _____.

5. In which country can you see a famous site in the mountains? _____.

4.3. VOCABULARY

Look at each row and odd one out.

1.	Azerbaijani	Hungarian	South Korean	Peru
2.	South Korea	Azerbaijan	Peruvian	Hungary
3.	Hungary	Baku	Seoul	Lima
4.	visit a historical place	see an ancient city	go sightseeing	speak the Peruvian language
5.	Azerbaijan-Azerbaijani	Peru-Lima	Hungary-Hungarian	South Korea-Korean

4.4. STRUCTURE

Fill in the blanks with 'am/is/are' and 'can'.

Hello! My name **(1)** _____ Lucia. I **(2)** _____ from Chile. I **(3)** _____ Chilean. I **(4)** _____ speak Spanish and a little English. The capital of Chile **(5)** _____ Santiago. It is a big and exciting city. You **(6)** _____visit Easter Island and see the famous Moai monuments or the Atacama Desert. My best friend **(7)** _____ Erik. He **(8)** _____ from Norway. He is Norwegian. He can speak Norwegian and a little English. The capital of Norway **(9)** _____ Oslo. It **(10)** _____ a beautiful and modern city. You can visit the fjords, go hiking in the mountains, or see the Northern Lights.

4.5. WRITING

Write a paragraph about yourself, your country, nationality, language(s), capital city, and one or two tourist attractions or activities in your country.

Go to page 21 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use the structures 'to be (am/is/are)' and 'can'?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about different countries and tourist attractions. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

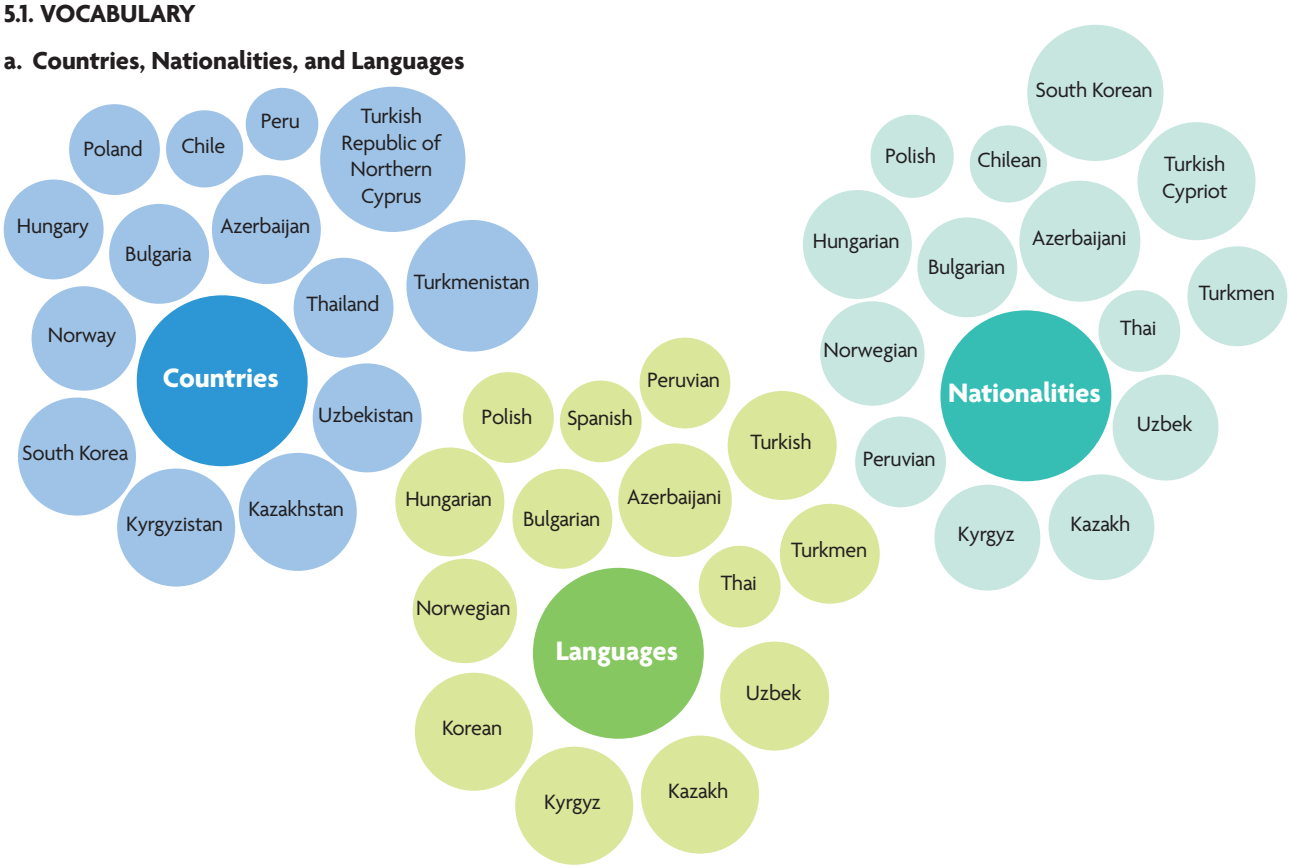
SCHOOL LIFE

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Countries, Nationalities, and Languages



b. Nouns Related to Tourist Attractions and Activities

- Tourists can go **sightseeing** in Antalya.
- Pamukkale is a **tourist attraction** in Türkiye.
- You can take **a trip** to Cappadocia and see the fairy chimneys.
- The **journey** from Ankara to İzmir is long, but you can enjoy the views.
- The Blue Mosque is a popular **location** in İstanbul.
- Ephesus is an **ancient ruin** in the west of Türkiye.
- Göbeklitepe is a **historical site** in Şanlıurfa.
- Tourists can visit Dolmabahçe **Palace** in İstanbul.
- Taksim **Square** is in the centre of İstanbul.
- Galata **Tower** is very old, and tourists can go to the top.
- Rumeli **Castle** is near the Bosphorus.
- There is a big **monument** in Anıtkabir.
- You can visit an **art museum** in Ankara to see Turkish paintings.
- Tourists visit the **baths** as part of a city tour.
- The tourists enjoy a **boat ride** in the bay.
- Spanish is the **native language** of Mexico.
- Many travellers come to see the beautiful **fjords**.
- This castle is a **UNESCO World Heritage Site**.
- The city has many **tourist spots** for visitors.

c. Verbs Related to Tourist Attractions and Activities

- Tourists **head to** the city centre in the evening.
- Visitors can **join** a guided tour of the museum.
- The island **is famous for** its beaches.

d. Adjectives Related to Tourist Attractions and Activities

- The city has **fascinating** views for tourists.
- Tourists visit the **ancient** ruins every year.
- Visitors enjoy listening to **native** music in the town.

e. Adverbs Related to Tourist Attractions and Activities

- The guide speaks English **fluently**.
- The guide explains the rules **carefully**.

5.2. STRUCTURE

a. 'To be (am/is/are)' is used for describing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time.

Where **are** you from? → I'**m**/**am** from Türkiye.

What'**s**/**is** your nationality? → I'**m**/**am** Turkish.

What'**s**/**is** the capital of Türkiye? → The capital of Türkiye **is** Ankara.

b. 'Can' is used for describing ability, possibility, and opportunity.

What language(s) **can** he speak? → He **can** speak Turkish. → He **can** speak Japanese.

Where **can** tourists visit in İstanbul? → They **can** visit Dolmabahçe Palace in İstanbul.

What **can** tourists do in İstanbul? → They **can** take a boat trip on the Bosphorus in İstanbul.

5.3. SOCIAL LANGUAGE

a. "Hi there!" is used when greeting someone in a friendly or casual way.

Grace : Hi there!
Ayda : Hello! Welcome to Topkapı Palace.
Grace : Thanks! I'm so excited to be here.

b. "Let me introduce myself." is used when you want to tell someone who you are for the first time.

Laura : Let me introduce myself. I'm Laura from Spain.
Ali : Nice to meet you, Laura. I'm Ali, your tour guide today.

c. "This is Nehir from Türkiye." is used when you introduce someone to another person.

Guide : This is Nehir from Türkiye. She is a local artist.
Tourist : Nice to meet you, Nehir!
Nehir : Nice to meet you too!

d. "Wow! This palace/tower/etc. is excellent/great/perfect!" is used to show surprise or admiration when you see a place you like.

Liam : Wow! This castle is perfect!
Ömer : Yes, it's more than 500 years old.
Liam : I love the view from the top!

e. "I like it here/there!" is used when you are happy about the place you are in.

Frank : I like it here! The weather is nice and the people are friendly.
Sevil : I'm happy you feel that way. İstanbul has a lot to offer.

f. "Let's grab our trays!" is used to make a suggestion to start an action together, especially in places like a cafeteria.

John : Let's grab our trays and sit near the window.
Sam : Good idea. It's not that crowded there.

g. "Chat about...!" is used to suggest a conversation about a topic.

Angela : We can chat about our travel plans today.
Melike : Sure. I want to talk about the attractions.

ANSWER KEY

2. **1.** It's the USA. **2.** She is French. **3.** It's in Italy. **4.** It's a castle.
5. Possible answers: They are historical places/tourist attractions. They are the Taj Mahal and the Eiffel Tower.

3.1. LISTENING

a.

Great Britain	the USA	Italy	Germany	Spain	Japan

b.

Bulgarian		Spanish		sightseeing		Norwegian	✓	museum	✓
palace		capital	✓	Thai	✓	Turkmen		castle	
South Korea	✓	tower		Turkish		Oslo	✓	Azerbaijani	✓

c. **1.** South Korea **2.** Bangkok **3.** The Floating Market **4.** Norway **5.** Azerbaijani/English

d. Possible answers: **1.** I am from Türkiye. **2.** I am Turkish. **3.** It is Ankara. **4.** I can speak Turkish and English.

3.2. PRONUNCIATION

c. **1.** c**a**pital **2.** w**a**lk **3.** **C**yprus **4.** clim**b**

3.3. VOCABULARY

a. **1.** COUNTRIES **2.** NATIONALITIES **3.** LANGUAGES **4.** CAPITAL **5.** TOURIST ATTRACTIONS

b.

Country	Nationality	Language	Capital	Tourist Attraction
Poland	British	Spanish	Tashkent	a palace
Japan	Uzbek	Kyrgyz	Sofia	a tower
Uzbekistan	Peruvian	Japanese	Warsaw	sightseeing
Norway	Kazakh	Uzbek	London	Machu Picchu
Peru	Thai	Norwegian	Lima	Ark of Bukhara

c.

Great Britain	**1.** Bulgaria	British	**4.** Bulgarian	English	**7.** Bulgarian
2. Uzbekistan	**3.** Peru	**5.** Uzbek	**6.** Peruvian	**8.** Uzbek	**9.** Spanish

London	**10.** Sofia	Big Ben	**13.** Bansko
11. Tashkent	**12.** Lima	**14.** Ark of Bukhara	**15.** Machu Picchu

d.

ACROSS		
2. BIGBEN	**6.** NORWEGIAN	**9.** JAPAN
5. THAI	**7.** MACHUPICCHU	**11.** PERUVIAN

DOWN		
1. KAZAKH	**3.** SOFIA	**8.** WARSAW
2. BRITISH	**4.** TASHKENT	**10.** KYRGYZ

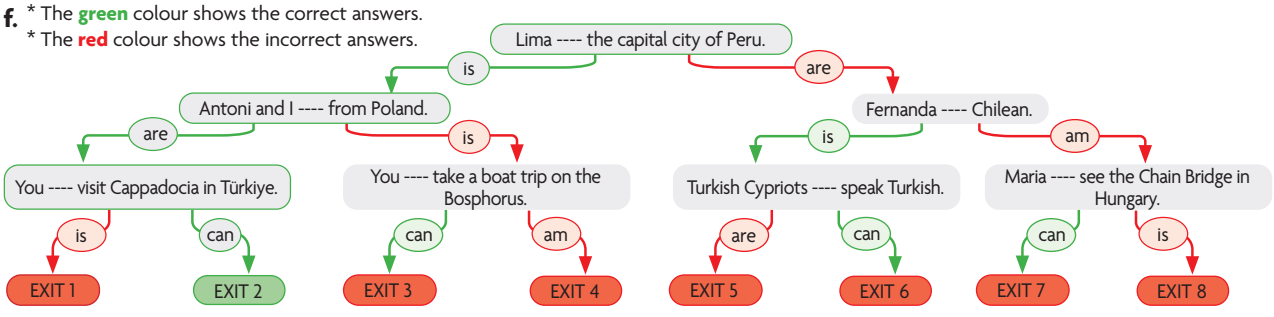
3.4. STRUCTURE

a. Hello! I **am** Lina. I **am** from Spain. I **am** Spanish. The capital of Spain **is** Madrid. People **can** visit the Royal Palace in Madrid. It **is** a beautiful and historical place. The language of Spain **is** Spanish. This **is** Tom. He **is** from England. He **is** British. The capital of England **is** London. Tourists **can** see Big Ben and the Tower of London. They **are** amazing. English **is** the language of England, but Tom **can** speak English and German. This girl **is** Leyla from Turkmenistan. She **is** Turkmen. The capital of Turkmenistan **is** Ashgabat. Tourists **can** visit the Independence Monument in Ashgabat. The language of Turkmenistan **is** Turkmen.

b. **1.** c **2.** a **3.** e **4.** b **Extra:** d **c.** **1.** am **2.** is/is **3.** am/is **4.** are **5.** are **6.** are **d.** **1.** c **2.** b **Extra:** a

e. **1.** Amina can speak Arabic and English very well.
2. Students can learn about many cultures at an international school.
3. Tourists can visit the Eiffel Tower in Paris.
4. Tom can name the capitals of many countries.

f. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a. 1. Türkiye **2.** South Korea **3.** Hungary **b. 1.** Seoul, Budapest **2.** countries **c. 1.** (d) **2.** (b) **3.** (c) **4.** (a) **Extra:** e

d. 1. Jisoo is from South Korea.
2. They can see a famous monument in Gwanghwamun Square.
3. It is in Budapest.
4. People can take a boat trip along the Danube River.
5. It is Korean.

e. Possible answers:

1. I can visit the Hagia Sophia Mosque in İstanbul.
2. I can take a boat trip along the Bosphorus in İstanbul.
3. They are Ephesus, Dolmabahçe Palace,...
4. Republic Day–October 29, Ramadan Festival, Youth and Sports Day–May 19,...

3.6. WRITING

a.

Name	Amina
Country	Kazakhstan
Nationality	Kazakh
Language(s)	Kazakh and Kyrgyz
Capital	Astana
Touristic Activity	to ride Kazakh horses

b. Possible answer:

Hello. Let me introduce my friend. Her name is Isabel. She is from Chile, and she is Chilean. She can speak Spanish. The capital city of Chile is Santiago. Tourists can visit Torres del Paine National Park there.

4.1. LISTENING

Tourist	Country	Nationality	1. Capital	Language	Touristic activity
Anna	**2.** Poland	**3.** Polish	Warsaw	**4.** Polish and English	go sightseeing in Warsaw and take a lot of photos
Aruzhan	**5.** Kazakhstan	Kazakh	Astana	**6.** Kazakh, Turkish, and a little Russian	**7.** visit the Bayterek Tower, and watch it everywhere
Lucia	**8.** Chile	**9.** Chilean	Santiago	Spanish and a little English	**10.** visit Easter Island, see the Moai monuments, and take a trip to the Atacama Desert

4.2. READING

1. Kamran can speak three languages.
2. We can visit historical places in Azerbaijan, Peru, and South Korea.
3. We can go shopping in Thailand.
4. We can see a palace in South Korea.
5. We can see a famous site in the mountains in Peru.

4.3. VOCABULARY

1.	Azerbaijani	Hungarian	South Korean	~~Peru~~
2.	South Korea	Azerbaijan	~~Peruvian~~	Hungary
3.	~~Hungary~~	Baku	Seoul	Lima
4.	visit a historical place	see an ancient city	go sightseeing	~~speak the Peruvian language~~
5.	Azerbaijan-Azerbaijani	~~Peru-Lima~~	Hungary-Hungarian	South Korea-Korean

4.4. STRUCTURE

1. is	**2.** am	**3.** am	**4.** can	**5.** is	**6.** can	**7.** is	**8.** is	**9.** is	**10.** is

4.5. WRITING

Possible answer:

Hello! I'm Ayşe. I'm from Türkiye. I'm Turkish. I can speak Turkish and some English. The capital of my country is Ankara. Tourists can visit the Hagia Sophia in İstanbul or take a hot air balloon ride over the beautiful landscapes of Cappadocia.

AUDIO SCRIPTS

L 1. 3. 1. b/L 1. 3. 1. c

Hello! My name is Joon. I am from South Korea. I am Korean. I can speak Korean. Our capital city is Seoul. You can shop on Myeong-dong Street there. My school is an international one. My friends are from different countries.

My friend Saran is from Thailand. She is Thai, and she can speak Thai and English. The capital city of Thailand is Bangkok. You can visit the Floating Market in Thailand. You can buy fruits and vegetables there.

Fredrik is from Norway. He is Norwegian, and he can speak Norwegian and English. Oslo is the capital city. You can visit the Old Viking Ship Museum.

Asile is from Azerbaijan. She can speak Azerbaijani and a little English. The capital city is Baku. You can see the Old City of Baku and take beautiful photos.

L 1. 3. 2. a

Hi. I am Umar. I am from Kyrgyzstan. In our international school, students **are** from many different countries and **nationalities**. There are **amazing** sightseeing places in their countries. For example, there is the Royal **Castle** in **Warsaw**, Poland. I like it there. In **Norway**, you can walk near fjords. In Plovdiv, **Bulgaria**, you can **climb** the beautiful hills. You can see a tall tower in Uzbekistan. There is a nice **square** in Ashgabat. You can take photos there. There is a castle near the coast of the Turkish Republic of Northern **Cyprus**. You can see the sea from the top. You can walk on the Chain Bridge in **Budapest**, Hungary. It is a great journey for tourists.

L 1. 3. 2. b

are, nationalities, amazing, castle, Warsaw, Norway, Bulgaria, climb, square, Cyprus, Budapest

L 1. 3. 2. c

Warsaw, tall, capital, walk, take, place, castle, coast, Cyprus, beautiful, climb, Bulgaria

L 1. 4. 1

Reporter: Hello! Hi there! Welcome back to my channel! Today, we're in Sultanahmet Square in İstanbul with tourists from different countries. Let's meet them!

Reporter: Hi! What's your name, and where are you from?

Tourist 1: Hello! My name is Anna. I'm from the capital of Poland, Warsaw. I'm Polish.

Reporter: Nice to meet you, Anna! What languages can you speak?

Anna: I can speak Polish and English.

Reporter: What can tourists do in Poland?

Anna: You can visit Wawel Castle in Kraków. It is a historical place. You can go sightseeing in Warsaw and take a lot of photos.

Reporter: Wow! That sounds great!

Reporter: Hi! What's your name?

Tourist 2: Hi! I'm Aruzhan from Kazakhstan. I'm Kazakh.

Reporter: What is the capital of Kazakhstan?

Aruzhan : The capital is Astana. You can visit the Bayterek Tower there. It is a popular tourist attraction. You can watch it everywhere.

Reporter: And what language can you speak?

Aruzhan : I can speak Kazakh, Turkish, and a little Russian.

Reporter: Nice! Thanks for sharing, Aruzhan!

Reporter: Hi there! Let me introduce you to our next guest. What's your name?

Tourist 3: I am Lucia. I'm from Chile. I'm Chilean.

Reporter: What is the capital of Chile, Lucia?

Lucia: It is Santiago.

Reporter: And what languages can you speak, Lucia?

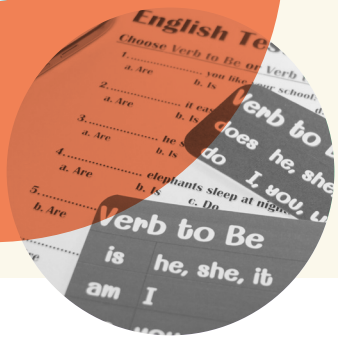
Lucia: I can speak Spanish and a little English.

Reporter: What can tourists see in Chile?

Lucia: You can visit Easter Island, see the famous Moai monuments, and take a trip to the Atacama Desert. They are great! I like it there!

Reporter: Awesome! Thanks, everybody! Where are you from? What can tourists do in your country? Comment below! See you, bye!

Daha fazlası için karekodu okutunuz.



YEAR 9

CLASSROOM LIFE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about classmates, friendships, daily and study routines, habits, and activities. You will also answer the following questions:

- What expressions are used to talk about daily routines?
- Which words describe common study habits and classroom activities?
- What time expressions show how often an activity happens?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about my daily routine, habits, and activities.	
2	I can tell the time of the daily activities.	
3	I can describe daily routine activities using the Simple Present Tense.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To describe daily routines, you can make sentences like...** I have breakfast at the school canteen. I go to school by bus every day. My father reads book in the evenings. I do my homework after school. My sister writes a diary every night.
2	**To tell the time of the daily activities, you can make sentences like...** My lessons start at 9 a.m. I read a book to my sister at 8 o'clock every evening. I have dinner at 7 p.m. My father comes home from work at 6 o'clock in the evening. I arrive home at 4 p.m.
3	**To talk about our daily routines, you can make sentences like...** I get up early on weekdays. My brother gets up late at weekends. He goes to sleep late every day. My mother cleans the house every Saturday. My friends and I play football once a week.

CLASSROOM LIFE

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Match the words and phrases in the table below with the pictures. One is extra.

get up	have breakfast	go to school	write	watch TV	read	listen



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2.2. Make sentences as in the example. Use the words and phrases from 'Exercise 2.1'.

e.g. I watch TV after dinner.

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

Go to page 36 to receive feedback on the 'I am making connections' **section.**

CLASSROOM LIFE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the pictures and write what they are about. _____.






b. Listen to the audio about Sofia's daily routine and tick (✓) the phrases you hear.

L 2. 3. 1. b

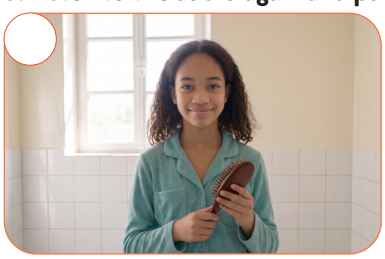
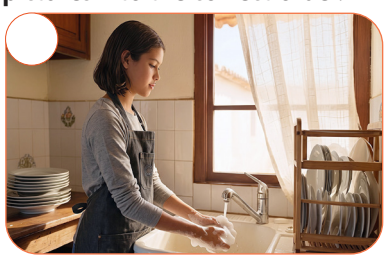
comb hair		get dressed		charge phone		work on tasks		arrive home	
go shopping		participate in activities		take notes		watch documentaries		do household chores	

c. Look at the phrases you tick (✓) in 'Exercise b' and put them into the correct category.

Daily Routines	Study Routines

d. Listen to the audio again and put the pictures into the correct order.

L 2. 3. 1. d




e. Answer the questions.

1. Do you have a similar daily life routine? _____.

2. Which activities do you do in your daily life? _____.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.



From Monday to **Friday**, Sharon **attends** her classes. She takes notes and always participates in **activities**. She works on **her** tasks and **then plans** her **homework**. She **has** many friends **at** school. They all love **geometry** and **spending** time in **groups**. During breaks, they sit **together** and **chat** about their **lessons**.

L 2. 3. 2. a

b. Listen and repeat the words.

L 2. 3. 2. b

from **Friday**	**attends** **then** **spending** **lessons**	**activities** **plans** **has** **at** **chat**	**her** **homework**	**geometry**	**groups** **together**

c. Listen and choose the word with the same sound.

L 2. 3. 2. c

1. homework	2. activities	3. lesson	4. life	5. geometry
a) hair **b)** hour	**a)** egg **b)** bag	**a)** cat **b)** bed	**a)** face **b)** race	**a)** get **b)** giraffe

3.3. VOCABULARY

a. Look at the morning routine activities and tick (✓) the ones you do in your daily life.

1. to get up early		**2.** to get up late		**3.** to clean face		**4.** to take a cold shower		**5.** to comb hair	

b. Read Marco's routine. Then, look at the pictures and match the numbers (1-6) with the letters (a-f) in the table to complete the text. One is extra.

Marco is 14 years old. He lives in a small village near a volcano in Italy. Marco's daily routine is very different. Every morning, Marco wakes up at 4 a.m. He gets out of bed, cleans his face, and takes a cold shower. It helps him wake up quickly. Then, he **(1)** ____ and combs his hair. He has breakfast on top of a big rock near the volcano and watches the sunrise. At 6 a.m., Marco leaves home and walks to school with his pet goat, White. He never takes the bus. Sometimes, he even **(2)** ____ on the way. At school, Marco attends classes and **(3)** ____ when necessary. He always **(4)** ____ and sometimes brings small rocks from the volcano to show the class. His classmates like him because he is kind and funny. After school, Marco returns home, feeds his goat, and **(5)** ____. In the evenings, he **(6)** ____, plans his study tasks, and works on them before dinner. Marco's routine is unusual, but he always works hard and dreams big. He says, "My day is unusual, but I always learn something new!"

a. does household chores	**c.** participates in science activities	**e.** talks to White	**g.** take the bus
b. puts on his school uniform	**d.** watches science documentaries	**f.** takes notes	



c. Scan the QR code and play the game.

Spin the wheel and make a sentence about your daily life by using the random words and phrases.

3.4. STRUCTURE

a. Read the text about Sofia's weekend and <u>underline</u> the verbs in the text.



At weekends, Sofia wakes up a bit late. After breakfast, she runs errands for her family. For example, she always helps her parents with the farm animals. They feed the chickens and collect eggs carefully. Later, she cleans around or waters the small vegetable garden. At noon, she plays with her little sisters near the house. Sometimes, they play ball games or tell each other stories. In the afternoon, Sofia reads books or draws pictures. At that time, her parents often visit a neighbour for tea. In the evening, she works on her school notes and prepares her bag for Monday.

b. Read the text again. Then, circle the time expressions and frequency adverbs in the text.

c. Look at the tables and write the appropriate subject pronouns 'I, you, we, they' **or** 'he, she, it' **in the empty box at the beginning of each row.**

	feed the chickens. **play** games or **tell** stories to each other. **visit** a neighbour for tea.

	plays with his/her little sisters near the house. **reads** books or **draws** pictures. **wakes up** early.

d. Choose the correct answer.

1. We use the bare form of the verb (feed/play/visit) with ____.

a) I, you, we, they **b)** he, she, it

2. We use the verb with '-s, -es, -ies' (plays/watches/studies) with ____.

a) I, you, we, they **b)** he, she, it

3. We use the Simple Present Tense to describe ____.

a) daily and study routines, habits, and activities **b)** current actions

4. We use the Simple Present Tense for activities we do ____.

a) regularly **b)** at the moment of speaking

5. We use adverbs like 'always, often, sometimes, occasionally, rarely, never' to ____.

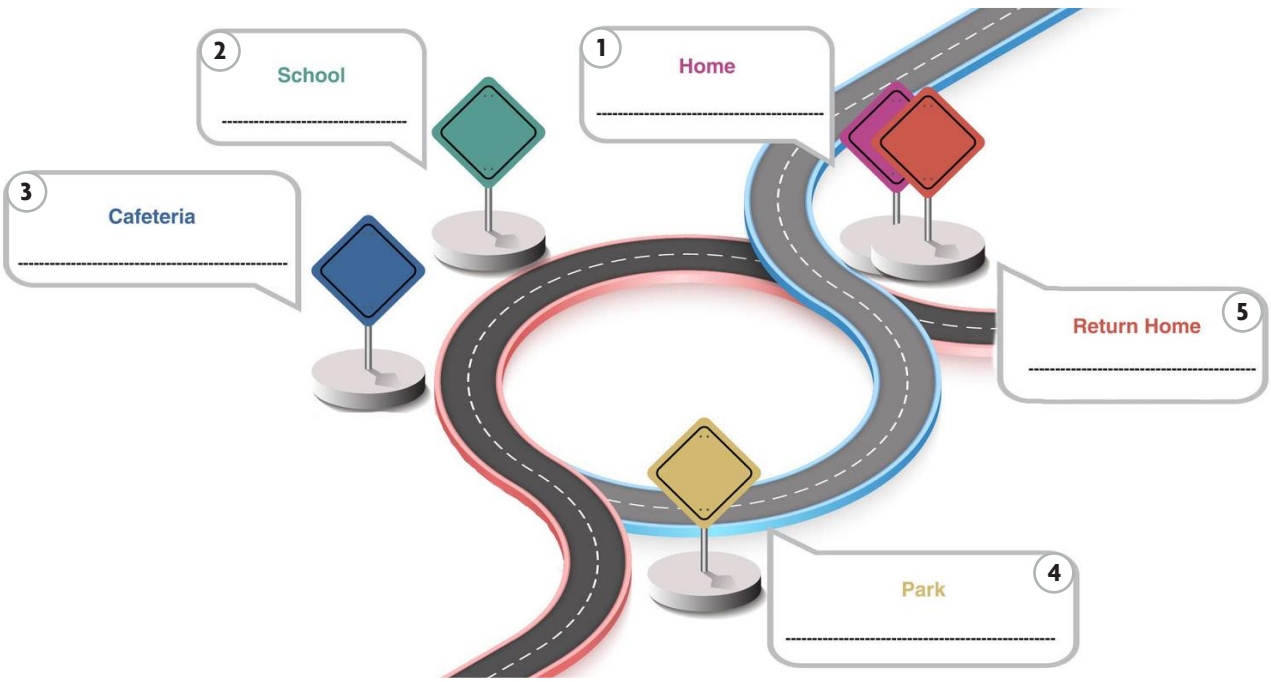
a) tell the time of the activities we do **b)** talk about the frequency of the activities we do

e. Read Mayor Luma's daily routine on a summer day and circle the correct choice.



On some summer days, Mayor Luma from a small island town **(1) start** / **starts** the day bright and early. First, she **(2) take** / **takes** a cold shower to feel refreshed. Next, she **(3) put on** / **puts on** simple clothes. After that, she **(4) wake** / **wakes** her children up. Her children never **(5) want** / **wants** to make their beds, so she **(6) help** / **helps** them. Mayor Luma is an important person for her town, but she **(7) like** / **likes** walking to the school in the town to see the summer activities there. In her visits, her assistants **(8) take** / **takes** notes about the activities. During the break, Mayor Luma **(9) spend** / **spends** time with the children. She also **(10) participate** / **participates** in activities in the town. Her summer routine is very different, but everyone respects her because of such a simple lifestyle.

f. Complete the map below starting at home ⇒ school ⇒ cafeteria ⇒ park ⇒ home according to your daily routine. Write what you do at each stop (e.g. At school, I study maths.).



3.5. READING



a. Answer the following questions.

1. What is the name of your close friend?

---.

2. How do you spend a day with her/him?

---.

b. Look at the picture and read the title. Then, write what the text is about.

The text is about ---.

Tomasz and Diego: Different Routines, Great Friends

☐ **A** Tomasz is from Poland, and Diego's from Peru. They are both students at a high school in Spain. They live in the same dorm and are best friends, but their daily routines are very different!

☐ **B** Tomasz wakes up bright and early at 5 a.m. He makes his bed, takes a shower, and eats yellow cheese and boiled eggs for breakfast. Then, he likes hitting the books before school. He says, "I like to study in the morning because I can learn by heart better when it's quiet."

☐ **C** Diego, however, wakes up at 9 a.m. He starts his day with music and dancing. He has a light breakfast with fruit and coffee. He loves learning poems. "I learn by heart when I read them aloud," he says. He goes to class and studies in the evening. "At night, I can focus better," says Diego. He studies until midnight. Then he adds, "I call it a day!"

☐ **D** They accept their differences, and they respect each other's habits. Their friendship is full of fun, learning, and culture!

c. Read the text and match the headings with the paragraphs. Write down the numbers in the boxes. One is extra.

1. Tomasz's morning routine and interest
2. Diego's routine and interest
3. Tomasz's and Diego's countries and relationship
4. Diego's family members
5. Good frienship

d. Tick (✓) the activities you do at weekends. Then, make sentences to describe your weekend routine.

to wake up bright and early		to hit the books		to meet friends	
to do shopping		to study in the morning		to read novels	

---.
---.
---.
---.
---.

e. Make a video about your weekend routine using a recording device (a mobile phone, a tablet, etc.). Use at least five sentences and write them below. Then, send it to your teacher.

---.
---.
---.
---.
---.

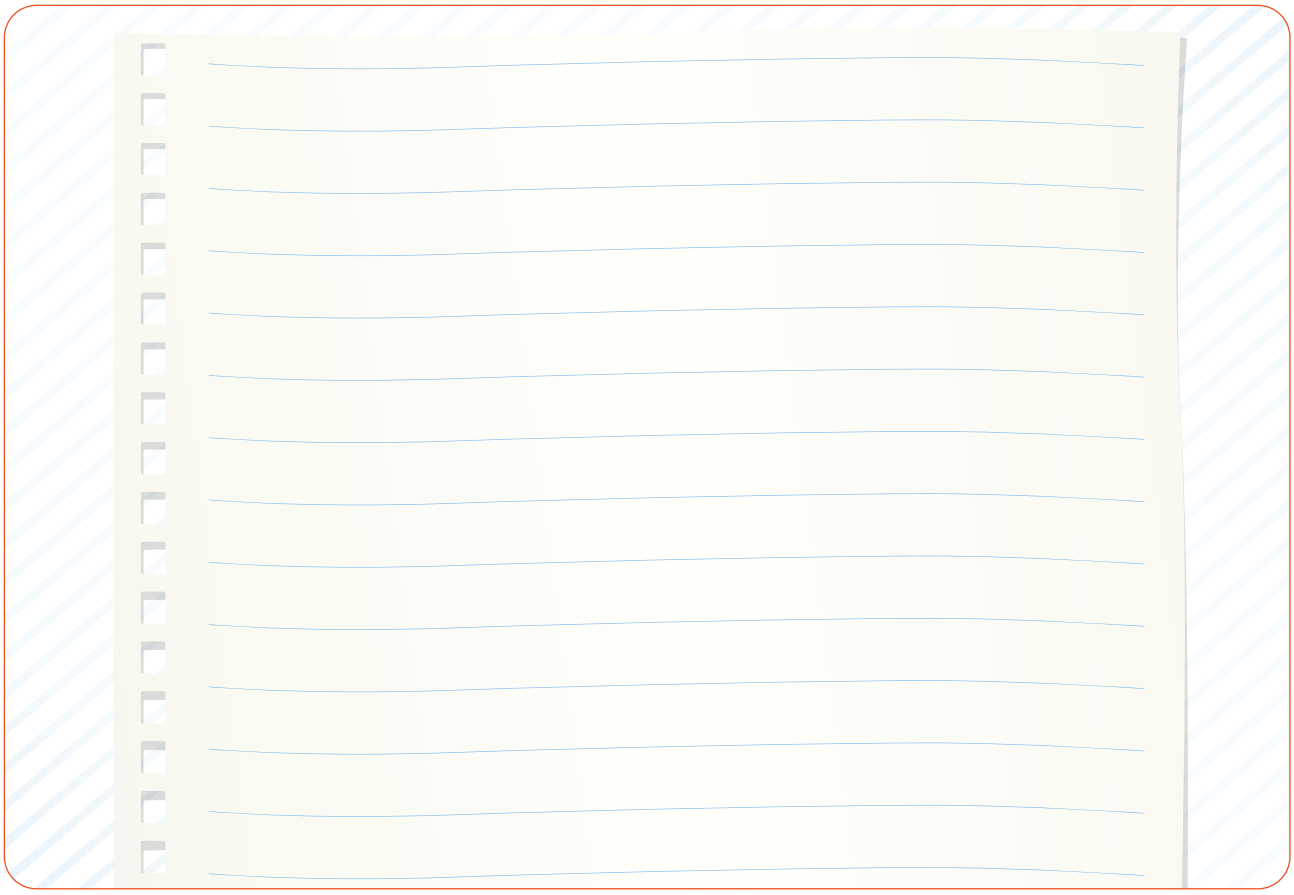
3.6. WRITING

a. Complete the list with your routine activities.

The activities you do on weekdays	The activities you do at weekends	The activities you occasionally do
e.g. wake up early	e.g. meet friends	e.g. read a story

b. Write a paragraph about your daily routine using the clues below.

On weekdays, ...
After that, ...
Then, ...
After school, ...
In the evening, ...
At weekends, ...



Go to pages 36, 37, and 38 to receive feedback on the 'I am learning through practice' **section.**

CLASSROOM LIFE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

Listen to the audio and circle the correct answer.

L 2. 4. 1

1. Juan **wakes up** / **sleeps** at 4 a.m.
2. He **drives** / **walks** to school.
3. He **teaches** / **studies** literature.
4. He **does household chores** / **works on his tasks** in the evening.
5. He **sometimes** / **rarely** participates in cultural activities.

4.2. READING

Read the text and fill in the blanks with the correct names (Emir, Jane, or Dia and Meera).

Emir is 16 years old. He lives with his parents and his sister. Every weekday, he wakes up at 7 a.m. and feeds his cat before getting ready for school. He goes to school by bus. At school, he studies different subjects and enjoys spending time with his friends. After school, he does his homework and sometimes plays video games. In the evening, he eats dinner with his family and goes to bed around 10 p.m.

Jane is 15 years old and lives with her family in a village. She has a younger brother. She wakes up at 6.30 a.m., feeds the chickens every morning before school, and then gets ready for school. She walks to school with her brother. After school, she does her homework and sometimes cooks dinner with her mother. In the evening, she plays with her brother and goes to bed around 9.30 p.m.

Dia and Meera are 16-year-old twins from India. They live with their parents in a small bungalow near the sea. On weekends, they go fishing with their father. After catching fish, they return home and help their mother. They clean the fish together. In the afternoon, they go to the market and sell the fish. In the evening, they relax at home.

1. _____ sometimes cooks dinner after school.
2. _____ takes care of the chickens before school.
3. _____ enjoys spending time with his friends.
4. _____ lives in a village and goes to school on foot.
5. _____ stays in the same house with her family.
6. _____ work with their parents on weekends.
7. After fishing, _____ clean the fish with their mother.
8. _____ goes to sleep at about 10 o'clock in the evening.
9. After school, _____ sometimes enjoys gaming.
10. _____ catch and sell fish with their parents.

4.3. VOCABULARY

Match the phrases with the correct pictures. One is extra.

a.	help mother
b.	live with family in a village
c.	go to bed
d.	walk to school with brother
e.	relax at home
f.	eat dinner with family











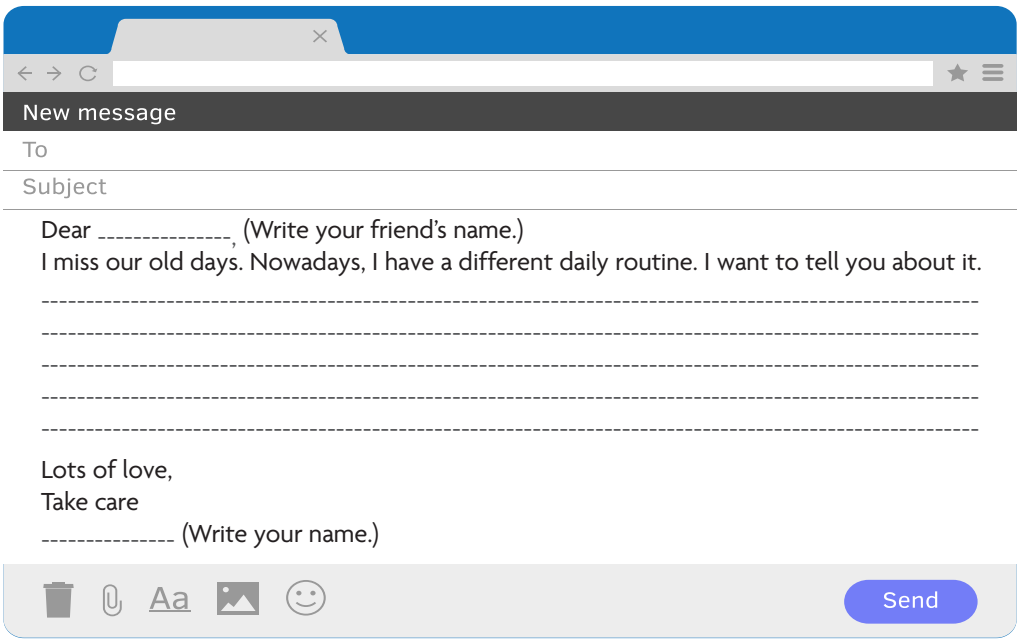
4.4. STRUCTURE

Read the text and choose the correct answer.

Anna and Lila are close friends. They are both from Germany. Anna **(1) have** / **has** an unusual study routine, but her friends **(2) enjoy** / **enjoys** her creativity. Anna's study style is very unique—she **(3) write** / **writes** her notes on colourful balloons! She **(4) believe** / **believes** colours and shapes help her remember better. She even **(5) stick** / **sticks** the balloons around her room. Before exams, she **(6) walk** / **walks** around and **(7) read** / **reads** out them aloud. Lila **(8) study** / **studies** by drawing cartoons about the topic. Their study routines are different, but their friendship is strong. They **(9) work** / **works** on tasks together and **(10) always** / **never** have fun while learning.

4.5. WRITING

Write an email to an old classmate. In your paragraph, describe your daily life with at least five sentences.



Go to page 38 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

2. In which real-life situations can you use the Simple Present Tense?

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

4. This theme is about classmates, friendships, daily and study routines, habits, and activities. Where and how can you use this knowledge in your daily life?

5. What are your thoughts and feelings about this theme?

CLASSROOM LIFE

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Daily Routines, Habits, and Activities

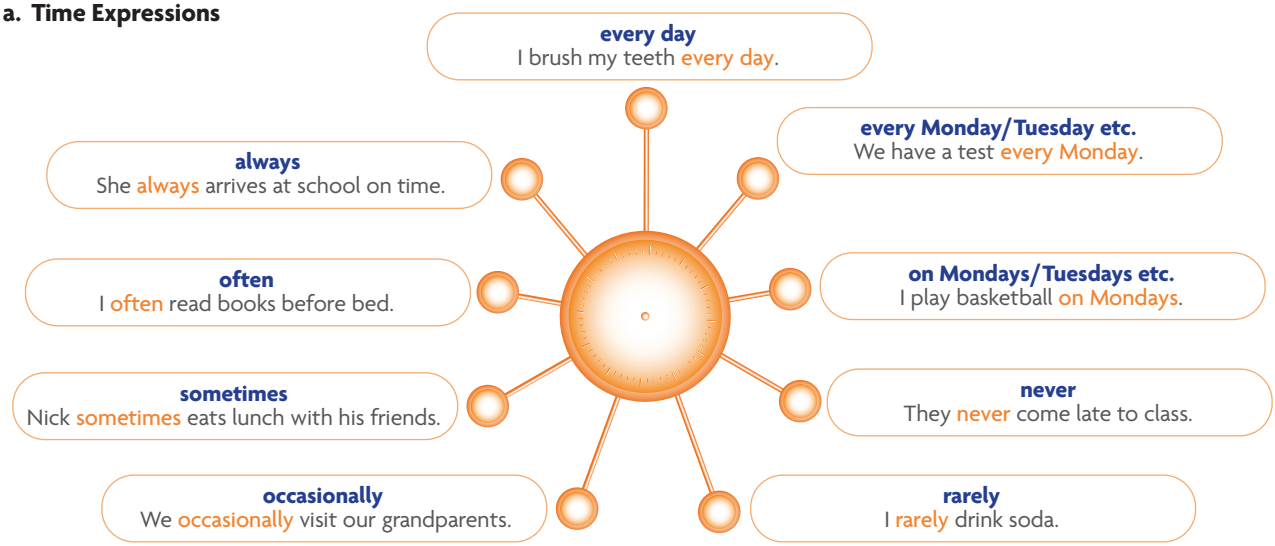
- **to wake up** — I wake up at 7 o'clock every morning.
- **to get out of bed** — Jane gets out of bed quicky.
- **to make (my) bed** — I make my bed after I get up.
- **to clean (my) face** — Tom cleans his face with cold water.
- **to have/take a bath/shower** — I take a shower at 5 a.m.
- **to comb (my) hair** — Liz combs her hair in front of the mirror.
- **to take clothes off** — I take my clothes off before going to bed.
- **to get dressed** — Sam gets dressed in his school uniform.
- **to put clothes on** — I put my clothes on after shower.
- **to (re)charge (my) phone** — Melinda charges her phone every night.
- **to check emails/messages** — I check my messages.
- **to leave home** — He leaves home after checking his emails.
- **to take the (school) bus/train/taxi to school** — I take the school bus at 7.30 a.m.
- **to walk to school** — Jill walks to school with her friends.
- **to attend classes** — We attend classes from Monday to Friday.
- **to have a break** — They have a break at 10.30.
- **to leave school** — I leave school at 3 o'clock.
- **to return home** — Lara returns home in the afternoon.
- **to arrive home** — David arrives home before 4 p.m.
- **to watch series/films/documentaries** — I watch films at 7 p.m.
- **to relax** — She relaxes on the sofa after school.
- **to go shopping** — We go shopping on Saturdays.
- **to do the household chores** — I do household chores on Sundays.
- **to run errands** — Dave runs errands for his parents.

b. Study Routines, Habits, and Activities

- **to read silently/aloud etc.** — I **read silently** in the library and read aloud in class.
- **to repeat** — They **repeat** the new words after the teacher.
- **to take notes** — George **takes notes** during the lesson.
- **to plan** — I **plan** my day every morning.
- **to work on (my) tasks** — Rita **works on** her tasks after school.
- **to participate in (activities)** — They **participate in** school activities.
- **to last** — The exam **lasts** two hours.
- **to focus** — She **focuses** better in a quiet classroom.
- **to highlight** — The teacher **highlights** the key points.
- **to keep up with** — He works hard to **keep up with** his studies.
- **to get back to (studying)** — After a short break, I **get back** to studying.

5.2. STRUCTURE

a. Time Expressions



b. Adverbs



c. The Simple Present Tense

I You We They	**feed** the chickens. **play** games or **tell** stories to each other. **visit** a neighbour for tea.
He She It	**plays** with his/her little sisters near the house. **reads** books or **draws** pictures. **works** on her school notes and **prepares** his/her bag for Monday.

We use the bare form of the verb with 'I, you, we, they'.

We use the verb with '-s, -es, or -ies' for 'he, she, it'.

5.3. SOCIAL LANGUAGE

a. "Bright and early!" is used to describe waking up very early in the morning.

I wake up bright and early on school days.

b. "I call it a day!" is used when you stop working or studying for the day.

When I finish my homework, I call it a day.

c. "Hit the books!" is used to say that someone starts studying seriously.

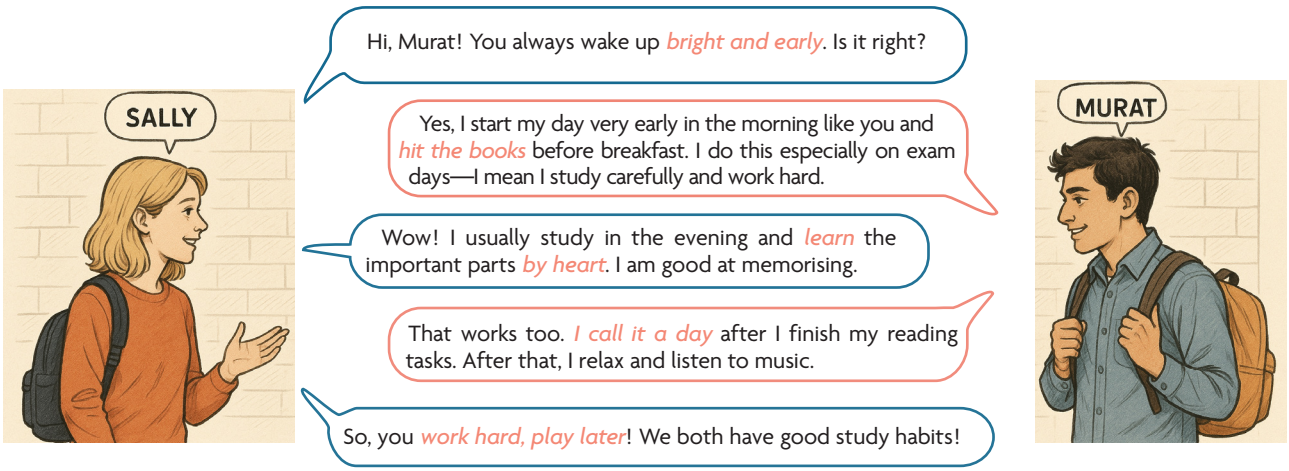
Matilda hits the books after dinner every night.

d. "I learn by heart!" is used when you memorise something completely.

I learn new words by heart for vocabulary quizzes.

e. "Work hard, play later!" is used to remind someone to study or work first and have fun after.

Let's finish our homework first. Work hard, play later!



ANSWER KEY

2.1.

1. get up
2. go to school
3. write
4. read
5. listen
6. have breakfast
Extra: watch TV

2.2.

Possible answers:
1. I get up at 8 a.m.
2. I go to school on foot.
3. I write a diary every day.
4. I read a book in the evening.
5. I listen to my teacher carefully.
6. I have breakfast with my parents.

3.1. LISTENING

a. Possible answer:
They are about a girl's daily routine.

b.

comb hair	✓	get dressed	✓	charge phone		work on tasks	✓	arrive home	✓
go shopping		participate in activities	✓	take notes	✓	watch documentaries		do household chores	✓

c.

Daily Routines		Study Routines	
comb hair	get dressed	participate in activities	work on tasks
do household chores	arrive home	take notes	

d.



e. Possible answers:
1. I have a similar/different daily life.
2. I do household chores./I comb my hair and make my bed, etc.

3.2. PRONUNCIATION

c.
1. a **2.** b **3.** b **4.** a **5.** b

3.3. VOCABULARY

a. Possible answer:

1. get up early	✓	**2.** get up late		**3.** clean face	✓	**4.** take a cold shower		**5.** comb hair	✓

b.
1. b **2.** e **3.** f **4.** c **5.** a **6.** d **Extra:** g

c. Possible answers:

I get out of bed at 9 a.m. I clean my face in the mornings. I take a cold shower in the mornings.	I walk to school every Wednesday. I attend classes on weekdays. I plan my study tasks.	I comb my hair every morning. I have breakfast at home. I get dressed after the shower. I participate in activities at school.

3.4. STRUCTURE

a.
At weekends, Sofia **wakes up** a bit late. After breakfast, she **runs errands** for her family. For example, she always **helps** her parents with the farm animals. They **feed** the chickens and **collect** eggs carefully. Later, she **cleans** around or **waters** the small vegetable garden. At noon, she **plays** with her little sisters near the house. Sometimes, they **play** ball games or **tell** each other stories. In the afternoon, Sofia **reads** books or **draws** pictures. At that time, her parents often **visit** a neighbour for tea. In the evening, she **works** on her school notes and **prepares** her bag for Monday.

b.

At weekends, Sofia wakes up a bit late. After breakfast, she runs errands for her family. For example, she always helps her parents with the farm animals. They feed the chickens and collect eggs carefully. Later, she cleans around or waters the small vegetable garden. At noon, she plays with her little sisters near the house. Sometimes, they play ball games or tell each other stories. In the afternoon, Sofia reads books or draws pictures. At that time, her parents often visit a neighbour for tea. In the evening, she works on her school notes and prepares her bag for Monday.

c.

I You We They	**feed** the chickens. **play** games or **tell** stories to each other. **visit** a neighbour for tea.

He She It	**plays** with his/her little sisters near the house. **reads** books or **draws** pictures. **wakes up** early.

d. **1.** a **2.** b **3.** a **4.** a **5.** b

e.

1. starts	**3.** puts on	**5.** want	**7.** likes	**9.** spends
2. takes	**4.** wakes	**6.** helps	**8.** take	**10.** participates

f. Possible answers:

1. I watch TV series and documentaries at home in the evenings.
2. My classmates and I work on tasks after the lessons at school.
3. We drink coffee at the cafeteria every Saturday.
4. I ride a bike with my brother at the park.
5. I read a book in my bedroom.

3.5. READING

a. Possible answers :

1. Her/His name is...

2. We go to the cinema together. We play a game. We talk about school subjects, technology, sports, music, etc.

b. Possible answer:

The text is about the different daily routines of two international students and their good friendship.

c. **A** 3 **B** 1 **C** 2 **D** 5 **Extra:** 4

d. Possible answers:

I wake up bright and early./I hit the books./I meet friends./I do shopping.
I study in the morning./I read novels.

e. Possible answer:

I always have breakfast with my family. I sometimes do household chores on Saturdays. I go shopping in the afternoons. I read a book in my bedroom on Sundays. I watch films in the evenings. etc.

3.6. WRITING

a. Possible answers:

The activities you do on weekdays	The activities you do at weekends	The activities you occasionally do
take the (school) bus/train/taxi school, walk to school, attend classes, have a break, leave school, return home, arrive home, watch series/films/documentaries, relax, go shopping, do household chores, run errands, etc.	watch series/films/documentaries, relax, go shopping, sit at a café, etc.	walk to school, watch series films/documentaries, relax, go shopping, do household chores, run errands, read books, listen to music, write poems, play an instrument, etc.

b. Possible answer:
On weekdays, I usually wake up at 6.30 a.m. I get out of bed, make my bed, and clean my face. After that, I take a quick shower and comb my hair. Then I get dressed and charge my phone while I check my messages. Around 7.30 a.m., I leave home and walk to school, but I occasionally take the bus when it rains. I attend classes and have a short break with my friends. After school, I return home and do some household chores. In the evening, I watch a documentary or relax with music. At weekends, I go shopping or sit at a café.

4.1. LISTENING

1. wakes up **2.** walks **3.** teaches **4.** works on his tasks **5.** sometimes

4.2. READING

1. Jane **2.** Jane **3.** Emir **4.** Jane **5.** Jane **6.** Dia and Meera **7.** Dia and Meera **8.** Emir **9.** Emir **10.** Dia and Meera

4.3. VOCABULARY

1. b **2.** e **3.** f **4.** d **5.** c **Extra:** a

4.4. STRUCTURE

1. has	**2.** enjoy	**3.** writes	**4.** believes	**5.** sticks	**6.** walks	**7.** reads	**8.** studies	**9.** work	**10.** always

4.5. WRITING

Possible answer:
Dear Zeynep,
I miss our old days. Nowadays, I have a different daily routine. I want to tell you about it. Every morning, I wake up bright and early. I listen to the birds on my balcony. After breakfast, I join an online cooking class and I learn new recipes. In the afternoons, I sometimes meet my friends and go shopping. In the evenings, I always join an online English club to practise speaking. What about your daily life? Write me back.
Lots of love,
Take care

AUDIO SCRIPTS

L 2. 3. 1. b/L 2. 3. 1. d
Sofia's School Life
Sofia is 14 years old. She lives with her family on a small farm in the mountains of Chile. Her house is far from town, and there is no electricity. Every day, Sofia wakes up early. She gets out of bed, makes her bed neatly, and cleans her face. Then she combs her hair slowly and gets dressed. Sofia leaves home at 7 a.m. She goes to school on her donkey, Luna. The road is long and full of hills. In winter, it is cold and snowy, but Sofia never misses school. She and Luna are close friends. Sofia attends classes from Monday to Friday. She always participates in activities and takes notes. She plans her homework and works on her tasks carefully. At school, she has many friends. They sit together during breaks and sometimes talk about their lessons. They occasionally jump rope in the school garden. After school, she returns home. She does household chores and cooks dinner. Then she relaxes for a short while and spends time with her little sisters every day. At night, she studies carefully by candlelight. What an interesting day, huh?

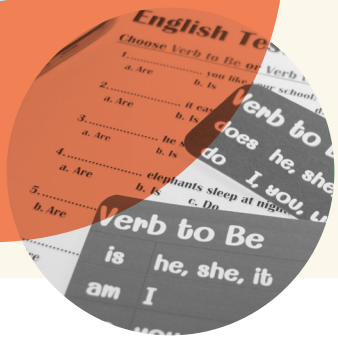
L 2. 3. 2. a
From Monday to Friday, Sharon attends her classes. She takes notes and always participates in activities. She works on her tasks and then plans her homework. She has many friends at school. They all love geometry and spending time in groups. During breaks, they sit together and chat about their lessons.

L 2. 3. 2. b
from, Friday; attends, then, spending, lessons; activities, plans, has, at, chat; her, homework; geometry; groups, together

L 2. 3. 2. c
1. homework a) hair b) hour; 2. activities a) egg b) bag; 3. lesson a) cat b) bed); 4. life a) face b) race; 5. geometry a) get b) giraffe

L 2. 4. 1
Juan Tashi is a teacher in a small village in the mountains of Peru. Every morning, he wakes up at 4 a.m. He makes his bed, cleans his face, and takes a hot bath. He combs his hair, puts on simple clothes, and recharges his phone. He walks to his school to attend classes with children. He teaches literature. During the break, he tells funny stories. After classes, he leaves school and returns home. When he arrives home, he does household chores and watches documentaries to relax. In the evening, he plans his next day and works on his tasks. He sometimes participates in cultural activities such as a Latin-Peruvian night.

Daha fazlası için karekodu okutunuz.



YEAR 9

PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about physical appearance in terms of physical features and personality in terms of personal traits and character. You will also answer the following questions:

- Which phrases are used to ask about someone's appearance or character?
- Which adjectives are commonly used for describing physical appearance?
- What words can be used to describe people's personal traits?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can describe people's physical appearance with words such as nice, good, and bad.	
2	I can ask and answer questions to describe people's physical appearance.	
3	I can describe people's personality with words such as nice, good, and bad.	
4	I can ask and answer questions to describe people's personality.	
5	I can use the verb 'to be (am/is/are)' in the Simple Present Tense.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To describe people's physical appearance, you can make sentences like...** Ali is short and thin. Ayşe is old and tall.
2	**To ask and answer questions to describe people's physical appearance, you can make sentences like...** What does Ahmet look like? He is tall and strong.
3	**To describe people's personality, you can make sentences like...** Sally is a good person, and she always helps people. He is a kind person; I'm happy to know him.
4	**To ask and answer questions to describe people's personality, you can make sentences like...** What kind of a person is Jane? She is hardworking and nice.
5	**To use the verb 'to be (am/is/are)' in the Simple Present Tense, you can make sentences like...** I am young and short. She is nice and helpful.

PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Match the adjectives below with the correct pictures. One is extra.

old	tall	young	short	slim	fat	strong	blond	weak



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

2.2. Fill in the blanks with 'am/is/are' and the suitable adjective from 'Exercise 2.1'.

1. He _____ a _____ student. He always plays basketball.

2. This man _____ very _____. Look at his muscles.

3. I _____ very _____. It is my 85th birthday today.

4. The teacher _____ very _____ because she is careful about her diet.

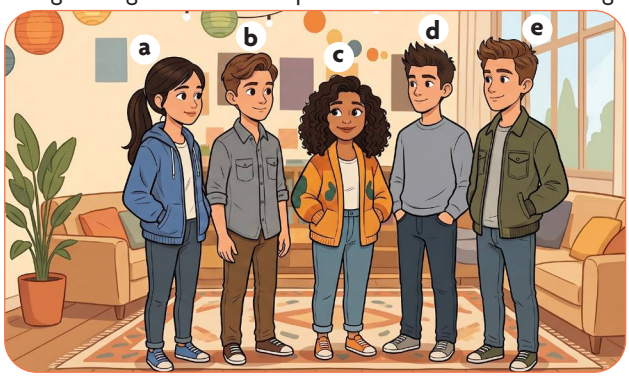
5. My twin sisters _____ _____ and pretty. They are only five years old.

Go to page 51 to receive feedback on the 'I am making connections' **section.**

PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.



L 3. 3. 1. b

3.1. LISTENING

a. Look at the picture and answer the following questions.

1. What do you see in the picture? _____
2. What is the picture about? _____

b. Listen to the audio and tick (✓) the words you hear.

dark hair		fair skin	
plump		talkative	
young		straight hair	
outgoing		confident	
helpful		well-built	
slim		sociable	

c. Match the words in 'Exercise b' to their categories.

Physical Appearance	Personality

L 3. 3. 1. d

d. Listen to the audio again and match the names (Sarah, Ethan, Alex) with the people (a, b, c, d, e) in the picture in 'Exercise a'.

Sarah (_____)	Ethan (_____)	Alex (_____)



e. Look at the pictures of Kate and Jack. Choose one of them and talk about him/her. What does s/he look like? What kind of a person is s/he?

e.g. S/he is _____. S/he has _____. S/he looks/seems _____.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

My friend Lily is very attractive. She is of medium height and **sl<u>i</u>m**, with long, **cur<u>l</u>y** blonde hair. Her eyes are big and blue. She has fair **s<u>k</u>in** and a bright smile. She is **<u>k</u>ind** and polite. She always looks happy and **ch<u>ee</u>rful**. Lily is a very gentle person, and she likes helping people and animals. She is not **<u>j</u>ealous**; she always supports her friends. I think she is amazing.

L 3. 3. 2. a

b. Listen and choose the option with the same sound.

1. sl<u>i</u>m	2. cur<u>l</u>y	3. s<u>k</u>in	4. <u>k</u>ind	5. ch<u>ee</u>rful	6. <u>j</u>ealous
a) thin	**a)** calm	**a)** know	**a)** polite	**a)** appearance	**a)** good
b) quiet	**b)** blonde	**b)** look	**b)** physical	**b)** beautiful	**b)** joyful

L 3. 3. 2. b

3.3. VOCABULARY

a. Match the words with the correct pictures. One is extra.

moody	confident	cheerful	blonde hair	tan skinned	wavy hair	well-built	shy	plump



1. _____



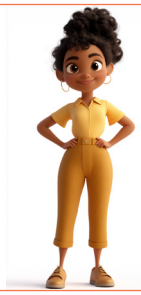
2. _____



3. _____



4. _____



5. _____



6. _____

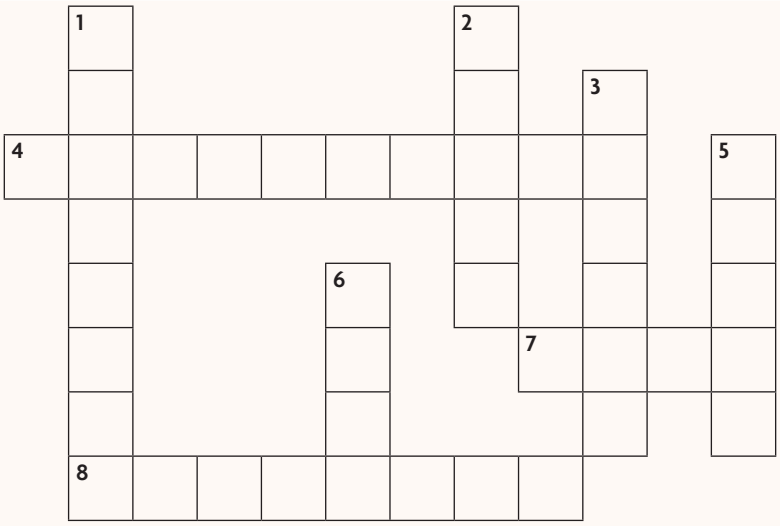


7. _____



8. _____

b. Complete the crossword puzzle by using the clues below.



ACROSS →	DOWN ↓
4. looking nice and beautiful/handsome	**1.** excited to talk and meet new people
7. thin in a healthy way	**2.** not talking much, silent
8. happy to give and share their food, money, etc. with others	**3.** kind and careful with others
	5. a little fat in a cute and healthy way
	6. very light in colour

3.4. STRUCTURE

a. Read the dialogue. Underline 'am/is/are' and 'too/enough'.

Emma : Hi, Leo. Do you know Olivia?
Leo : Yes, I do. She is my neighbour.
Emma : What does she look like?
Leo : She is slim and of medium height. She has wavy brunette hair and pale skin.
Emma : What kind of a person is she?
Leo : She is smart and honest. But sometimes she seems a bit moody.
Emma : Is she friendly enough?
Leo : Yes, she is. She talks to everyone and looks very polite.
Emma : Are you close friends with her?
Leo : Yes, we are.
Emma : That's good. I want to meet her, but I am shy.
Leo : Don't worry. She is too gentle to be rude to anyone. Also, she is not too serious.
Emma : Great! I don't like rude and noisy people.
Leo : Then you will like her. She is quiet and peaceful.

b. Match the sentences with the use of 'am/is/are' and 'too/enough'. One is extra.

1. We can use 'am/is/are' with physical appearances. ( )
2. We can use 'am/is/are' with personal traits. ( )
3. We can use 'too' to say something is more than necessary. ( )
4. We can use 'enough' to say something is the right amount. ( )

a. She is too gentle.
b. She is friendly enough.
c. She is polite and calm.
d. She is slim and of medium height.
e. She is my neighbour.

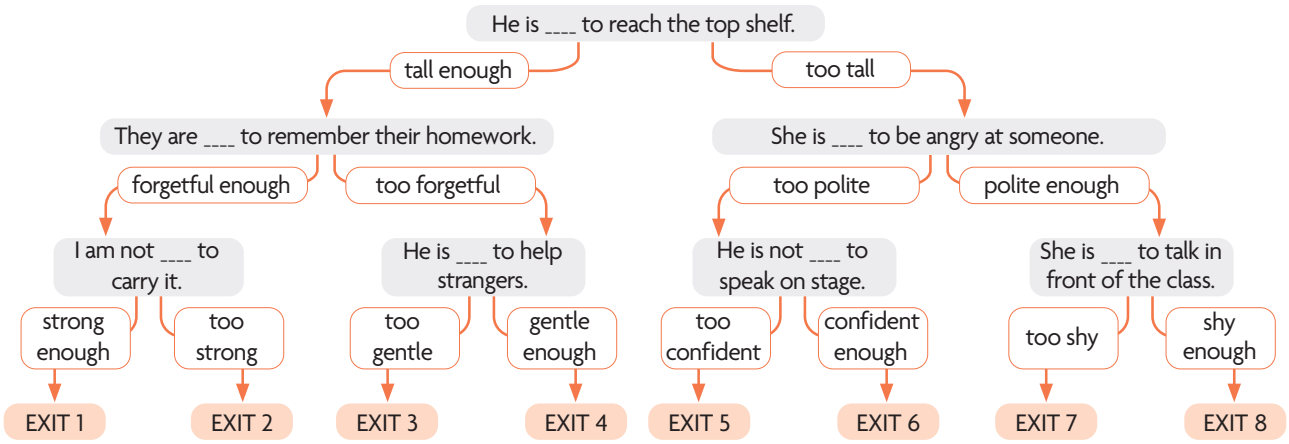
c. Fill in the blanks with 'too/enough'.

1. He is not strong _____ to carry the box.
2. She is tall _____ to be a basketball player.
3. That boy is _____ talkative. He never stops chatting!
4. Selin is fast _____ to win the race.
5. Ali is _____ short to reach the shelf.
6. Elif is not confident _____ to speak on the stage.
7. He is _____ polite to say anything rude.
8. She is _____ shy to talk to strangers.

d. Fill in the blanks with 'am/is/are' and 'too/enough'.

Millie and her twin brother, Mike, **(1)** _____ both interesting people. Millie **(2)** _____ not very tall, but she seems strong **(3)** _____ to carry her heavy backpack. She **(4)** _____ of medium height and slim with long, wavy blonde hair and green eyes. She is **(5)** _____ shy to speak in front of people, but when you talk to her, she **(6)** _____ very talkative! Mike, on the other hand, **(7)** _____ tall **(8)** _____ to play basketball for the school's team. He **(9)** _____ attractive with short, dark hair and brown eyes. Some people think he looks a bit serious, but when they know him well, he **(10)** _____ very funny. They **(11)** _____ very different, but I **(12)** _____ very happy to have such great friends.

e. Read the sentences and choose the correct answer to find the right exit.



3.5. READING

a. Look at the picture and answer the following questions.



1. What can you say about their physical appearance?

---.

2. What can you say about their personality?

---.

b. Scan the text and write a suitable title for it.

At my language school, I have some friends from Türkiye. They all look different and have their own personalities. Selim has short, blond hair and big, dark eyes. He is of medium height and has light brown skin. He usually wears comfortable jeans and a T-shirt. He is always calm and peaceful. He never fights. He speaks in a kind and gentle way. He is polite enough to help everyone. People usually say, "What a good person!" when they talk about him. Neva is a girl with long, curly brown hair and fair skin. She wears glasses and always brings colourful notebooks. She is very confident. She is clever enough to understand everything quickly. But she is sometimes too forgetful and too careless and loses her belongings. She is still a lovely person, and I always say, "You look amazing!" when she smiles. Çınar is tall and well-built. He has tan skin, short dark hair, and brown eyes. He wears sports clothes because he loves football. He is strong enough to carry heavy bags. Çınar is also very outgoing. He always plans social events with his friends. When he suggests an activity, his friends say, "That sounds great!" They all have different styles and personalities, but they are great friends. I am lucky to have them as my friends.

c. Read the text and write the words related to the physical appearance and personality of Selim, Neva, and Çınar.

	Selim	Neva	Çınar
Physical Appearance			
Personality			

d. Read the text again and answer the questions.

1. What kind of clothes does Selim often wear? ---.

2. Is Neva always careful with her belongings? ---.

3. What sport does Çınar like? ---.

4. What do Çınar's friends say when he suggests an activity? ---.

5. Do all of the friends look and act the same? ---.

3.6. WRITING

a. Read the paragraph and <u>underline</u> the words related to physical appearance and personality.

Aziz Sancar is a famous Turkish scientist. He is slim. He has short, dark hair and fair skin. He looks serious, but he is very calm and polite. He is smart, clever, and confident. He is also hardworking and generous. He is brave enough to follow his dreams and help young scientists. What a good person!

b. Write a similar paragraph about one of your favourite celebrities.

First, describe his/her physical appearance. Then, describe his/her personality. Use adjectives such as slim, well-built, smart, honest, etc. Use 'too' and 'enough' at least once. Use at least one expression (... looks amazing!/That sounds great!/ What a good person!/... is too young!).

My favourite celebrity's name is ---

Go to pages 51, 52, and 53 to receive feedback on the 'I am learning through practice' **section.**

PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

L 3. 4. 1

Listen and fill in the blanks with the words you hear.

1. Jack is _____. I think he looks _____. Jack is usually very _____ and brave.

2. Kate is _____. She has fair skin and _____ hair. She is very _____.

3. Tom has curly hair and _____. He usually seems _____ and shy. He is very _____ and calm.

4. Emily is brunette and has tan skin. She is very _____. She loves helping people. She is _____ and careless.

4.2. READING

Read the text and answer the questions.

My new neighbours are nice people. Their names are Mr and Mrs Kaya. They have two children, Ece and Can. Mr Kaya is middle-aged and well-built. He has short, curly brown hair and tan skin. He looks handsome in his work clothes. He is serious but kind. He seems calm, but he is too busy to go out with friends. Mrs Kaya is slim and of medium height. She has long, wavy blonde hair and fair skin. She looks attractive in her colourful dresses. She is cheerful and outgoing. She seems friendly when she says "Hello!". She is clever, but sometimes she is forgetful and loses her keys. Ece is their daughter. She has pale skin and brunette hair. She is quiet and shy. She is honest and gentle. She is not confident enough to make a presentation in class, but she is smart and likes books. She looks like her mother. Can is their son. He is plump and of medium height. He has short hair and tan skin. He looks like his father. Can is brave and generous. He helps his friends. But he is too careless and does not notice small details. His jokes sound funny. The Kaya family is peaceful and kind. They are not rude. I like my new neighbours. They are really nice people!

1. What colour is Mr Kaya's hair? _____.

2. Does Ece seem shy or outgoing? _____.

3. Does Can look like his mother or father? _____.

4. Who is too careless? _____.

5. What is Can like? _____.

4.3. VOCABULARY

Match the words in the table below with their definitions. One is extra.

cheerful	outgoing	brunette	forgetful	honest	confident	brave	generous	clever

1. _____ : happy and smiling

2. _____ : being friendly and loving to talk to people

3. _____ : telling the truth and not lying

4. _____ : dark brown in colour

5. _____ : being happy to share with others

6. _____ : not afraid in dangerous or difficult situations

7. _____ : easily forgetting things like keys

8. _____ : feeling sure about doing things

4.4. STRUCTURE

Read the paragraph about Alex's friends. Fill in the blanks with the correct form of the verb 'to be (am/is/are)' or 'too/enough'.

My name is Alex. Let me tell you about my two best friends, Sarah and Tom. Sarah **(1)** _____ of medium height. She has beautiful long, blonde hair. Her eyes **(2)** _____ blue. She **(3)** _____ very friendly and kind. She always helps people, but sometimes she is **(4)** _____ shy when she talks other people. Tom is my other friend. He is tall. He **(5)** _____ very funny! His jokes are sometimes **(6)** _____ childish for the teacher, but we laugh! He loves playing basketball. He is tall **(7)** _____ to play basketball, but he does not think he is fast **(8)** _____. He is not confident. We **(9)** _____ in the same class at school and great friends. They **(10)** _____ both wonderful people!

4.5. WRITING

Describe someone you know. It can be a family member, a friend, or a famous person. Follow the steps:

- Write a short paragraph.
- Write the name of the person.
- Write about his/her physical appearance.
- Write about his/her personality.

Go to page 53 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

2. In which real-life situations can you use the Simple Present Tense and "too/enough"?

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

4. This theme is about physical appearance and personality. Where and how can you use this knowledge in your daily life?

5. What are your thoughts and feelings about this theme?

PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Physical Appearance



b. Personality

careless
He is careless. He often falls down.

peaceful
Jane is a peaceful and quiet girl.

smart
My sister is smart. She always gets good grades.

serious
The teacher looks serious today.

kind
She is kind to everyone.

shy
I am shy when I speak in front of new people.

clever
He is clever. He can learn new things quickly.

generous
My uncle is generous. He gives us nice gifts.

confident
The team is confident because they always work very hard.

honest
Tom is honest. He never lies.

outgoing
Maria is outgoing. She likes to meet new people.

cheerful
He is always cheerful in the morning.

calm
My dad is calm. He never shouts.

brave
Firefighters are brave people. They risk their lives to help others.

gentle
He is gentle because he cares about other people's feelings.

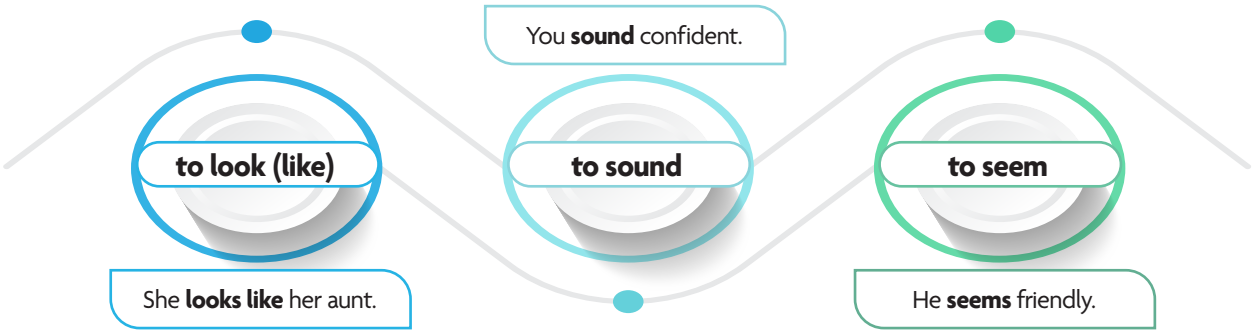
forgetful
My grandpa is forgetful. He sometimes forgets the names.

rude
Don't be rude. Do not throw litter on the ground.

polite
He is polite. He always says "please" and "thank you".

moody
She is moody. Sometimes she's happy; sometimes she is sad.

c. Verbs Related to Physical Appearance and Personality



5.2. STRUCTURE

a. How to Describe People

How to Describe People

To ask about and describe people's physical appearances and personality, we use 'am/is/are' and the verbs 'look/seem' in the Simple Present Tense.

Physical Appearance

What does s/he look like?

- My uncle is well-built and strong.
- My brother looks handsome in that suit.

Personality

What kind of person is s/he?

- He is confident and brave.
- She seems cheerful and outgoing.

b. Too & Enough

We use 'too' to say something is more than necessary.

- She is too careless.
- He is too shy to sing in front of people.

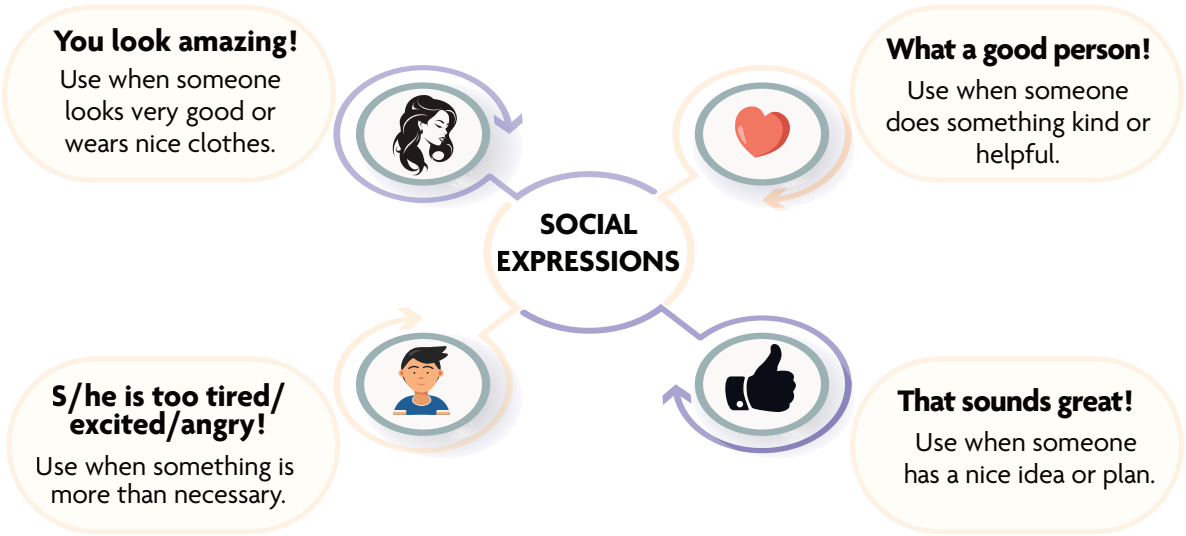


We use 'enough' to say something is the right amount.

- He is confident enough.
- They are brave enough to climb the mountain.



5.3. SOCIAL LANGUAGE



a. "You look amazing!" is used when someone looks very good or wears nice clothes.

Alan : Hi, Elif.
Elif : Hi!
Alan : You are wearing a nice dress today.
Elif : Thank you.
Alan : You look amazing!
Elif : Thanks! You are very kind.

b. "That sounds great!" is used when someone has a nice idea or plan.

Susan : Hey, do you know my friend Elif?
Meral : No, I don't think so. What kind of a person is she?
Susan : She is really friendly and funny. She is also very good at playing the guitar.
Meral : That sounds great! I can't wait to meet her.
Susan : You will like her a lot!

c. "S/he is too tired/excited/angry!" is used when somethingis more than necessary.

Emre : Do you want to go for a walk?
Mary : I'd love to but not today.
Emre : Why not?.
Mary : I am too tired!
Emre : OK. Maybe another time.

d. "What a good person!" is used when someone does something kind or is helpful.

Aydın : My son, Tarık, is a very helpful person. He helps people in need every weekend.
Matilda: Really?
Aydın : Yes. He works in a charity.
Matilda: What a good person!
Aydın : Yes, I am proud of him.

ANSWER KEY

2.1.

1. slim
2. old
3. young
4. weak
5. tall
6. short
7. fat
8. strong
Extra: blond

2.2.

1. is - tall **2.** is - strong **3.** am - old **4.** is - slim **5.** are - young

3.1. LISTENING

a. Possible answers:

1. I can see five teenagers. They look happy. They are in a room. I think they are at a party.

2. It is about a small party or meeting.

b.

dark hair		fair skin	✓
plump	✓	talkative	✓
young		straight hair	
outgoing	✓	confident	✓
helpful		well-built	✓
slim	✓	sociable	

c.

Physical Appearance	Personality
dark hair plump young slim straight hair fair skin well-built	outgoing talkative helpful confident sociable

d.

Sarah	Ethan	Alex
c	b	e

e. Possible answers:

He is of medium height and slim. He has blond hair and fair skin. He is handsome. He looks calm and polite. He also seems very confident.

She is of medium height and slim. She has long, dark hair. She is beautiful. She looks smart and calm.

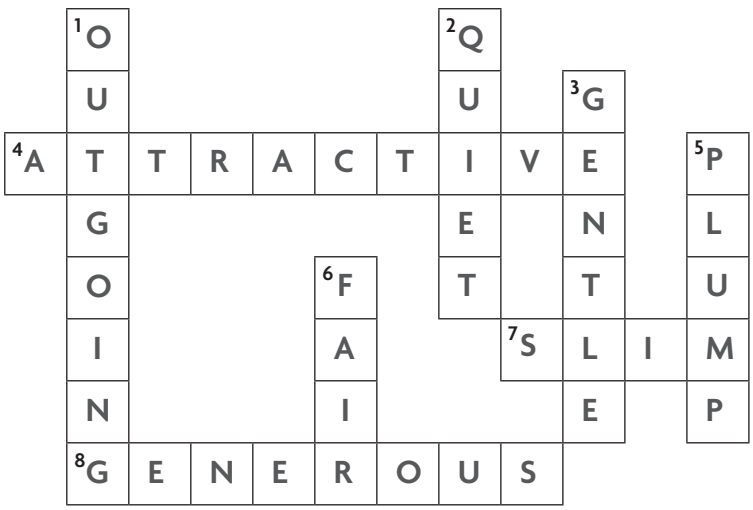
3.2. PRONUNCIATION

b. 1. a **2.** b **3.** b **4.** a **5.** a **6.** b

3.3. VOCABULARY

a. 1. cheerful **2.** well-built **3.** moody **4.** plump **5.** tan skin **6.** confident **7.** wavy hair **8.** blonde hair **Extra:** shy

b.



3.4. STRUCTURE

a.

Emma : Hi, Leo. Do you know Olivia?

Leo : Yes, I do. She **is** my neighbour.

Emma : What does she look like?

Leo : She **is** slim and of medium height. She has wavy brunette hair and pale skin.

Emma : What kind of a person **is** she?

Leo : She **is** smart and honest. But sometimes she seems a bit moody.

Emma : **Is** she friendly **enough**?

Leo : Yes, she **is**. She talks to everyone and looks very polite.

Emma : That**'s** good. I want to meet her, but I **am** shy.

Leo : Don't worry. She **is** **too** gentle to be rude to anyone. Also, she **is** not **too** serious.

Emma : **Are** you close friends with her?

Leo : Yes, we **are**.

Emma : Great! I don't like rude and noisy people.

Leo : Then you will like her. She **is** quiet and peaceful.

b. **1.** d **2.** c **3.** a **4.** b **Extra:** e

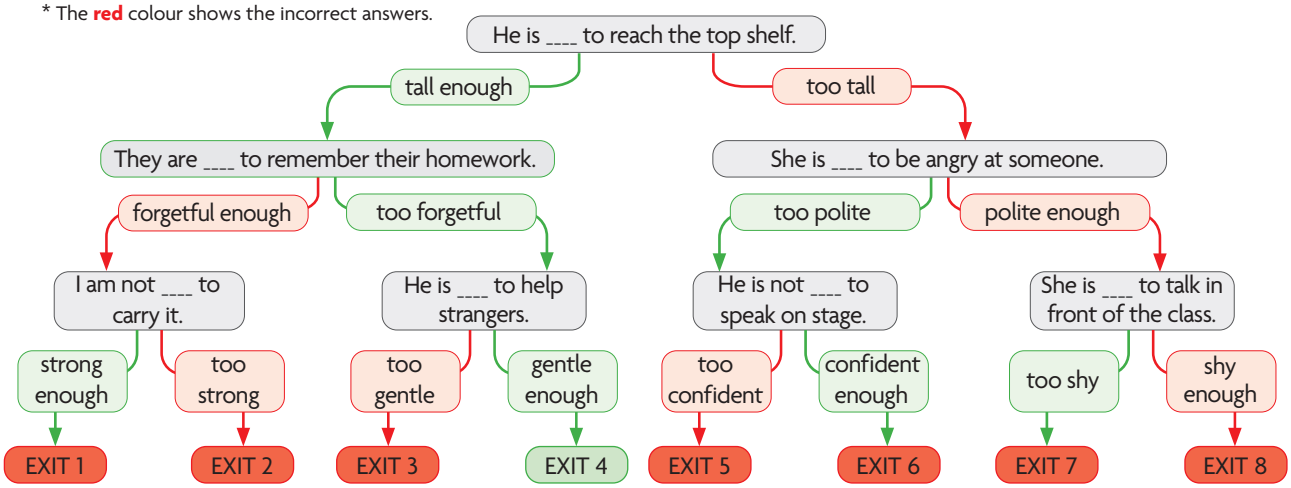
c.

1. enough **2.** enough **3.** too **4.** enough **5.** too **6.** enough **7.** too **8.** too

d.

1. are
2. is
3. enough
4. is
5. too
6. is
7. is
8. enough
9. is
10. is
11. are
12. am

e. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a. Possible answers:

1. Selim has short blond hair and big dark eyes. Neva has long curly brown hair and glasses. Çınar is tall and strong. He has short dark hair.

2. They are/seem calm, kind, cheerful, etc.

b. Possible answer: **Friendly Faces at My Language School**

c.

	Selim	Neva	Çınar
Physical Appearance	short blond hair, big dark eyes, medium height, light brown skin	long curly brown hair, fair skin	tall, well-built, tan skin, short dark hair, brown eyes, strong
Personality	calm, peaceful, kind, gentle, polite	confident, clever, forgetful, careless, lovely	outgoing

d.

1. He often wears comfortable clothes like jeans and a T-shirt.

2. No, she isn't. She is sometimes too forgetful and careless, and loses her things.

3. He likes football.

4. His friends say "That sounds great!"

5. No, they all have different styles and characters.

3.6. WRITING

a.

Aziz Sancar is a famous Turkish scientist. He is **slim**. He has **short**, **dark hair** and **fair skin**. He looks **serious** but he is very **calm** and **polite**. He is **smart**, **clever**, and **confident**. He is also **hardworking** and **generous**. He is **brave** enough to follow his dreams and help young scientists. What a good person!

b. Possible answer:

My favourite celebrity is Cristiano Ronaldo. He is tall and strong. He has short dark hair and brown eyes. He has tan skin. He is handsome and looks very fit. Ronaldo is very hardworking and confident. He is fast and strong enough to score many goals. He is also kind and friendly. He helps poor people. I like him a lot.

4.1. LISTENING

1. of medium height/handsome/confident **2.** slim/wavy/kind **3.** pale skin/quiet/gentle **4.** generous/moody

4.2. READING

1. He has brown hair.

2. She seems shy.

3. He looks like his father.

4. Can is too careless.

5. He is brave and generous.

4.3. VOCABULARY

1. cheerful **2.** outgoing **3.** honest **4.** brunette **5.** generous **6.** brave **7.** forgetful **8.** confident **Extra:** clever

4.4. STRUCTURE

1. is **2.** are **3.** is **4.** too **5.** is **6.** too **7.** enough **8.** enough **9.** are **10.** are

4.5. WRITING

Possible answer:

This is my uncle, Mustafa. He is of medium height and well-built, so he looks strong and healthy. He has curly hair and tan skin, and he always looks happy. He is very kind and cheerful to everyone around him. He seems generous because he always helps people and shares his belongings.

AUDIO SCRIPTS

L 3. 3. 1. b/L 3. 3. 1. d
(Phone rings and conversation starts...)

Maya: Hello?

Liam: Hey, Maya! I'm at the party now. I've just sent a picture to your phone. Can you see it?

Maya: Hi, Liam! Yes, I got it. Wow, it looks fun! Who are all these people?

Liam: Well, do you see Sarah? She's a new exchange student. She has curly, brunette hair.

Maya: Hmm... Curly hair... I'm not sure. What does she look like?

Liam: Well, she is a bit plump. She seems very cheerful and outgoing in the picture. She laughs a lot.

Maya: Ah, I see her! She looks very cheerful, yes. She isn't too tall in the picture.

Liam: Yes, that's her!

Maya: And... Who is that boy? He's standing near Sarah. He looks quite slim.

Liam: What does he look like in the picture? Could you give me more details?

Maya: He's of medium height. He has fair skin, and he seems a bit shy.

Liam: Ah, yes! Medium height with fair skin... That's Ethan, my roommate. He seems quiet, but he is talkative when you get to know him. Now look at the tall boy on the right. He is Sarah's cousin, Alex.

Maya: There are two boys there, which one? What does he look like?

Liam: He has wavy, blond hair. He's quite handsome. He looks confident and polite in the photo.

Maya: He is well-built, right?

Liam: Yes, he is! Alex is very outgoing, not shy at all.

Maya: Thanks, Liam! Now I feel like I'm at the party too!

Liam: My pleasure, Maya. I hope to see you at the next party together. Bye!

Maya: Thank you. Bye!

L 3. 3. 2. a

My friend Lily is very attractive. She is of medium height and slim, with long, curly blonde hair. Her eyes are big and blue. She has fair skin and a bright smile. She is kind and polite. She always looks happy and cheerful. Lily is a very gentle person, and she likes helping people and animals. She is not jealous; she always supports her friends. I think she is amazing.

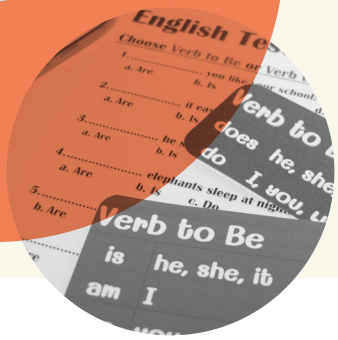
L 3. 3. 2. b

1. slim a) thin b) quiet; 2. curly a) calm b) blonde; 3. skin a) know b) look; 4. kind a) polite b) physical; 5. cheerful a) appearance b) beautiful; 6. jealous a) good b) joyful

L 3. 4. 1
(Sofia is talking about her classmates.)

Hi! I'm Sofia. Today, I want to tell you about four of my classmates. They all have different physical appearances and personality traits.
First, there's Jack. Jack is of medium height. He has brunette hair and tan skin. I think he looks very handsome. Jack is usually very confident and brave.
Second, there's Kate. Kate is slim. She has fair skin and wavy, blonde hair. I think she is very attractive. Kate is always cheerful and outgoing. She is very kind, but she is forgetful!
Next, there's Tom. Tom is plump. He has curly hair and pale skin. He usually seems quiet and shy, but actually, he is very gentle and calm.
Finally, let me tell you about Emily. Emily is slim and of medium height. She is brunette and has tan skin. Emily is very generous. She loves helping people, but sometimes she is moody and careless.

Daha fazlası için karekodu okutunuz.



FAMILY LIFE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about family members' jobs, work routines, work activities, and workplaces. You will also answer the following questions:

- Who are the main members of a family?
- What are some common jobs people do?
- What are examples of workplaces for different professions?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can tell family members and their jobs.	
2	I can describe people's work activities.	
3	I can describe people's workplaces.	
4	I can ask questions about family members' jobs.	
5	I can answer questions about family members' jobs.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To tell family members and their jobs, you can make sentences like...** I have a daughter. She is a lawyer. She has an uncle. He is an accountant.
2	**To describe people's work activities, you can make sentences like...** A scientist does an experiment. A lawyer defends people.
3	**To describe people's workplaces, you can make sentences like...** A bank clerk works at a bank. A teacher works at a school.
4	**To ask questions about family members' jobs, you can make sentences like...** What is your father's job? What does her cousin do?
5	**To answer questions about family members' jobs, you can make sentences like...** His father is a doctor. My sister is a housewife.

FAMILY LIFE

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2. Complete the dialogue with the given words. One is extra.

school	police station	librarian	farmer	housewife	teacher	job



George : Hi, Sandra! Who is that in the photo?

Sandra : Oh, that's my father.

George : Wow! What is his **(1)** _____?

Sandra : He is a police officer. He works at a **(2)** _____.

George : That's great! And who is this woman?

Sandra : She's my mother. She's a **(3)** _____.

George : Where does she work?

Sandra : She works in a school library. She organises books and helps students find them.

George : Do you have any brothers or sisters?

Sandra : Yes, I have a sister. She's a teacher. She teaches English at **(4)** _____.

George : That's cool! What about your grandparents?

Sandra : My grandfather is a **(5)** _____. He works on a farm and grows vegetables. My grandmother doesn't work. She is a **(6)** _____.

George : You have a big family!

Sandra : Yes, and I love them all!

Go to page 73 to receive feedback on the 'I am making connections' **section.**

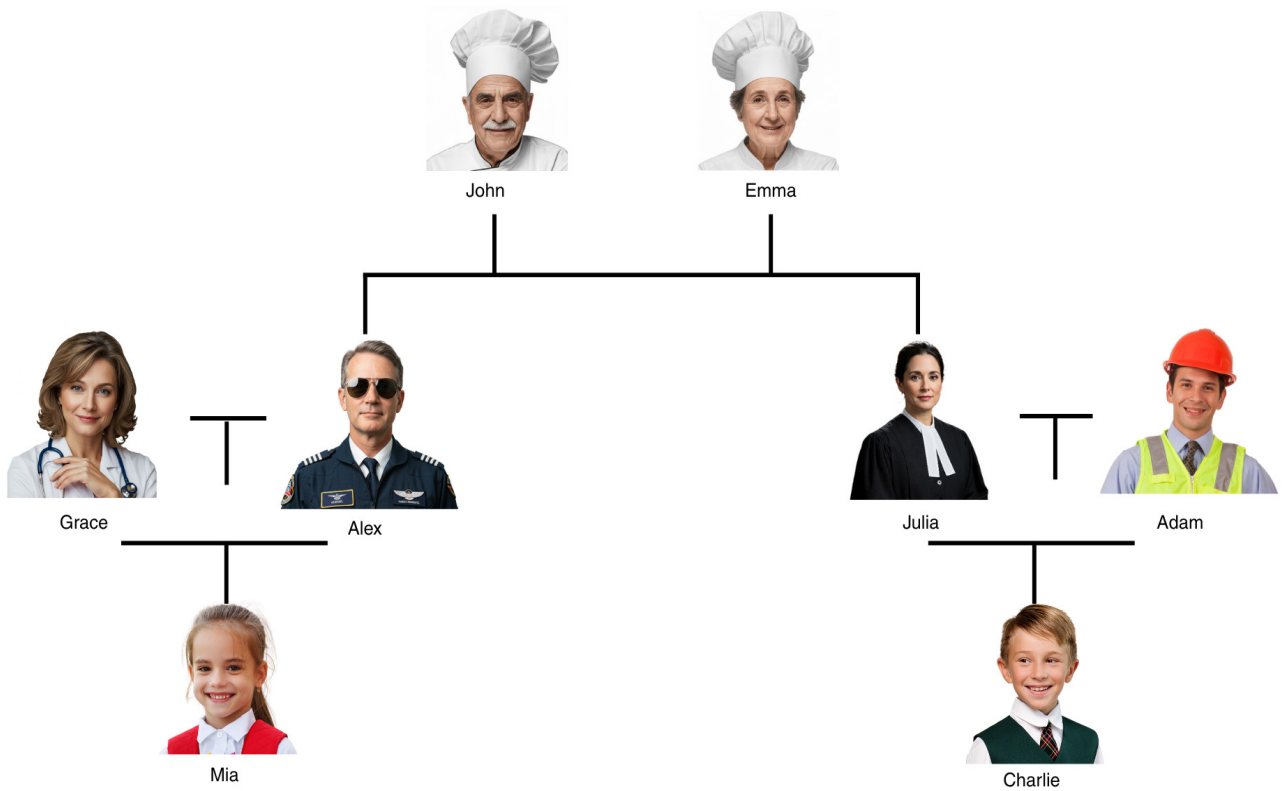
FAMILY LIFE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at Mia's family tree and fill in the table as in the example.



Family Members' Names	Mia's Family Members	Their Jobs
John	*grandfather*	*a chef*
Emma		
Grace		
Alex		
Julia		
Adam		
Charlie		

b. Look at the pictures and guess their jobs.

1



_____

2



_____

c. Listen to the dialogue and choose the topic.

L 4. 3. 1. c

1. Jake's favourite jobs and his workplaces

2. Jake's part-time job and his daily routine

3. Jake's parents' jobs and their work activities

d. Listen to the dialogue again and choose the correct option.

L 4. 3. 1. d

1. What is Jake's dad's job?

a) a lawyer **b)** an accountant **c)** a computer programmer

2. Where does Jake's dad usually work?

a) at home **b)** in an office **c)** in a shop

3. Who advises people on finances?

a) Jake's mum **b)** Jake's dad **c)** Jake's teacher

4. Where is Jake's mum's office?

a) at a shopping mall **b)** at home **c)** in the town centre

5. What time does Jake's mum start work?

a) at 7 a.m. **b)** at 9 a.m. **c)** at 8 a.m.

e. Answer the questions below.

1. What do your parents do? _____.

2. Where do they work? _____.

3. What time do they start work? _____.

4. What time do they finish work? _____.

5. What do they do at work? _____.

6. Do they work at weekends? _____.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

L 4. 3. 2. a

Family Members and Their Jobs

My family **members** have different **jobs**, and they work in various **places**. My father is a photographer. He works in a photography studio. He loves his job because he meets many people and captures beautiful moments. My mother is an architect. She works at an architecture firm. She designs buildings and offices. She spends a lot of time **drawing** and planning for new places. Her job is very creative and **important**. My stepsister is a psychologist. She works in a clinic. She talks to people and helps them with their problems. She listens carefully and supports them until they feel better.

b. Listen and repeat the words.

L 4. 3. 2. b

members	places	drawing	jobs	important

c. Listen and circle the correct word you hear in each sentence.

L 4. 3. 2. c

1. She has a **plastic** / **planning** company.

2. He works with **mice** / **rice** in the lab.

3. She describes **features** / **pictures** at the studio.

4. He is a(n) **actor** / **doctor**.

5. Psychologists **talk** / **work** with people.

d. Listen to the audio. Then, read the tongue twisters aloud as fast as possible.



L 4. 3. 2. d

My mum monitors multiple morning meetings at the main office on Mondays.

Proud parent Paul prepares posters at the popular print shop for his son's project.

My sister is organising regular training sessions at the local learning centre.

Our older cousin Owen does a very important job at a noisy open workshop.

3.3. VOCABULARY

a. Unscramble the following jobs correctly.

1. YRTUCSIE AURGD _____

2. HOTOREGRPHPA _____

3. YERLWA _____

4. ANTSILOJRU _____

5. TACOUACNNT _____

6. HAMSPCIRAT _____

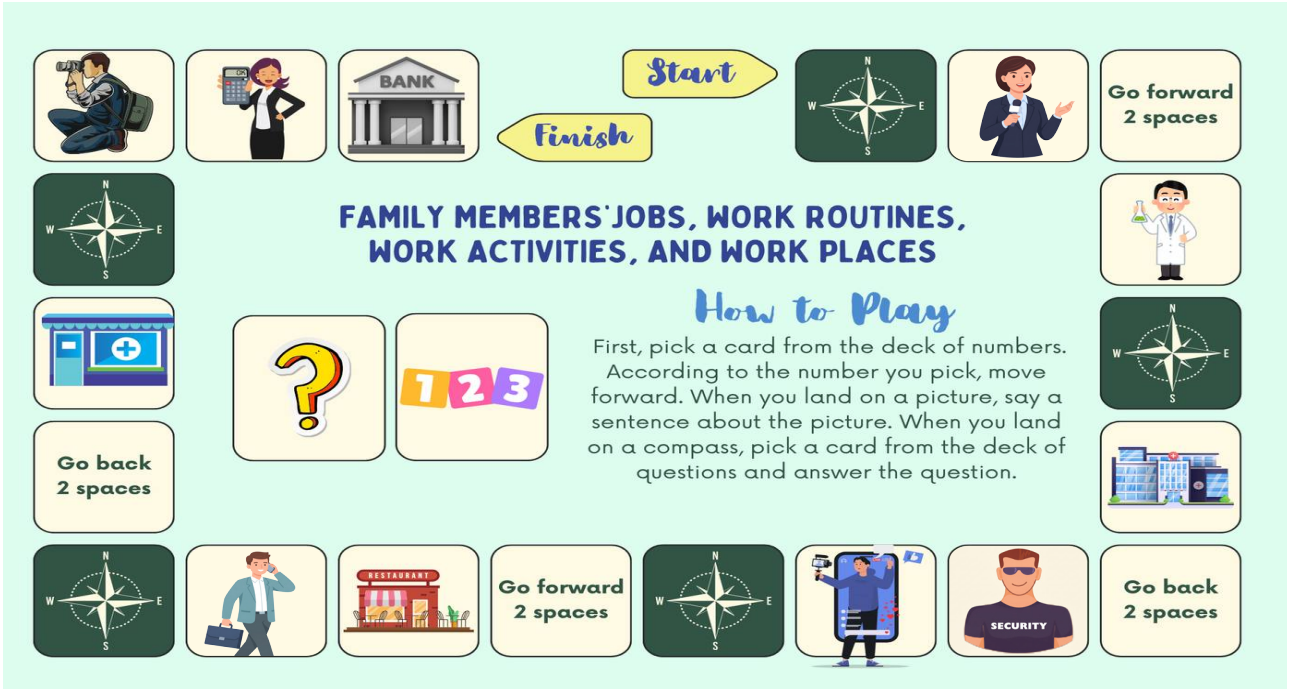
b. Read the text and highlight the jobs.

My family members have different and interesting jobs. Everyone works in different places and does different things. Jessica, my mum, is a pharmacist. She works in a pharmacy. She checks prescriptions and gives people instructions about medicine. Kevin, my dad, is a photographer. He shoots photographs at weddings and other special events. He is in charge of a photography studio, but he also works outdoors. Amanda, my sister, is a journalist. She is responsible for reporting news and writing stories for a newspaper. She works at a news agency and sometimes travels for her job. Adam, my uncle, is a lawyer. He defends people and helps them in court. He works at a law firm. My cousin, Sam, is an accountant. He advises on finances and works at an accounting firm. He is good at numbers and helps people with their taxes. Mike, my nephew, is a security guard. He works at a shopping centre and checks people's bags at the door. He makes sure everyone is safe. I'm still a student, but I want to be an architect. I want to work at an architecture company and design buildings.

c. Complete the sentences with the given jobs. One is extra.

1. A(n) _____ protects buildings and keeps people safe.	**a.** photographer
2. A(n) _____ finds news and writes stories for TV, newspapers, or the Internet.	**b.** lawyer
3. A(n) _____ takes pictures with a camera.	**c.** security guard
4. A(n) _____ gives medicine to people and tells them instructions.	**d.** journalist
5. A(n) _____ works with money and keeps financial records.	**e.** architect
6. A(n) _____ helps people with legal problems and speaks for them in court.	**f.** pharmacist
	g. accountant

d. Before you start the game, follow the instructions on the card and reach the finish line. Prepare the question and number cards on page 78.



3.4. STRUCTURE

a. Read the dialogue and underline the questions and answers about jobs as in the example.

Lina : Hi, Mert! Are you a journalist?

Mert : No, I am not a journalist. I am a photographer. I take photos at weddings. What do you do?

Lina : I am a content creator. I promote products online.

Mert : And your parents? What are their jobs?

Lina : They are architects. They design buildings.

Lina : What about your sister? Is she an accountant?

Mert : No, she isn't an accountant. She is a pharmacist. She works in a pharmacy.

Lina : What's that building over there?

Mert : It's a law firm. My cousin works there. He is a lawyer.

Lina : Nice! You and your family members have great jobs.

b. Write the sentences in the correct order.

1. am / photographer / a / I _____.
2. journalist / not / am / I / a _____.
3. you / scientist / a / are _____?
4. content creator / I / am / a _____.
5. accountant / an / isn't / she _____.
6. their / jobs / what / are _____?
7. are / they / architects _____.
8. she / an / is / accountant _____?
9. is / a / she / pharmacist _____.
10. a / lawyer / he / is _____.

c. Read the dialogue and underline the work activities and routines as in the example.

Anna : What do you do, Tom?
Tom : I'm a bank clerk. I help customers.
Anna : Do you work at weekends?
Tom : No, I don't. I work Monday to Friday. What about you?
Anna : I'm a pharmacist. I give medicine to people.
Tom : Does your brother work too?
Anna : Yes, he does. He's a journalist. He travels a lot.
Tom : Do you travel with him?
Anna : Yes, I do.
Tom : That's cool.

d. Circle the correct word in each sentence.

1. I **publish / publishes** online articles and blog posts.
2. My mother **promote / promotes** eco-friendly products.
3. We **don't / doesn't** serve at a restaurant.
4. He **don't / doesn't** manage his own business.
5. A: **Do / Does** you work at a law firm?
   B: Yes, I **do / does**.
6. A: **Do / Does** your father develop software?
   B: No, he **don't / doesn't**.

e. Read the dialogue and circle the workplaces with their prepositions as in the example.

Esra : Hi, Alex! What does your cousin do?
Alex : Oh, my cousin is a photographer.
Esra : Cool! Where does she work?
Alex : She works in a photography studio.
Esra : Nice! What about your uncle?
Alex : He's a lawyer. He works at a law firm.
Esra : That sounds interesting. And your sister?
Alex : My sister is a content creator. She works on a social media platform.
Esra : Wow! They are all great jobs!

f. Complete the sentences with 'in, at, on'.

1. My cousin does experiments _____ a lab.
2. Her sister works _____ a marketing firm.
3. We promote products _____ a digital platform.

g. Read the dialogue and circle the correct option.



Megan : Hey, Ahmet! This Career Day is so cool, right?
Ahmet : Yeah, it is! I like it a lot. Do you know every job here?
Megan : No, I don't. Some of them are new to me. So, what **(1) do / does** your parents do?
Ahmet : My dad **(2) is / are** a scientist.
Megan : Really? Does he work **(3) on / at** a hospital?
Ahmet : No, he **(4) isn't / doesn't**. He is in charge of a science lab.
Megan : What does he do there?
Ahmet : He **(5) research / researches** new medicines.
Megan : That's awesome! Does your mom work in a lab too?
Ahmet : No, she doesn't. She's a digital marketer.
Megan : Oh, cool! What does she do at work?
Ahmet : She promotes products digitally. She works online.
Megan : What about your sister?
Ahmet : My sister **(6) is / are** a content creator.
Megan : Does she make videos?
Ahmet : Yes, she **(7) is / does**. She publishes videos **(8) at / on** social media platforms.
Megan : Does she work **(9) in / on** an office?
Ahmet : No, she doesn't. She **(10) work / works** at home, but she's always busy!
Megan : She's made it!

h. Complete the table according to the character information and clues below. Then, make sentences about their jobs and workplaces as in the example.

	Emma	Jack	Olivia	Noah
Job				
Family Role				

Characters:
There are five people in the Taylor family: Emma, Jack, Olivia, and Noah.
Each person...
- has a different job (teacher, content creator, chef, engineer),
- works in a different place (school, restaurant, office, studio),
- and has a different role in the family (mother, father, daughter, son).

Clues:
- Emma works in a restaurant.
- Jack is the father.
- Olivia works at a school.
- The son works in a studio. He prepares digital content.
- The teacher is the mother.
- The father is an engineer.
- Noah is Emma's brother.

e.g. Emma is a chef. She works in a restaurant.

1. Jack _____.

2. Olivia _____.

3. Noah _____.

3.5. READING

a. Look at the pictures and guess the topic of the text. _____



b. Read the text quickly and choose the correct title.

1. Science in Our Daily Lives **2.** A Day at the Clinic **3.** How to Make Science Videos

My name is Emma, and I have a big family. They love science. Many of my relatives use science every day. My mother is a pharmacist. She works in a pharmacy. She checks prescriptions and gives people the correct medicine. She works from 9 a.m. to 6 p.m. My father is a psychologist. He works in a clinic. He talks to people about their problems and feelings. He helps them feel better. He listens to people carefully and uses research to understand their behaviours. My older sister is a content creator. She makes videos about science for teenagers. She works at home. She writes scripts, develops ideas, and organises fun activities. She posts a new video every week. My brother works in a science lab. He is a scientist. He studies plants and does experiments. He writes reports about his findings. His job is important for the environment. In my family, science is not just a subject at school. It is part of our jobs, our daily routines, and even our dreams.

c. Match the jobs with the family members according to the text. One is extra.

1. ( ) pharmacist
2. ( ) psychologist
3. ( ) content creator
4. ( ) scientist

a. Emma's father
b. Emma's brother
c. Emma's mother
d. Emma's older sister
e. Emma

d. Match the work activities with the workplaces according to the text. One is extra.

1. ( ) Emma's mother gives medicine and health advice.
2. ( ) Emma's father talks to people about their thoughts and feelings.
3. ( ) Emma's sister creates new videos about science.
4. ( ) Emma's brother does research and experiments.

a. in a clinic
b. at a school
c. in a science lab
d. at home
e. in a pharmacy

e. Answer the questions below.





1. Do you find the jobs in the pictures interesting? Why?

_____.

_____.

2. Who has an interesting job in your family? _____.

a. What does s/he do? _____.

b. Where does s/he work? _____.

3. What do you want to be? Why? _____.

3.6. WRITING

a. Read Selin's blog post and complete the table.



Hi, I'm Selin. Welcome to my blog. Today I want to talk about my family's jobs. My mother is a psychologist. She works at a hospital and helps people with their mental health. My father is a pharmacist. He works in a pharmacy five days a week, from 8 a.m. to 5 p.m. He gives people medicine and does research on new medications. My aunt is a biologist. She works in a science lab, studies plants, and gives talks at the university. My uncle is a robotics engineer and works for a technology company. He develops smart machines and organises workshops for students.

Selin's Family Member	Job	Workplace	Work Activity

b. Write a short blog post about your family members' jobs, workplaces, and work activities by answering the questions below.

1. Who is writing the blog post?
2. What is the blog about?
3. What is your mother's/father's job?
4. Where does your mother/father work, and what does s/he do?
5. What is your aunt's/uncle's job?
6. Where does your aunt/uncle work, and what does s/he do?





MY BLOG



Go to pages 73, 74, and 75 to receive feedback on the 'I am learning through practice' **section.**

FAMILY LIFE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

Listen to the audio about John's family and answer the questions below.

L 4. 4. 1

1. What does John's mother do? _____.
2. What is David's job? _____.
3. What does Michael do? _____.
4. Does Michael work in an office? _____.

4.2. READING

a. Read the text and answer the questions below.

Jobs in My Family

Hi, I am Sam. Let me tell you about my family. My father is a lawyer. He defends people in court. He works hard to help his clients. My mother is a teacher. She works at a school and guides students with their studies. She loves helping them learn new things. I have a cousin, and she is a photographer. She shoots beautiful photographs for magazines. She travels to many places and captures amazing moments. Her stepmother is a designer. She designs buildings for a big company. She uses her creativity to make sure the buildings are both beautiful and safe. My uncle is a doctor, and he helps sick people. He works at a hospital and treats many patients every day. My nephew is still young, but he dreams of becoming a software developer. He loves working with computers and creating new programs. Lastly, my aunt works as a journalist. She reports the news on TV. She goes to different places to collect information. As you can see, my family has many different jobs, and each one is important in its own way!

1. What does Sam's father do? _____.
2. Where does Sam's mother work? _____.
3. What does Sam's nephew love? _____.
4. Who is a journalist in the family? _____.

b. Tick (✓) the correct statements according to the text.

1. Sam's mother works with students and helps them learn new things.	
2. Sam's cousin takes photos for magazines and travels to different locations.	
3. Sam's stepmother designs clothes for fashion shows.	
4. Sam's uncle provides medical care for people at a hospital.	
5. Sam's nephew works as a software developer.	
6. Sam's aunt writes articles for newspapers instead of reporting on TV.	

4.3. VOCABULARY

Match the words and phrases with their definitions. One is extra.

1. S/he collects and writes news stories and articles for newspapers, magazines, radio, and television.	**a.** serve
2. To use a camera to record a video or take a photograph	**b.** stepmother
3. To give advice, especially on social or personal problems	**c.** journalist
4. To provide something	**d.** counsel
5. S/he gives advice to people about the law and speaks for them in court.	**e.** shoot
6. A woman married to the father of a child, but not the biological mother	**f.** lawyer
	g. shopping centre

1.	2.	3.	4.	5.	6.	Extra

4.4. STRUCTURE

a. Complete the questions and answers about Sandy.

1. **A:** _____ Sandy's cousin a lawyer?
   B: Yes, she _____.
2. **A:** _____ Sandy's father a bussinessperson?
   B: No, he _____. He _____ a bank clerk.
3. **A:** What do Sandy's parents do?
   B: They _____ virtual assistants.
4. **A:** _____ Sandy's sisters pharmacists?
   B: No, they _____. They _____ journalists.

b. Complete the sentences with the correct form of the verbs in the Simple Present Tense.

1. Ted's uncle is a businessperson, and he _____ **(work)** in a business office.
2. My dad and mum are accountants. They _____ **(keep)** the records of money in a company.
3. A digital marketer _____ **(use)** social media platforms to promote products, services, and brands.
4. **A:** _____ a lawyer _____ **(promote)** products? **B:** No, he/she _____.

c. Look at the pictures and write their workplaces.

1

He works _____.

2

She works _____.

3

He works _____.

4

They work _____.

5

They work _____.

4.5. WRITING

Complete the paragraph.

Brian has a family with different talents. His mum, Sally, is a(n) **(1)** _____. She works in a cilinic and counsels people about issues in their personal lives. His dad, Tom, is a photographer, and he **(2)** _____ photographs. His uncle is a security guard **(3)** _____ a bank, and he protects people. His nephew is a(n) **(4)** _____ and he prepares medications for patients.

Go to page 76 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?
   _____
   _____
2. In which real-life situations can you use the Simple Present Tense and 'in/at/on' as prepositions of place?
   _____
   _____
3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?
   _____
   _____
4. This theme is about family members' jobs, their work routines, work activities, and workplaces. Where and how can you use this knowledge in your daily life?
   _____
   _____
5. What are your thoughts and feelings about this theme?
   _____
   _____

FAMILY LIFE

WHAT I HAVE LEARNED

5.1. VOCABULARY

a. Jobs



a patent holder
He can become the **patent holder** after the application.

a client
Each **client** has different needs.

a businessperson
A **businessperson** manages business in a business office.

a computer programmer
A **computer programmer** works at an IT company and he develops software for phones.

a scientist
A **scientist** does experiments and works in a science lab.

a psychologist
A **psychologist** talks to people about their feelings.

a content creator
A **content creator** creates entertaining or educational material to publish them online.

a virtual assistant
A **virtual assistant** works on a computer at home and organises emails and meetings.

a digital marketer
A **digital marketer** works at a marketing office or online and promotes products on social media.

a counsellor
The **counsellor** helps students with their problems.

an accountant
My uncle is an **accountant** and advises on finances for small companies.

a lawyer
My nephew works as a **lawyer** for a law firm in New York.

an architect
An **architect** designs many beautiful buildings.

a journalist
My aunt is a successful **journalist** and makes important news.

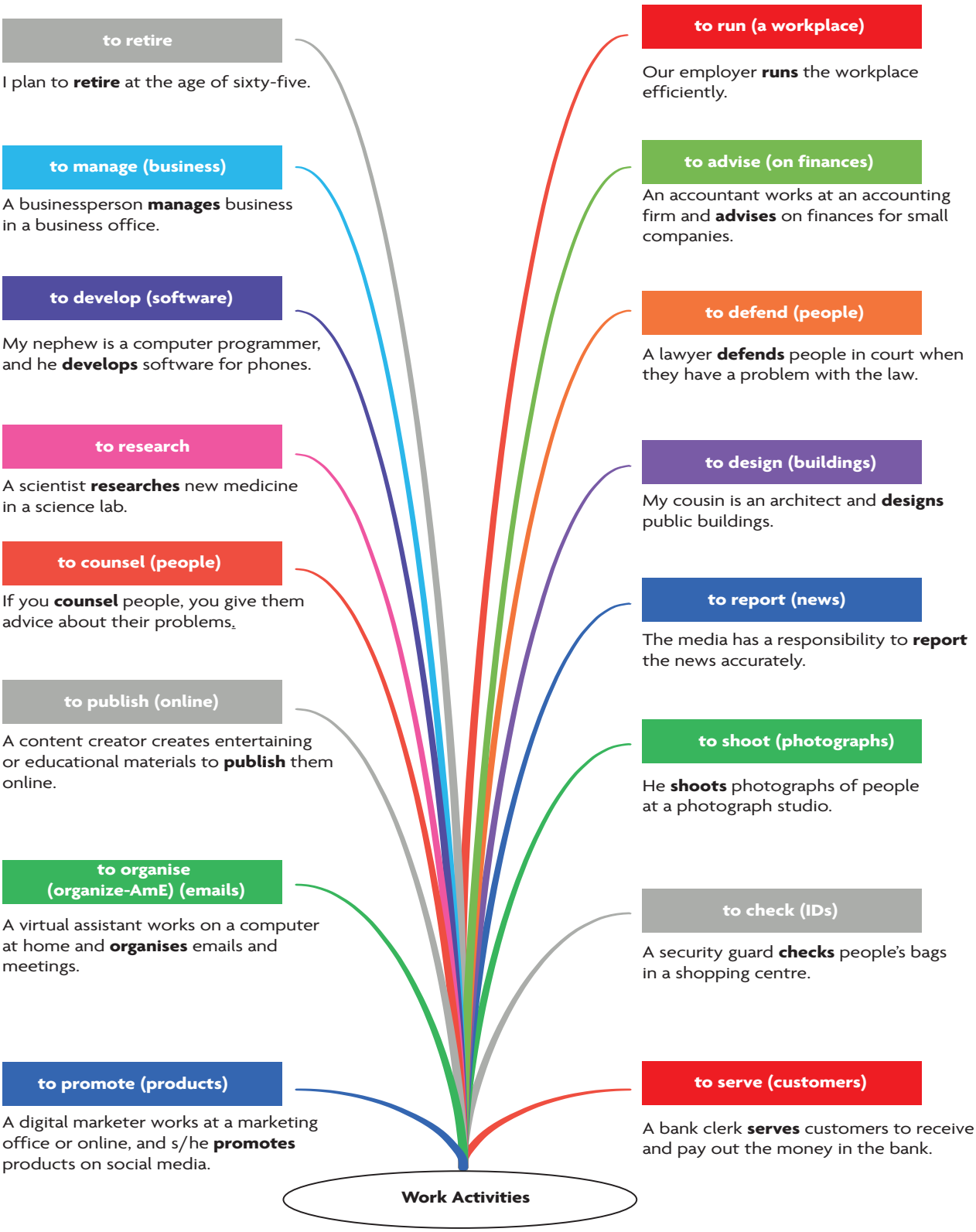
a photographer
A **photographer** shoots photographs of people at a photograph studio.

a pharmacist
Always check with your doctor or **pharmacist** when you take medicines.

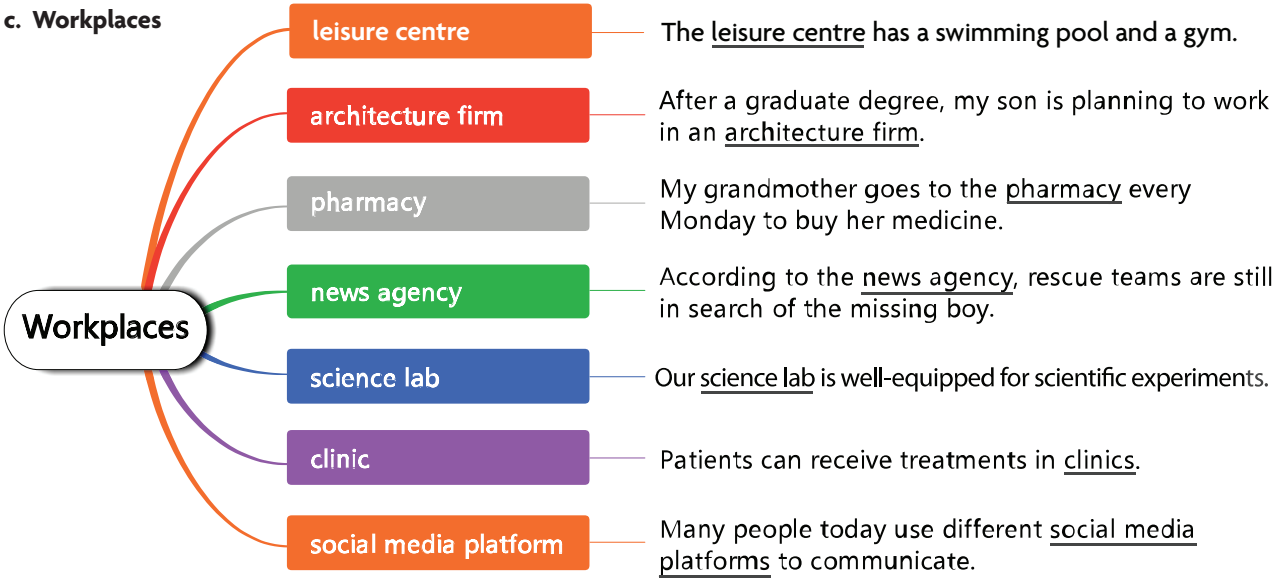
a security guard
A **security guard** keeps people and their belongings safe.

a bank clerk
A **bank clerk** serves customers to receive and pay out the money in the bank.

b. Work Activities



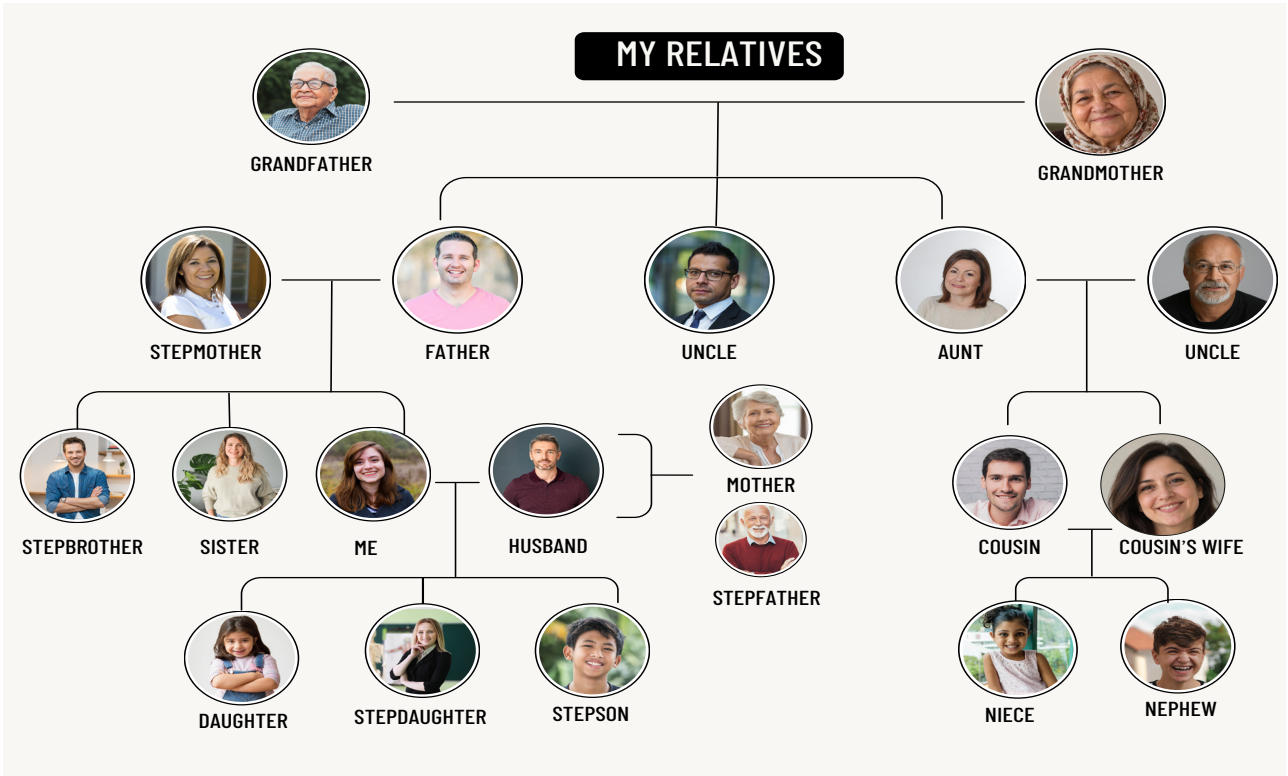
c. Workplaces



d. Other Vocabulary



e. Family Members



5.2. STRUCTURE

a. The Simple Present Tense

We use the Simple Present Tense to talk about habits, routines, facts, and situations that are always true.

Affirmative

- I'm/am a teacher.
- You serve customers in a small bakery.
- We help people.
- They're/are architects.

- He's/is a scientist.
- She does research for a new project.
- It opens at 9 a.m. and closes at 6 p.m.

Negative

- I don't/do not work here.
- You aren't/are not engineers.
- We aren't/are not at home.
- They don't/do not work on weekends.

- He isn't/is not a bank clerk.
- She doesn't/does not go to work late.
- It isn't/is not here.

Interrogative

- When do I check?
- Are you an accountant?
- Do we work outdoors?
- What do they do?

- Is he in the science lab?
- Does she design buildings?
- When does it start?

b. Prepositions of Place

Where does s/he work?	S/he works	S/he works	S/he reports news
Work Places	at an IT company.	in a science lab.	on TV.

5.3. SOCIAL LANGUAGE

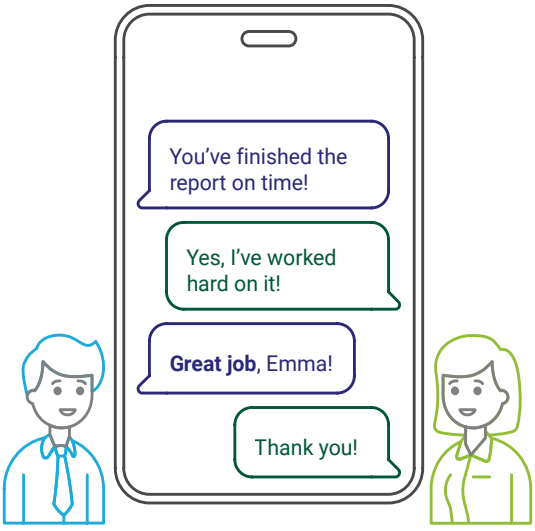
Great job!
It is used to express approval or praise.

S/he is in charge of...
It is used to express authority or leadership.



S/he made it!
It is used to express success or achievement.

S/he is responsible for...
It is used to express accountability or duty.

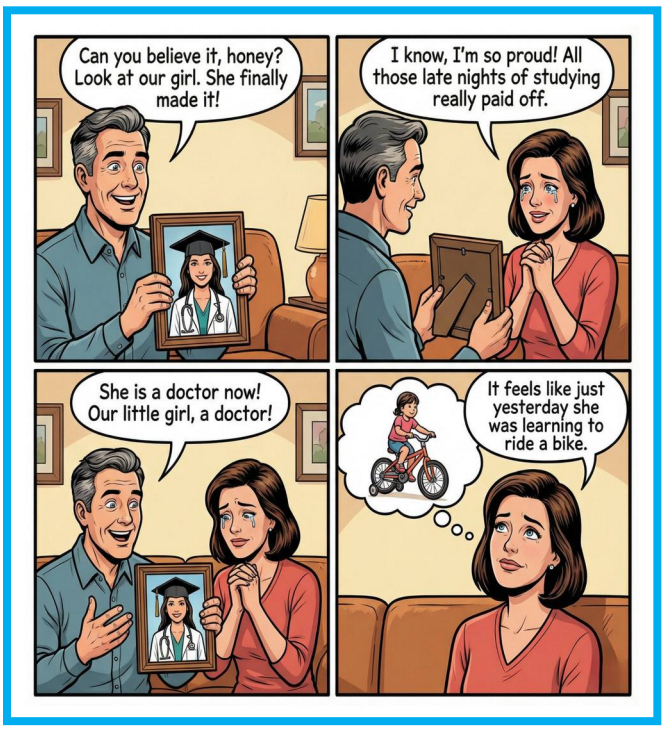









What is this, dad? Is it a new house?
Yes, it is a project for a new leisure centre. I design the rooms.
It looks modern and beautiful. Great job!
Thank you, Katy!


Can you believe it, honey? Look at our girl. She finally made it!
I know, I'm so proud! All those late nights of studying really paid off.
She is a doctor now! Our little girl, a doctor!
It feels like just yesterday she was learning to ride a bike.


Excuse me, are you the owner of this pharmacy?
No, I am an assistant. My aunt is the pharmacist here.
Is she here today?
No, but she is in charge of this workplace. I can help you today.


What do you do in this IT company?
I am a computer programmer. I develop new software.
Are you the team leader?
Yes, I am responsible for the digital marketing projects too.

ANSWER KEY

2.

1. job
2. police station
3. librarian
4. school
5. farmer
6. housewife
Extra: teacher

3.1. LISTENING

a.

Family Members' Names	Mia's Family Members	Their Jobs
John	*grandfather*	*a chef*
Emma	grandmother	a chef
Grace	mother	a doctor
Alex	father	a pilot
Julia	aunt	a lawyer
Adam	uncle	an engineer
Charlie	cousin	a student

b. Possible answers:

1. She is an accountant.
2. He is a software developer/computer programmer.

c.

3. Jake's parents' jobs and their work activities

d.

1.	2.	3.	4.	5.
c	a	a	c	b

e. Possible answers:

1. My father is a teacher./My mother is an architect.
2. My father works at school./My mother works in an office.
3. My father starts work at 9 a.m./My mother starts work at 9.30 a.m.
4. My father finishes work at 5 p.m./My mother finishes work at 6 p.m.
5. My father teaches Maths./My mother designs buildings.
6. Yes, they do./No, they don't.

3.2. PRONUNCIATION

c.

1.	2.	3.	4.	5.
planning	mice	pictures	a doctor	talk

3.3. VOCABULARY

a.

1. security guard **2.** photographer **3.** lawyer **4.** journalist **5.** accountant **6.** pharmacist

b.

1. journalist **2.** accountant **3.** photographer **4.** pharmacist **5.** lawyer **6.** security guard **7.** architect

c.

1.	2.	3.	4.	5.	6.	Extra
c	d	a	f	g	b	e

3.4. STRUCTURE

a.

- What do you do?
- I am a content creator.
- What are their jobs?
- They are architects.
- Is she an accountant?
- She isn't an accountant.
- She is a pharmacist.
- He is a lawyer.

b.

1. I am a photographer.
2. I am not a journalist.
3. Are you a scientist?
4. I am a content creator.
5. She isn't an accountant.
6. What are their jobs?
7. They are architects.
8. Is she an accountant?
9. She is a pharmacist.
10. He is a lawyer.

c.

- Do you work on weekends?
- I work Monday to Friday.
- I give medicine to people.
- Does your brother work too?
- He travels a lot.
- Do you travel with him?

d.

1.	2.	3.	4.	5.	6.
publish	promotes	don't	doesn't	Do - do	Does - doesn't

e.

She works in a photography studio.
He works at a law firm.
She works on a social media platform.

f.

1. in **2.** at **3.** on

g.

1. do **2.** is **3.** at **4.** doesn't **5.** researches **6.** is **7.** does **8.** on **9.** in **10.** works

h.

	Emma	Jack	Olivia	Noah
Job	chef	engineer	teacher	content creator
Family Role	daughter/sister	father	mother	son/brother

1. Jack is an engineer. He works in an office.

2. Olivia is a teacher. She works at a school.

3. Noah is a content creator. He works in a studio.

3.5. READING

a. Possible answer:

It is about jobs, work routines, work activities, and workplaces.

b.

1. Science in Our Daily Lives

c.

1. c **2.** a **3.** d **4.** b **Extra:** e

d.

1. e **2.** a **3.** d **4.** c **Extra:** b

e. Possible answers:

1. Yes, I do. Because being an astronaut looks very interesting and adventurous.

2. My brother has an interesting job in my family.

a. He is a content creator. He takes online videos.
b. He works at home.

3. I want to be a computer programmer. Because I want to work at an IT company.

3.6. WRITING

a.

Selin's Family Member	Job	Workplace	Work Activity
mother	psychologist	hospital	helps people with their mental health
father	pharmacist	pharmacy	gives people medicine and does research on new medications
aunt	biologist	science lab	studies plants and gives talks at the university
uncle	robotics engineer	technology company	develops smart machines and organises workshops for students

b. Possible answer:

I am Elif. I am writing a blog post about my family members' jobs. My mother is a nurse. She works at a hospital and helps patients. My father is an architect. He works in an office from Monday to Friday, between 9 a.m. and 6 p.m. He designs buildings, meets clients, and prepares project plans. My aunt is a scientist. She works in a laboratory. She does experiments and teaches part-time at a university. My uncle is a software developer. He works at a technology company. He creates mobile applications and gives coding lessons to young students.

4.1. LISTENING

1. She is a journalist.

2. He is an architect.

3. He is a security guard.

4. No, he doesn't. He works at a big shopping centre.

4.2. READING

a.

1. He is a lawyer.

2. She works at a school.

3. He loves working with computers and creating new programmes.

4. Sam's aunt is a journalist.

b.

1. Sam's mother works with students and helps them learn new things.	✓
2. Sam's cousin takes photos for magazines and travels to different locations.	✓
3. Sam's stepmother designs clothes for fashion shows.	×
4. Sam's uncle provides medical care for people at a hospital.	✓
5. Sam's nephew works as a software developer.	×
6. Sam's aunt writes articles for newspapers instead of reporting on TV.	×

4.3. VOCABULARY

1.	2.	3.	4.	5.	6.	Extra
c	e	d	a	f	b	g

4.4. STRUCTURE

a.

1. Is/is **2.** Is/isn't/is **3.** are **4.** Are/aren't/are

b.

1. works **2.** keep **3.** uses **4.** Does/promote/doesn't

c.

1. at a bank **2.** in a lab **3.** at an IT company **4.** at a hospital **5.** at an architecture firm

4.5. WRITING

1. psychologist
2. shoots/takes
3. in/at
4. pharmacist

AUDIO SCRIPTS

L 4. 3. 1. c/L 4. 3. 1. d

Teacher : Hi, Jake! What do your parents do?

Jake : Well, my dad's a computer programmer. He works from home most days.

Teacher : Oh, really? Great job! What exactly does he do?

Jake : He designs apps and develops software for companies. He spends a lot of time coding and having online meetings.

Teacher : Sounds interesting! And what about your mum?

Jake : She's an accountant. She works for a company. She is responsible for managing financial records, preparing reports, and helping with taxes.

Teacher : Wow, that sounds important! Does she work in an office?

Jake : Yes, she does. Her office is in the town centre. She usually works from 9 a.m. to around 5 p.m.

Teacher : I see. That's a busy job.

Jake : It really is! Sometimes she also gives short workshops on financial planning.

Teacher : Your parents have really great jobs.

Jake : Thanks!

L 4. 3. 2. a

Family Members and Their Jobs

My family members have different jobs, and they work in various places. My father is a photographer. He works in a photography studio. He loves his job because he meets many people and captures beautiful moments. My mother is an architect. She works at an architecture firm. She designs buildings and offices. She spends a lot of time drawing and planning for new places. Her job is very creative and important. My stepsister is a psychologist. She works in a clinic. She talks to people and helps them with their problems. She listens carefully and supports them until they feel better.

L 4. 3. 2. b

members, places, drawing, jobs, important

L 4. 3. 2. c

1. She has a planning company.
2. He works with mice in the lab.
3. She describes pictures at the studio.
4. He is a doctor.
5. Psychologists talk with people.

L 4. 3. 2. d

My mum monitors multiple morning meetings at the main office on Mondays.

Proud parent Paul prepares posters at the popular print shop for his son's project.

My sister is organising regular training sessions at the local learning centre.

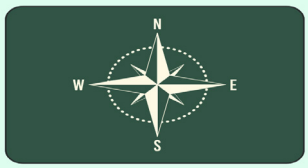
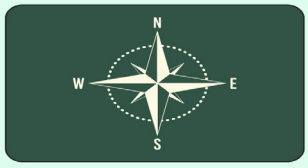
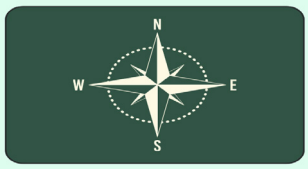
Our older cousin Owen does a very important job at a noisy open workshop.

L 4. 4. 1

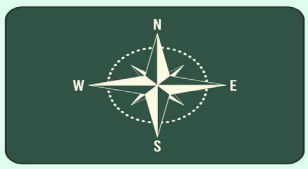
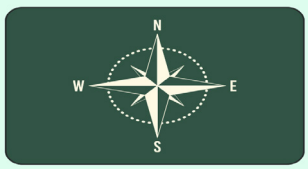
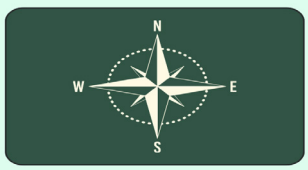
John's family is very interesting! His mother is a journalist. She writes articles for newspapers and websites. Every day, she looks for important news and interviews people. She enjoys writing stories. At home, she tells her family about interesting events. His father, David, is an architect. He is responsible for designing houses and buildings. He draws plans and works with builders to make sure everything is strong and safe. David loves creating beautiful homes for people. His family is proud of his work and always asks him about house designs. His brother is Michael, and he is a security guard. He works at a big shopping centre. His job is to keep people safe and watch out for problems. He helps customers and checks the building at night. When he comes home, he enjoys spending time with his family and telling them about his day.

Daha fazlası için karekodu okutunuz.

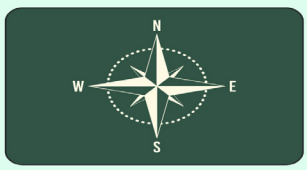
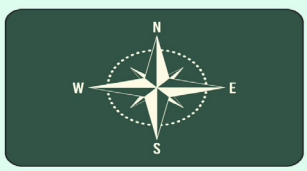
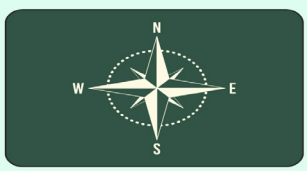
What does a psychologist do?	Where does your dad work?	What does a digital marketer do?
Where do you go for medical help?	Where does your mother work?	What does an accountant do?
Where do lawyers work to defend people?	What does a virtual assistant do?	What does an architect do?

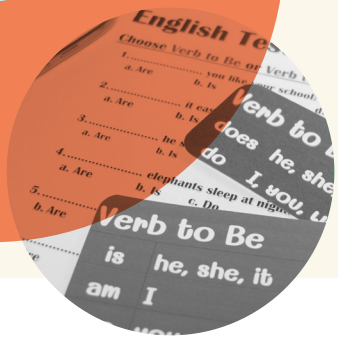




1	2	3
4	5	6

123	123	123
123	123	123



YEAR 9

LIFE IN THE HOUSE & NEIGHBOURHOOD

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about types of houses, rooms, furniture, and activities in the house. You will also answer the following questions:

- What are the types of houses people live in?
- What furniture is used in different rooms?
- Which objects in a house are pieces of furniture, and which ones are decorative items?
- What verbs and phrases are commonly used for activities at home?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about different types of houses.	
2	I can name the rooms and furniture in a house.	
3	I can ask the number of things.	
4	I can name activities in the house.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about the types of houses, you can make sentences like...** My family lives in a flat on the second floor. Our neighbours have a nice house with a big garden. My grandparents live in a cottage in the village.
2	**To talk about the rooms and furniture in a house, you can make sentences like...** A bedroom, a living room, and a kitchen are some rooms in a house. A sofa, an armchair, and a coffee table are some furniture in a sitting-room. A fridge, a cooker, and a dishwasher are some appliances in the kitchen.
3	**To ask and tell the number of things, you can make sentences like...** How many rooms are there in your house? / There are two bedrooms and a kitchen in my house. How many lamps are there in your room? / There is one lamp in my room.
4	**To talk about activities in the house, you can make sentences like...** I wash the dishes after dinner. My brother sleeps in his room. We watch TV together in the sitting-room.

LIFE IN THE HOUSE & NEIGHBOURHOOD

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2. Answer the following questions according to the pictures and clues.

1



You use this room to cook food.

What room is it? _____

2



You sleep here.

What room is it? _____

3



You use this appliance to clean your dishes.

What is it? _____

4



This type of house is small and usually in the countryside.

What is it? _____

5



You take a shower or brush your teeth here.

What room is it? _____

6



You spend time with your family to watch TV or relax together.

What room is it? _____

7



You use this appliance to wash your clothes.

What is it? _____

8



You sit on this to relax, watch TV, or talk to your family.

What furniture is it? _____

Go to page 94 to receive feedback on the 'I am making connections' **section.**

LIFE IN THE HOUSE & NEIGHBOURHOOD

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the pictures and guess the topic. _____






b. Listen to the audio and tick (✓) the words and phrases that you hear.

detached house		cottage		carpet		wardrobe	
toilet		sofa		coffee table		utility room	
sitting-room		oven		dishwasher		garden	

L 5. 3. 1. b

c. Listen again and complete the sentences.

1. Rachel lives in a(n) _____ with her family.

2. There is a sitting-room and a kitchen _____.

3. They have beautiful _____ on the windows.

4. Her parents have a large _____.

5. In summer, they sit on the _____.

L 5. 3. 1. c

d. Think about your dream house and answer the following questions.

1. What kind of house is your dream house? _____.

2. How many rooms are there in your dream house? _____.

3. Where is your dream house? _____.

4. What can you do in your dream house? _____.

5. Who lives with you in your dream house? _____.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

L 5. 3. 2. a

Hi! My name is Kevin. I live in a small cottage with my family. It is very **quiet** and cosy. Our kitchen is big. We have a **fridge**, a cooker, a **dishwasher**, and a cupboard there. My dad likes to cook dinner for us. He is really **quick** when he prepares the food! In the evenings, I **sit** on the **sofa** and **read** a book with my sister. She sometimes takes a **shower** before bed. We also have a nice garden, and we play there when the weather is good. Home sweet home!

b. Listen and repeat the words.

L 5. 3. 2. b

quiet	**fridge**	**dishwasher**	**quick**
sit	**sofa**	**read**	**shower**

c. Listen to the given words and circle the word with a different sound in each group.

L 5. 3. 2. c

1. **q**uiet — quiz / question / bungalow
2. f**r**idge — lunch / restroom / brush
3. **sh**ower — cushion / chair / brush
4. **s**ofa — coffee / upstairs / breakfast

d. Listen to the audio. Then, read the tongue twister aloud as fast as possible.

L 5. 3. 2. d

Quick quails run and hop,
Quietly near the stones they stop.
Softly sliding by the stream,
Silent birds in the sunbeam.



3.3. VOCABULARY

a. Read the dialogue between John and Mehmet. Then, match the pictures with the highlighted words. One is extra.

(*Mehmet is showing his new house to John on a video call.*)

John : Hi, Mehmet! What are you doing?
Mehmet: Hi, John! I'm at home. I'm cleaning the sitting-room with the hoover(a).
John : Oh, I see. Is this your new house?
Mehmet: Yes, it is! Do you want to see my sitting-room?
John : Sure!
Mehmet: Look, this is the sofa. There are cushions(b) on it. And this is the coffee table(c). I keep my books on it.
John : Nice! I like your carpet(d). It's very colourful.
Mehmet: Thanks! And look, these are our curtains(e). They are new.
John : Do you have a TV there?
Mehmet: Yes, it's next to the cupboard(f). We keep DVDs and board games in it.
John : What about your kitchen?
Mehmet: Okay, here it is! We have a fridge(g), a freezer, and a dishwasher(h).
John : Great! Do you have an oven(i)?
Mehmet: Yes, we do. It's part of the cooker.
John : What about your bedroom?
Mehmet: I have a wardrobe(j), a bedside table, and two pillows(k) on my bed.
John : What a nice house!
Mehmet: Thank you! I like it a lot.



b. Write the highlighted words in 'Exercise a' into the correct column.

Furniture and Appliances	Household/Decorative Items

c. Read the sentences below. Some are wrong. Circle 'correct' or 'incorrect'. Then, correct the incorrect ones.

e.g. The hoover is in the ~~kitchen~~. correct / (incorrect) Correction: The hoover is in the utility room.

1. The coffee table is in the sitting-room. **correct / incorrect** Correction: _____.

2. The fridge is in the patio. **correct / incorrect** Correction: _____.

3. The oven is in the kitchen. **correct / incorrect** Correction: _____.

4. The sofa is in the toilet. **correct / incorrect** Correction: _____.

5. The wardrobe is in the utility room. **correct / incorrect** Correction: _____.

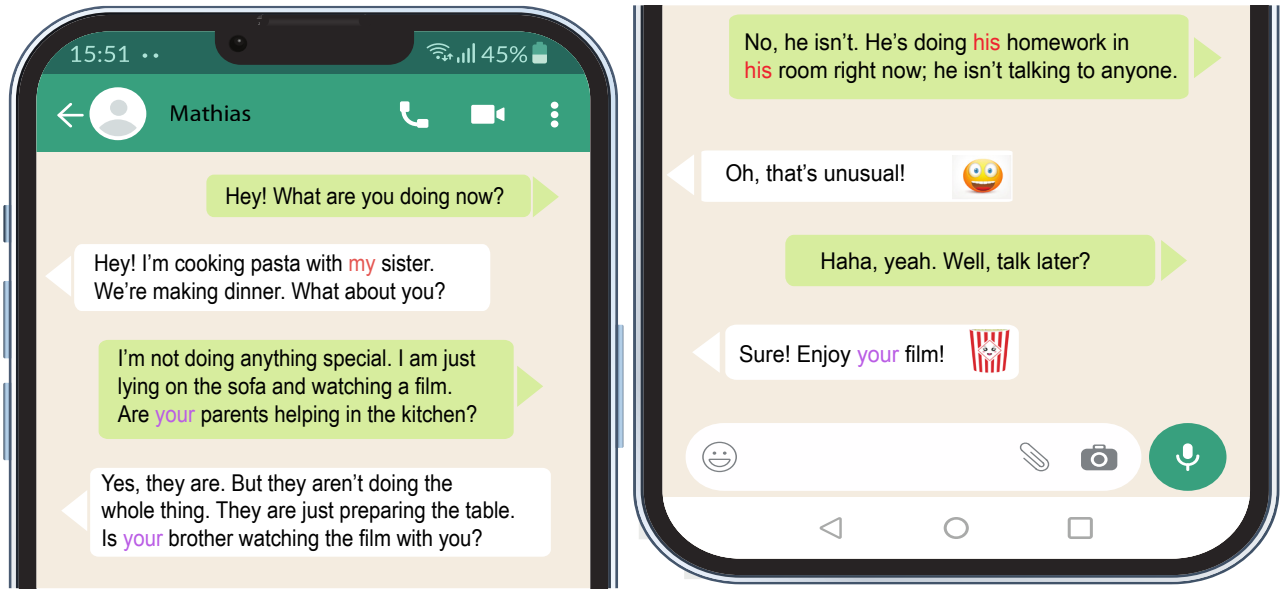
d. Find the words in the puzzle in every direction.

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

HOOVER
FRIDGE
WARDROBE
CURTAIN
CARPET
PILLOW
CUSHION
BASIN
OVEN
CUPBOARD

3.4. STRUCTURE

a. Read the text messages and underline the parts that describe present activities as in the example.



b. Tick (✓) the correct option.

We use the Present Progressive Tense to talk about ____.

☐ actions started in the past ☐ habits and routines ☐ something happening now

c. Complete the sentences with the verbs in parentheses using the Present Progressive Tense.

1. Ella _____ **(not/have)** a shower at the moment because the bathroom is occupied.

2. Eylül _____ **(do)** the laundry at the moment because she is too busy during the week.

3. _____ **(you/clean)** the floors right now?

4. I _____ **(wash)** the dishes now because I want to help my parents.

5. We _____ **(not/make)** the bed with my little brother. I'm alone.

6. The guests are here in 5 minutes. We _____ **(prepare)** the table for the guests.

7. I can't come out; I _____ **(iron)** my clothes.

8. Look! The little girl _____ **(feed)** her cat in the garden.

9. _____ they _____ **(tidy up)** their room at the moment?

10. I can't answer the phone now. I _____ **(brush)** my teeth.

d. Read the text and complete the sentences with verbs from the box using the Present Progressive Tense. One is extra.

sit	tidy	make	have	not/go	play	read	sleep	shine	listen	laugh

Hello! I'm Sara. I live in a cottage near the lake. It's a beautiful Saturday morning. The sun **(1)** _____ brightly outside. My family and I are at home right now. We **(2)** _____ to school or work today because it is the weekend. At the moment, everybody is busy. I **(3)** _____ my room and I **(4)** _____ to music. My mum is in the kitchen. She **(5)** _____ a delicious cake for us. My dad is in the living room. He **(6)** _____ on the sofa and he **(7)** _____ the newspaper. My little brother, Leo, is in his room. He **(8)** _____ with his toy cars and he **(9)** _____ happily. We **(10)** _____ a relaxing day at home.

e. Read the text messages again and pay attention to the coloured possessive adjectives. Then, write them in the correct places in the table below.

Possessive Adjectives						
I	**you**	**we**	**they**	**he**	**she**	**it**
1. _____	**2.** _____	our	their	**3.** _____	her	its

f. Fill in the blanks with the correct possessive adjectives.

1. _____ kitchen is very big and clean. She likes the kitchen.

2. I like _____ new sofa. It's very comfortable.

3. They always keep _____ garden tidy.

4. He has a desk and a lamp in _____ bedroom.

5. We love _____ sitting-room because it has big windows.

6. You have a new chair. I think this is _____ new chair.

7. The cat sleeps in _____ basket in the corner.

g. Look at the pictures and answer the questions. Each correct answer gives you 5 points. When you finish, check your answers and write your total point in the star.



3.5. READING

a. Look at the pictures and match each house with its type. Write the names under the pictures. One is extra.

terraced house	cottage	studio flat	bungalow	detached house



1. _____



2. _____



3. _____



4. _____

b. Scan the dialogue and check your answers in 'Exercise a'.

Estate Agent : Hello! Welcome to Sunshine Realty. How can I help you?

Deniz : Hi! I'm looking for a house for my family.

Estate Agent : Sure. I have some options for you. The first one is a studio flat. It has only one room with a small kitchen. It is furnished and it is in the city centre.

Deniz : I have two children. One room is not enough for us.

Estate Agent : Okay. Then, let's check the second option. The second house is a terraced house. I mean, it is joined to the neighbouring houses on both sides. There are two bedrooms, a sitting-room, and a big kitchen. It has a small garden and patio.

Deniz : Hmm, it's better. But we need a larger garden. My children like playing outside.

Estate Agent : I see. Then, let me show you the other options. The third one is a cottage in the countryside. It has three bedrooms, a big garden, and a fireplace. The cottage is very quiet and peaceful. But it is not furnished.

Deniz : It's beautiful, but I work in the city. It's too far.

Estate Agent : I understand. I have one more option for you. It is a detached house. It has four bedrooms and a large garden. It is also furnished. The house is close to a school and a park. So, your kids can walk to school. It is a big and lovely house, but it is a bit expensive.

Deniz : I know it costs more, but it really sounds like the type of house we're looking for. I'd like to take a closer look.

c. Read the dialogue and answer the questions.

1. Where is the studio flat? _____.
2. Is the cottage close to the city? _____.
3. How many bedrooms does the detached house have? _____.
4. Which house is the best for Deniz and his family, and why? _____.
5. Is the detached house cheap or expensive? _____.

d. You are planning to move to a new house with your family. Describe the type of house, how many bedrooms you need, and where you want to live (in the city centre, in the countryside, etc.) below.

_____.

_____.

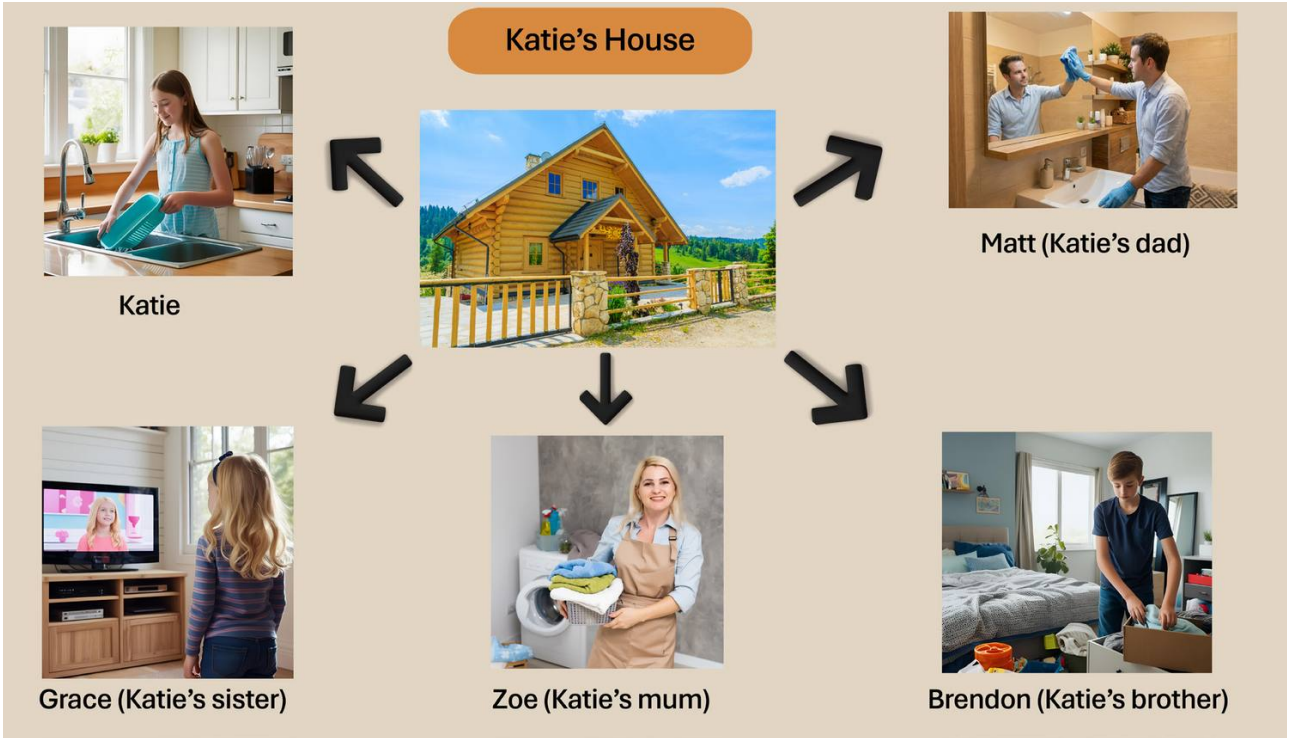
3.6. WRITING

a. Read the paragraph about a family's Sunday and complete the table with the activities of each family member.

Today is Sunday, and Thomas is at home with his family. They live in a small flat. His dad, Kevin, is preparing breakfast in the kitchen. His sisters, Sue and Maya, are sleeping in their room at the moment. His mum, Sophie, is making the bed. Their dog, Lucky, is playing in the garden. There's no place like home!

Kevin	Sue and Maya	Sophie	Lucky
----------	----------	----------	----------

b. Look at the picture of Katie's house and write a similar paragraph.



Go to pages 94, 95, 96 and 97 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN THE HOUSE & NEIGHBOURHOOD

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

Listen to the audio and complete the sentences.

L 5. 4. 1

1. Lucy lives in a(n) ---------- in London.
2. There are two ---------- in Lucy's house.
3. Lucy's mum ---------- TV in the sitting-room.
4. Lucy's dog ---------- in the hall.
5. They relax on the ---------- at the weekends.

4.2. READING

a. Read the text and fill in the diagram.

The Williams family lives in a detached house with a big sitting-room, a dining room, a modern kitchen, three bedrooms, and two bathrooms. There is also a small garden behind the house. Everyone in the family helps with the housework. On weekdays, Mr Williams usually cooks dinner in the kitchen and prepares the table. Mrs Williams does the laundry in the utility room and irons the clothes. Their daughter, Sarah, tidies up her bedroom and cleans the bathrooms. Their son, Ben, makes his bed and helps his sister. At the weekend, the family cleans the house together and sometimes works in the garden.

The Williams' Activities in the House

Mr Williams	Mrs Williams
e.g. cooking dinner	
Sarah	**Ben**

b. Choose the activity the Williams family all do at the weekend.

a 

b 

c 

4.3. VOCABULARY

Match the pictures with the words and phrases in the box. One is extra.

a. doing the laundry	**b.** relaxing	**c.** terraced house	**d.** bedside table	**e.** carpet
f. bathtub	**g.** cottage	**h.** dining room	**i.** freezer	

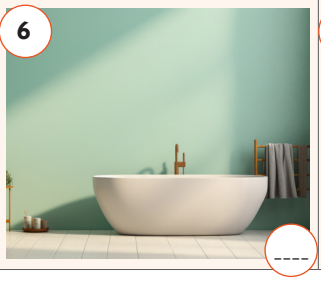

1 ____


2 ____


3 ____


4 ____


5 ____


6 ____


7 ____


8 ____

4.4. STRUCTURE

a. Look at the pictures and fill in the blanks using the Present Progressive Tense.









Hello! I'm Sara. I live in a small house with my family. It's a cottage near the lake. My parents, my brother Leo, and I live there. Our house has a big garden. Now, we are all at home. It's Saturday. We are not going to school today. At the moment, I **(1)**_____ my room. My mum **(2)**_____ in the kitchen now. My dad **(3)**_____ a newspaper. My little brother **(4)**_____ with his toys in his room. It is an ordinary Saturday at our house.

b. Choose the correct possessive adjectives.

1. I am Sara. This is **my** / **her** brother Leo.

2. Sara and Leo are at home. **Their** / **Our** house is small.

3. Leo likes **his** / **your** toys.

4. My mother is in the kitchen. **Her** / **His** food is delicious.

4.5. WRITING

Look at the picture and write a paragraph about the rooms, the furniture inside, and the activities you can do in each room.



Go to pages 97 and 98 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use the Present Progressive Tense and possessive adjectives?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about types of houses, rooms, furniture, and activities in the house. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

LIFE IN THE HOUSE & NEIGHBOURHOOD

WHAT I HAVE LEARNED

5.1. VOCABULARY

a. Life in the House & Neighbourhood

Types of Houses
- a block of flats (an apartment building-AmE)
- a detached house (a single-family house-AmE)
- a semi-detached house (a duplex-AmE)
- a bungalow (a ranch house-AmE)
- a terraced house (a row house-AmE)
- a villa (a vacation home-AmE)
- a penthouse
- a cottage

Rooms and Places in the House
- a garage
- a bedroom
- a kitchen
- upstairs
- downstairs
- a bathroom
- a dining room
- a terrace (patio-AmE)
- a garden (a yard-AmE)
- a toilet (a restroom-AmE)
- a corridor-a hall (a hallway-AmE)
- a utility room (a laundry room-AmE)
- a sitting-room (a living room-AmE)

Furniture and Appliances in the House
- a bedside table (a nightstand-AmE)
- a hoover (a vacuum cleaner-AmE)
- a fridge (a refrigerator-AmE)
- a wardrobe (a closet-AmE)
- a cooker (a stove-AmE)
- a sofa (a couch-AmE)
- a basin (a sink-AmE)
- a coffee table
- a dishwasher
- an armchair
- a cupboard
- a bathtub
- a freezer
- a shower
- an oven
- a chair
- a table

Adjectives For the House

spacious
Our kitchen is spacious; we can cook all together.

stylish
My mother is decorating the house with stylish lamps.

harmonious
The colours on our sofa and curtains are harmonious.

Household and Decorative Items
- a rug
- a carpet
- a pillow
- curtains
- a cushion

b. Activities in the House

ACTIVITIES IN THE HOUSE

to brush (teeth, hair)
I am **brushing my teeth** in the bathroom.

to prepare the table
(to set the table for breakfast/lunch/dinner-AmE)
My dad is **preparing the table** for dinner.

to wash/do the laundry
They are **doing the laundry** this afternoon.

to relax
Mum is **relaxing** on the sofa after work.

to iron
My sister is **ironing** her clothes in the bedroom.

to tidy up
The kids are **tidying up** the sitting room together.

to wash the dishes
She is **washing the dishes** in the kitchen.

5.2. STRUCTURE

a. The Simple Present Tense

We use the Simple Present Tense
to talk about habits, routines, facts, and situations that are always true.

— What kind of a house **is** it?
— It**'s/is** a villa.

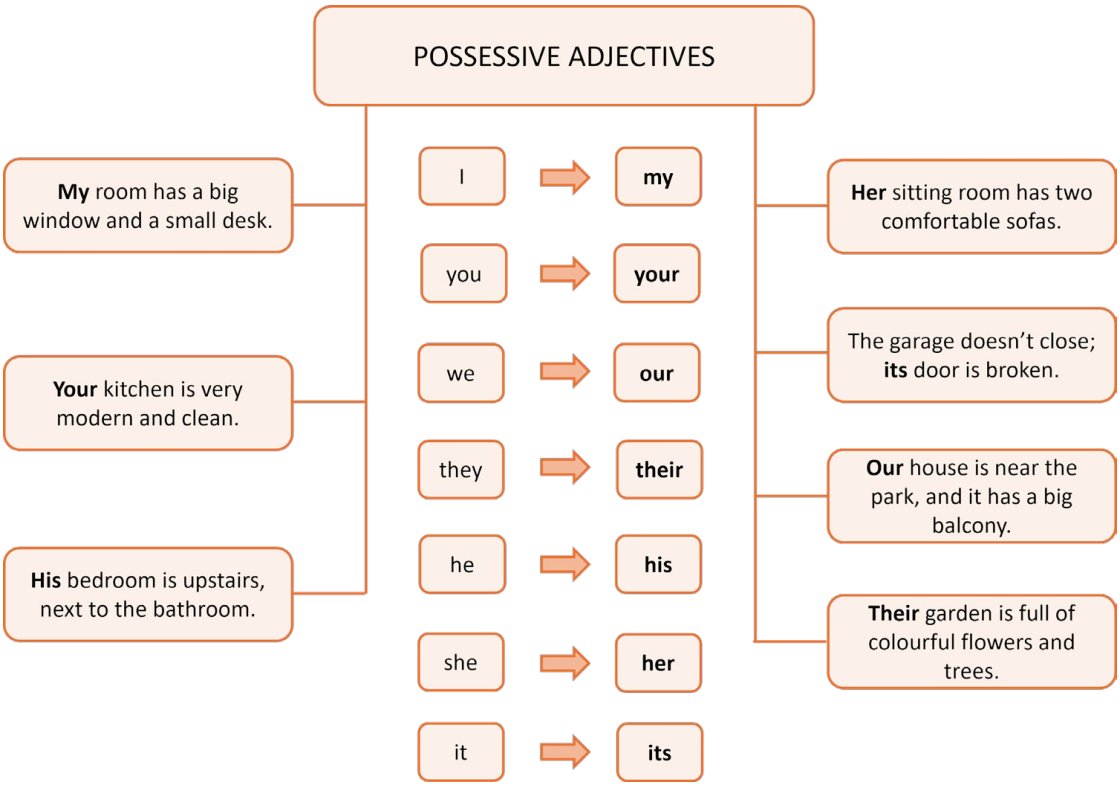
— Where **do** you **live**?
— I **live** in a boathouse.

b. The Present Progressive Tense

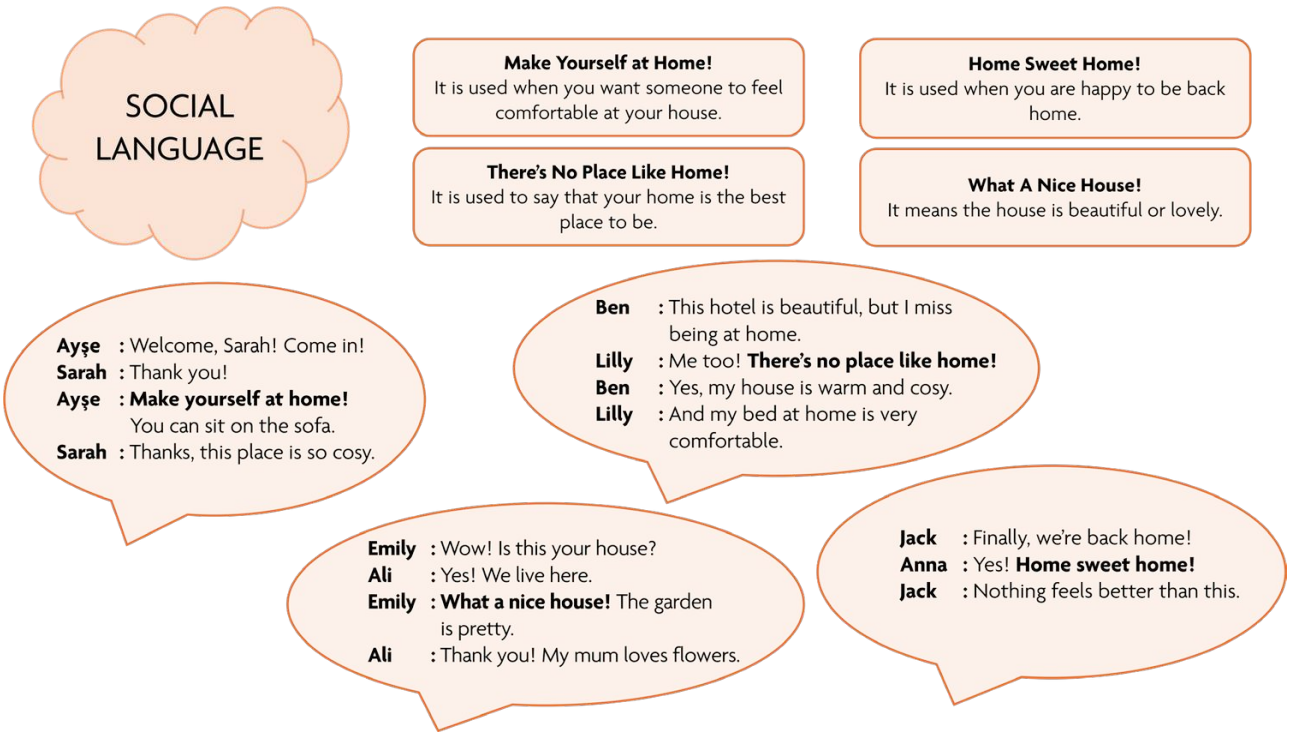
We use the Present Progressive Tense
to talk about actions that are happening right now.

- Susan**'s/is vacuuming** the floor.
- They**'re/are cleaning** the windows.
- I**'m/am feeding** the dog.
- He **isn't/is not making** the bed.
- **Are** you **doing** the laundry?

c. Possessive Adjectives



5.3. SOCIAL LANGUAGE



ANSWER KEY

2.

1. It is a kitchen.
2. It is a bedroom.
3. It is a dishwasher.
4. It is a cottage.
5. It is a bathroom.
6. It is a living room.
7. It is a washing machine.
8. It is a sofa.

3.1. LISTENING

a. Possible answer:

I see some rooms of a house: the first room is a bedroom, the second one is a bathroom, the third one is a sitting-room, and the last one is a kitchen. I also see different types of furniture in those rooms. The topic of this theme can be rooms and furniture in a house.

b.

detached house	✓	cottage		carpet		wardrobe	✓
toilet		sofa	✓	coffee table	✓	utility room	✓
sitting-room	✓	oven		dishwasher	✓	garden	✓

c.

1. detached house	**2.** downstairs	**3.** curtains	**4.** wardrobe	**5.** patio

d. Possible answers:

1. My dream house is a villa/a detached house/a penthouse, etc.
2. There are seven rooms: three bedrooms, a kitchen, a sitting-room, a bathroom, and a utility room.
3. My dream house is in the countryside.
4. I can relax in the garden and read books in the cosy sitting-room.
5. I live with my family in my dream house.

3.2. PRONUNCIATION

1. quiet — quiz / question / bungalow
2. fridge — lunch / restroom / brush
3. shower — cushion / chair / brush
4. sofa — coffee / upstairs / breakfast

3.3. VOCABULARY

a.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	Extra
d	j	g	k	c	a	i	e	f	b	h

b.

Furniture and Appliances	Household/Decorative Items
hoover, coffee table, cupboard, fridge, dishwasher, oven, wardrobe	cushions, carpet, curtains, pillows

c.

1. correct / incorrect
2. correct / incorrect Correction: The fridge is in the ~~patio~~. The fridge is in the kitchen.
3. correct / incorrect
4. correct / incorrect Correction: The sofa is in the ~~toilet~~. The sofa is in the sitting-room.
5. correct / incorrect Correction: The wardrobe is in the ~~utility room~~. The wardrobe is in the bedroom.

d.

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

3.4. STRUCTURE

a.



b.

☐ actions started in the past ☐ habits and routines ☑ something happening now

c.

1. isn't having
2. is doing
3. Are you cleaning
4. am/'m washing
5. aren't making
6. are preparing
7. am ironing
8. is feeding
9. Are/tidying up
10. am brushing

d.

1. is shining
2. aren't going
3. am tidying
4. am listening
5. is making
6. is sitting
7. is reading
8. is playing
9. is laughing
10. are having
Extra: clean

e.

1. my
2. your
3. his

f.

1. Her
2. my
3. their
4. his
5. our
6. your
7. its

g.

1. She's/is reading a book.
2. She's/is watching TV.
3. Yes, he's/is ironing.
4. They're/are playing computer games in the sitting-room.
5. No, he isn't/is not. He's/is cleaning the kitchen.
6. No, she isn't/is not. She's/is sitting on a sofa.
7. They're/are doing the laundry.
8. The family is having lunch in the garden./A father, a mother, two grandparents, and two children are having lunch in the garden.

3.5. READING

a.

1. cottage	**2.** terraced house	**3.** studio flat	**4.** detached house	**Extra:** bungalow

c.

1. It is in the city centre.
2. No, it is not.
3. It has four bedrooms.
4. The detached house is the best for Deniz and his family. Because it is big, it has a large garden, and it is close to a school and a park.
5. It is a bit expensive.

d. Possible answer: I'm looking for a new house for my family. I want a villa with a big garden. I need at least four bedrooms: one for myself, one for my sister, one for my parents, and the last one for our guests. I'd like to live in the suburbs—close to the city, but in a more peaceful environment.

3.6. WRITING

a.

Kevin	Sue and Maya	Sophie	Lucky
preparing breakfast	sleeping in their room	making the bed	playing in the garden

b. Possible answer: Katie is at home with her family. They live in a cottage. She is washing the dishes in the kitchen. Her dad, Matt, is cleaning the bathroom. Her mum, Zoe, is doing the laundry in the utility room. Her brother, Brendon, is tidying up his room. Her sister, Grace, is watching TV.

4.1. LISTENING

1. terraced house
2. bedrooms
3. is watching
4. is sleeping
5. patio

4.2. READING

a.

The Williams' Activities in the House

Mr Williams

e.g. cooking dinner
preparing the table, cleaning the house, working in the garden

Mrs Williams

doing the laundry, ironing the clothes, cleaning the house, working in the garden

Sarah

tidying up her bedroom, cleaning the bathrooms, cleaning the house, working in the garden

Ben

making his bed, helping his sister, cleaning the house, working in the garden

b.



4.3. VOCABULARY

1.	2.	3.	4.	5.	6.	7.	8.	Extra
b	a	h	e	d	f	g	c	i

4.4. STRUCTURE

a. **1.** am cleaning **2.** is cooking **3.** is reading **4.** is playing

b. **1.** my **2.** Their **3.** his **4.** Her

4.5. WRITING

Possible answer:
There are four rooms in the house: a study room, a bathroom, a kitchen, and a living room. In the study room, there is a desk, a chair, a desk lamp, two computers, a small shelf with books, and a window. In the study room, you can use the computer and do your work. In the bathroom, there is a bathtub, a sink, a washing machine, and a mirror on the wall. There is also a soap shelf and a towel rack. In the bathroom, you can take a bath and do the laundry. In the kitchen, there is a big fridge, an oven with a stove, a microwave, and cupboards with jars and cups. In the kitchen, you can cook and prepare meals. In the living room, there is a sofa, a lamp, a clock, a shelf with books and plants, and a big wardrobe. In the living room, you can sit, relax, and read a book.

AUDIO SCRIPTS

L 5. 3. 1. b/L 5. 3. 1. c

Hi! My name is Rachel. I live in a detached house with my family. Our house has two floors. Downstairs, we have a kitchen and a sitting-room. There are two bedrooms and a bathroom upstairs. We also have a garage next to the house for our car. My favourite room is the sitting-room. I like reading a book in the evenings there. It has a big sofa and two soft armchairs. There is a low coffee table in front of the sofa. On the windows, we have beautiful curtains. The sitting-room is very cosy and warm! In the kitchen, there is a big fridge, a cooker, and a dishwasher. My parents' bedroom has a large wardrobe and two bedside tables. There is a small utility room; we keep the hoover and do the laundry there. My little brother likes playing in the garden when the weather is nice. In summer, we sit on the patio and have dinner together outside.

L 5. 3. 2. a

Hi! My name is Kevin. I live in a small cottage with my family. It is very quiet and cosy. Our kitchen is big. We have a fridge, a cooker, a dishwasher, and a cupboard there. My dad likes to cook dinner for us. He is really quick when he prepares the food! In the evenings, I sit on the sofa and read a book with my sister. She sometimes takes a shower before bed. We also have a nice garden, and we play there when the weather is good. Home sweet home!

L 5. 3. 2. b

quiet fridge dishwasher quick
sit sofa read shower

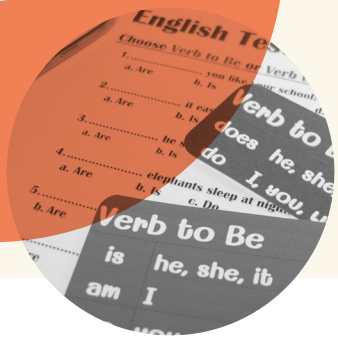
L 5. 3. 2. c

1. quiet quiz / question / bungalow
2. fridge lunch / restroom / brush
3. shower cushion / chair / brush
4. sofa coffee / upstairs / breakfast

L 5. 4. 1

Hi! My name is Lucy. I live in a terraced house in London. There are two bedrooms, a sitting-room, a kitchen, and a bathroom in my house. My brother is in the garden right now. He's watering the flowers. My dad is cooking in the kitchen, and my mum is watching TV in the sitting-room. My dog is sleeping in the hall. I am doing my homework in my bedroom. We usually have dinner at 7 p.m. in the kitchen. At the weekends, we relax on the patio. Our car is in the garage. I love our house. It's small but very nice.

Daha fazlası için karekodu okutunuz.



YEAR 9

LIFE IN THE CITY & COUNTRY

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about local and international food culture and food festivals in the city. You will also answer the following questions:

- What ingredients are used in different meals?
- What are some examples of local dishes?
- What are popular dishes/food festivals in different cities and countries?
- What activities usually take place at food festivals?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about different types of food and ingredients.	
2	I can describe food.	
3	I can ask and answer questions about food.	
4	I can ask for permission or possibility.	
5	I can talk about the amount of food by using "How many" and "How much" in the Simple Present or Present Progressive Tense.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

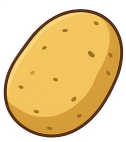
1	**To talk about different types of food and ingredients, you can make sentences like...** Hamburger and sausages are fast food. / We need eggs, milk, flour, and oil to make a cake.
2	**To describe food, you can make sentences like...** This pasta is really good. / These meals are yummy.
3	**To ask and answer questions about food, you can make sentences like...** What's this? / It's soup. Are there any apples in the fridge? / Yes, there are a few.
4	**To ask for permission or possibility, you can make sentences like...** Can I use the telephone? / Yes, sure. Can it be cold here in winter? / Yes, often.
5	**To talk about the amount of food by using "How many" and "How much" in the Simple Present or Present Progressive Tense, you can make sentences like...** How much does your mum have tea? / She has some tea. How many eggs is she using? / Two.

LIFE IN THE CITY & COUNTRY

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Look at these food items and write them into the correct category.

									
potato	milk	cheese	chicken	peas	apple	fish	banana	orange	carrot

1. Meat: _____ and _____

2. Dairy: _____ and _____

3. Fruits: _____, _____, and _____

4. Vegetables: _____, _____, and _____

2.2. Circle the correct word(s) in each sentence.

1. How **much** / **many** butter have you got?
2. I'd like **some** / **any** sugar.
3. There's **a lot of** / **a little** milk in the bottle. (I need some.)
4. He's a writer. He **writes** / **is writing** a novel at the moment.
5. There is / **There are** some yoghurt in the fridge.
6. This / **These** hamburgers are fantastic!
7. Can / **Do** I have the salad with the soup, please?

2.3. Look at the pictures and write 'City' or 'Countryside' under the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Go to page 115 to receive feedback on the 'I am making connections' **section.**

LIFE IN THE CITY & COUNTRY

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the picture and guess the topic of the audio. _____



b. Listen to the audio and circle the correct word or phrase.

L 6. 3. 1. b

1. The Orange Blossom Festival is a(n) **local** / **international** festival.
2. People usually make **orange jam** / **tea** at the festival.
3. Chefs use **cheese** / **butter** to cook the omelette.
4. Today, they are serving the omelette with **bread** / **vegetables**.
5. The Taco Festival is in **Spain** / **Mexico**.

c. Listen again and complete the table.

L 6. 3. 1. c

Festival Name	Country	Food	Ingredients
The Orange Blossom Festival			oranges, sugar
	France		
		taco	

d. Answer the following questions about yourself.

1. What is your favourite food? _____.
2. What traditional food is popular in your city or region? _____.
3. Do you prefer local or international dishes? _____.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

L 6. 3. 2. a

Food festivals are fun. People try different cuisines. The **south** of France has a **huge** omelette festival. Many people **visit** this food festival. The cooks **put** eggs into a very big pan. People watch **the** cooking. Then, they **taste** the omelette.

b. Listen and repeat the words you hear.

L 6. 3. 2. b

south	**huge**	**visit**	**put**	**the**	**taste**

c. Listen to the given words and circle the word with a different sound in each group.

L 6. 3. 2. c

1. fruit / tuna / barbecue / pudding
2. their / taste / table / tall
3. should / sushi / put / sugar
4. that / this / two / then
5. north / mouth / three / these

d. Listen to the audio. Then, read the tongue twister aloud as fast as possible.

L 6. 3. 2. d

They taste ten juicy tomatoes,
visit the food fair on Thursday,
and thank the very good cook
for the vegetables and juice.



3.3. VOCABULARY

a. Circle the correct answer.

		
1. How does it taste?	**2.** How does it taste?	**3.** The chef is ____ the egg.
sweet / savoury	**sour / salty**	**cracking / stirring**

		
4. It is ____.	**5.** The soup is ____.	**6.** The ingredients are ____.
boiled / grilled	**cold / hot**	**raw / cooked**

b. Read the dialogue and match the highlighted words with the following pictures. One is extra.

(*At the International Food Festival...*)

Nehir : Look at all these food stalls! This food fair[a] is amazing. International food stalls are always exciting because you can taste dishes from around the world.

Tom : Yes! I love trying street food from different cuisines[b] and traditional food at festivals.

Nehir : What do you want to eat first? Maybe couscous from the Moroccan stand? Spinach pies, grilled sweetcorn? Or maybe Turkish pizza[c] or kebab[d]?

Tom : Well, kebab sounds interesting!

Nehir : Let's try the kebab. It has herbs[e] and spicy[f] sauce.

Tom : OK.

(*They go to the kebab stall...*)

Chef : Would you like to try our special kebab? The ingredients[g] are beef and fresh vegetables.

Nehir : Yes, please... This tastes amazing! It's juicy and savoury. The aubergine stew also looks yummy!

Tom : I don't usually eat aubergine, but it smells amazing!

Nehir : Now, let's go to the Italian stall. They have pasta with mushroom sauce. There's even a barbecue stand with grilled meat.

Tom : I like their creamy[h] pasta. They also serve courgette dishes here. And we can also try some seafood[i]. Or maybe a duck dish from the Chinese food stand? Oh, look!

Nehir : I'm full, but I can't stop eating! The food at this festival is so good.

Tom : You're good at finding the best food! Should we try some dessert[j]? Maybe something with coconut, pineapple, or even a dessert with cream?

Nehir : Yes! I want something with coconut[k] or pineapple.



c. Put the words and phrases below in the correct category.

This tastes amazing!	pineapple	pizza	spicy	creamy	seafood	I'm full, but I can't stop eating!
juicy	mushroom	pasta	vegetables	coconut	What a delicious meal!	herbs
beef	savoury	kebab	dessert			

Dishes	Tastes	Food Items	Expressions

d. Tick (✓) the dish you like the most. Then, write the name of the dish, the ingredients, and why you like that dish below.







Dish : _____

Ingredients : _____

Reason : _____

e. Find the words in the puzzle in every direction.

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

CREAMY
JUICY
PASTA
HERBS
BEEF
INGREDIENTS
SPICY
SAUCE
~~PINEAPPLE~~
MUSHROOM
SWEETCORN
VINEGAR
COCONUT
BARBECUE

3.4. STRUCTURE

a. Look at the picture and answer the questions.



1. What do people usually do at food festivals?

---.

2. What are they doing now?

---.

b. Read the text and underline all the action words that describe what usually happens and what is happening right now as in the example.

An International Food Festival: The Italian Cheese Festival



The Italian Cheese Festival happens in Bra, a small town in Italy, every year. Michael and Amy usually go to the festival. They enjoy eating different kinds of cheese. Some of them are salty and rich in flavour. The sellers show different types of cheese to visitors. Right now, Michael is talking to a cheese maker. Amy is taking photos of the cheese. Many people are walking around. The cheese comes from many countries. The festival has food, music, and games. The band is playing lively music. People are eating cheese and having fun. This week, some students are also helping the festival organisers. The festival lasts for three days.

c. Match the tenses with their correct functions. One is extra.

1. We use the Simple Present Tense ____.	**a.** to talk about general facts and actions
2. We use the Present Progressive Tense ____.	**b.** to talk about abilities
	c. to talk about actions happening now

d. Write 'general facts and actions' or 'actions happening now' for the sentences below.

e.g. The cheese comes from many countries. general facts and actions

1. Michael and Amy usually go to the festival. ---

2. Michael is talking to a cheese maker. ---

3. The sellers show different types of cheese. ---

4. Many people are walking around. ---

5. The festival lasts for three days. ---

6. Students are helping the organisers. ---

7. The band is playing lively music. ---

e. Write the sentences in the correct order.

1. they / trying / food / new / are ---.

2. soup / my / grandpa / is / vegetable / cooking ---.

3. lamb chops / you / do / like / eating ---?

4. is / falafel / she / the / tasting ---?

5. eat / spicy / not / I /do / food ---.

f. Look at the pictures. Then, write what you usually do and what you are doing today.




go to school by bus

walk to school

e.g. I usually go to school by bus, but today I'm walking to school.

1




wear jeans

wear a dress

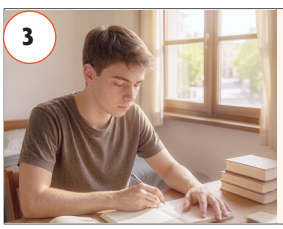
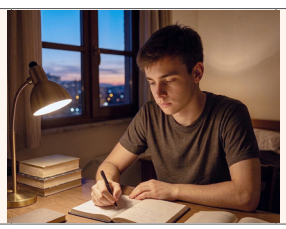
2




eat lunch at school

eat at home

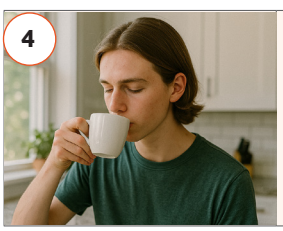
3

study in the morning

study in the evening

4

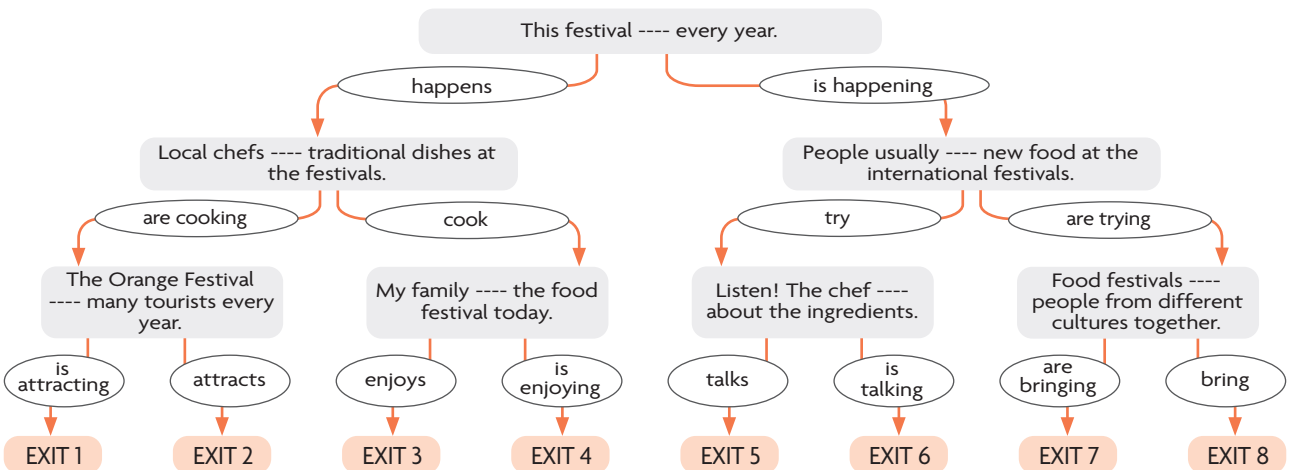



drink tea

drink coffee

---

g. Read the sentences and choose the correct answer to find the right exit.



3.5. READING

a. Look at the picture and tick (✓) the words you see in the festival scene.



a chef		festival setting	
grilled meat/kebab		desserts	
traditional clothes		a band	
handicrafts		a sandwich/burger	
salad bowls		cooking competition	

b. Read the text and answer the following questions.

The Mengen International Culinary and Tourism Festival



Every year, the Mengen International Culinary and Tourism Festival takes place in Mengen, Bolu, Türkiye. This festival celebrates Turkish cuisine and local culture and attracts many chefs, visitors, and tourists. Mengen is famous for its delicious food, like Mengen pita, kebabs, and desserts. There are skilled chefs, so people call it the 'City of Chefs'. Mengen pita is a famous local dish, and all visitors love it. During the festival, there are cooking competitions, food stands, music, and dance shows. Visitors can also buy handicrafts. The festival is usually in August. It lasts for three days. Many people visit Mengen during this time. It is a wonderful place to enjoy food, culture, and have fun! The festival is really a feast for food lovers. Would you like to go to the Mengen International Culinary and Tourism Festival?

1. What is the name of the festival?

---

2. Is it a local or an international festival?

---

3. What activities are there in the festival?

---

4. When is the festival?

---

5. How long does the festival last?

---

c. Answer the following questions.

1. Is there a food festival in your town? If yes, what food can you eat there?

---

2. What dishes can you name from foreign countries?

---

3. Do you want to attend a food festival? Why?

3.6. WRITING

a. Read the text and answer the questions below.

Jack's Favourite Food Festival



My favourite food festival is the Apple Festival. It is in my town. It happens in autumn every year. People make apple desserts at this festival. They make apple pie, apple jam, and apple juice. My family and I go to this festival every year. We usually eat apple pie. This year, we are trying apple jam too. The festival is fun. We meet friends and eat good food together.

1. What is the name of the festival? _____.

2. Where is the festival? _____.

3. When is the festival? _____.

4. What food do people eat there? _____.

5. Why does Jack think it is fun? _____.

b. Write a similar paragraph about your favourite food festival by answering the questions below.

- What is the name of the festival?
- Where does it take place?
- When does it take place?
- What do people eat or drink?
- What do people do there?
- How do you feel about it?

My Favourite Food Festival

_____

_____

_____

_____

Go to pages 115, 116, and 117 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN THE CITY & COUNTRY

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

L 6. 4. 1

4.1. LISTENING

Listen to the text and fill in the blanks with the correct words.

1. The Alaçatı Herb Festival is in _____.

2. People _____ herbs in the morning.

3. Visitors can _____ local dishes.

4. We also have _____ shows.

5. Famous _____ show herbs in different dishes.

6. The festival _____ for three days.

4.2. READING

a. Read the text and look at the pictures. Then, write the correct festival name and food item.

In many countries, there are many popular food festivals that people enjoy. The Garlic Festival in California is famous. It takes place every summer. Chefs serve hot garlic soup. They also make ice cream with garlic—a choice that many visitors find unexpected. People eat garlic bread and garlic soup. The Urla Artichoke Festival is in İzmir, Türkiye. It happens every spring. People learn about artichokes at this festival. Chefs make many dishes with artichokes. Visitors taste artichoke soup and salad. Some artichoke dishes taste a little sour. They add a little vinegar to the salads for extra flavour. In Italy, there is the Pizza Festival in Naples. Pizza makers from all over Italy come to this festival. They make traditional Italian pizza with fresh ingredients. Visitors taste different types of pizza. The Chocolate Festival in London is a sweet event. Chocolate lovers try many chocolate desserts. Dark chocolate tastes bitter, but it's very popular. Children make their own chocolate bars. There are also chocolate sculptures. The Norway Seafood Festival is one of the many wonderful food festivals in Norway. It's a feast for both children and adults. At this festival, visitors learn to cook seafood such as salmon. Chefs make juicy and tender seafood dishes with herbs and fresh ingredients.



1	2	3	4	5
Festival _____	**Festival** _____	**Festival** _____	**Festival** _____	**Festival** _____
Food _____	**Food** _____	**Food** _____	**Food** _____	**Food** _____

b. Read the text again and answer the following questions.

1. How often does the Garlic Festival happen? _____.

2. What unusual food do chefs make at the Garlic Festival? _____.

3. What food do they use at the festival in İzmir? _____.

4. Where is the Pizza Festival? _____.

5. What do children do at the Chocolate Festival? _____.

6. How do chefs prepare seafood dishes at the Norway festival? _____.

4.3. VOCABULARY

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

traditional	tender	festival	stall	dishes	ingredients	fresh

1. People cook many _____ during the national holiday.

2. This chicken is very soft and _____; I can easily cut it.

3. There is a food _____ this weekend.

4. My grandmother knows many _____ recipes from our country.

5. The chef uses only _____ vegetables from the market.

6. You need good _____ to make a tasty soup.

4.4. STRUCTURE

Complete the sentences with the correct form of the Simple Present Tense or the Present Progressive Tense.

1. They usually _____ **(make)** orange jam at the festival.

2. Look! The chef _____ **(cook)** an omelette now.

3. What _____ **(they/do)** at the festival every year?

4. We _____ **(not/go)** to festivals in winter.

5. _____ **(you/enjoy)** the food now?

6. She usually _____ **(drink)** coffee, but today she _____ **(drink)** tea.

4.5. WRITING

Write a paragraph about a food festival by answering the questions below.

What is the name of the festival?	What country is it in?	When is the festival?	What food is popular?
What do people eat or drink?	Who goes to the festival?	Do you like it? Why?	

Go to pages 117 and 118 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---

2. In which real-life situations can you use the Simple Present and Present Progressive Tense?

---

3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---

4. This theme is about life in the city and the countryside and food festivals around the world. Where and how can you use this knowledge in your daily life?

---

5. What are your thoughts and feelings about this theme?

LIFE IN THE CITY & COUNTRY

WHAT I HAVE LEARNED

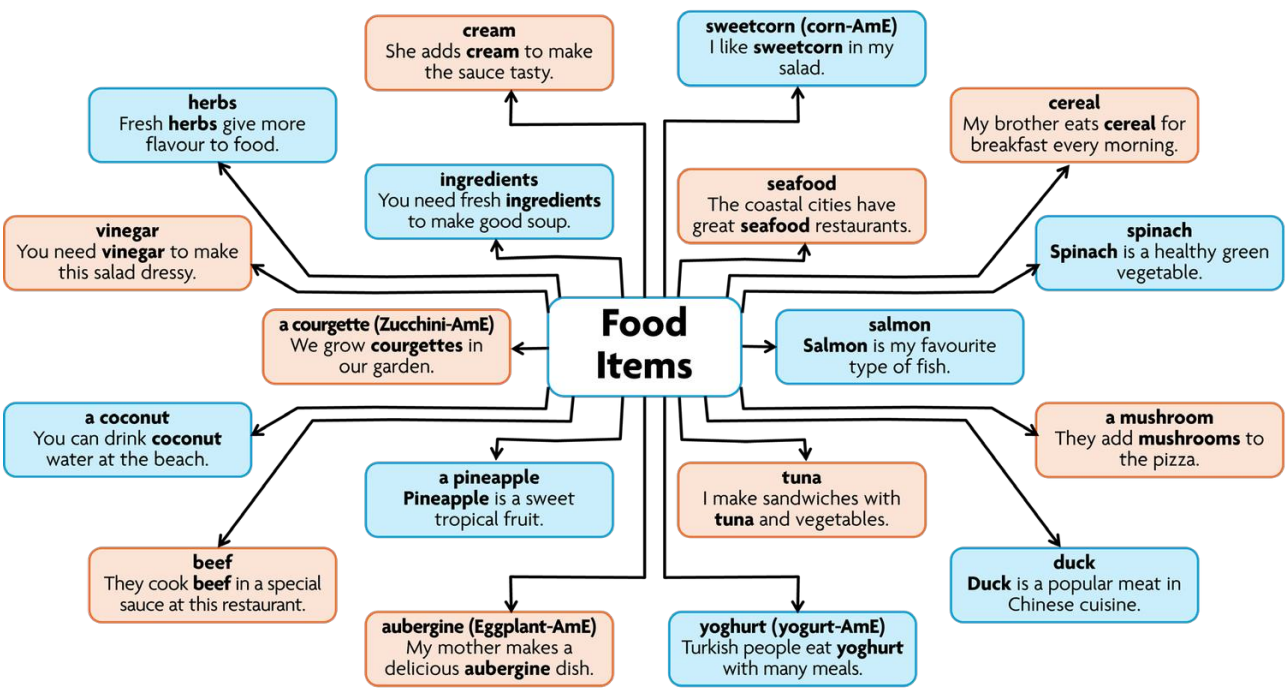
Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

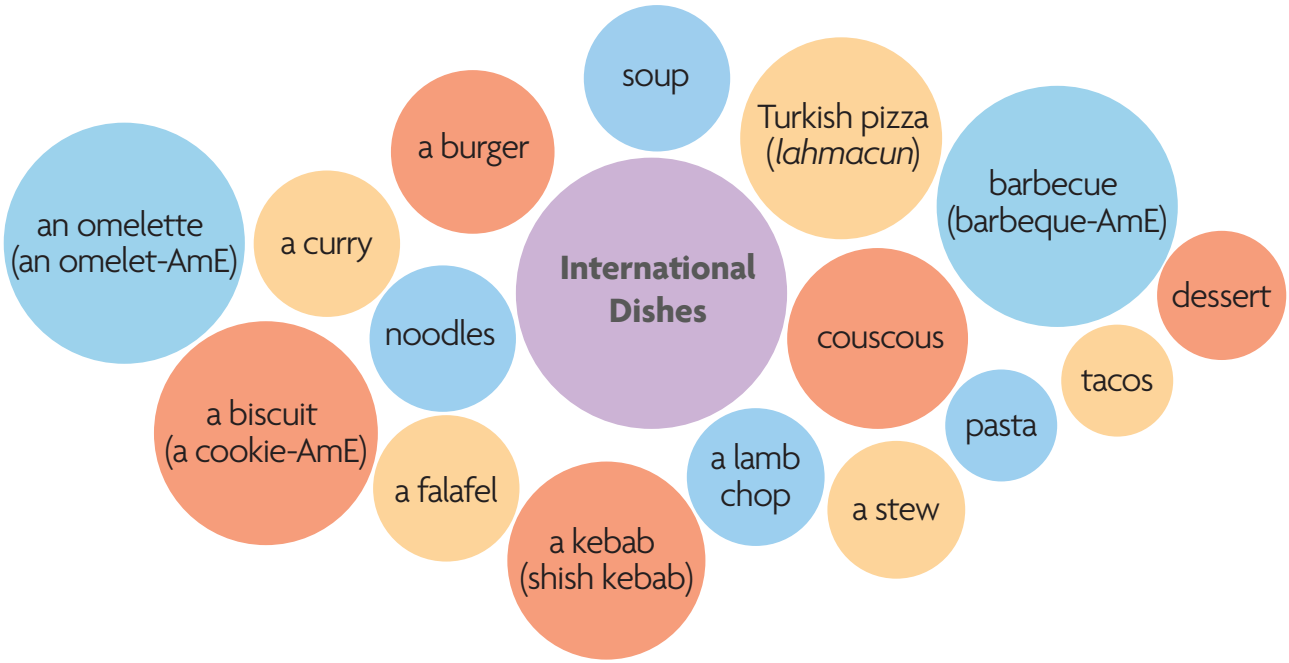
a. Food Events and Festivals



b. Food Items



c. International Dishes



d. Adjectives Related to Food

hot
Be careful! This dish is **hot**!

sweet
Children love **sweet** treats.

spicy
Thai food is often very **spicy**.

juicy
These oranges are very **juicy**.

salty
The soup is too **salty** for me.

sour
Lemons have a **sour** taste.

bitter
Some people find coffee too **bitter**.

savoury (savory-AmE)
I prefer **savoury** snacks.

tender
The meat is always **tender** here.

giant
The bakery makes **giant** cakes.

creamy
She makes a **creamy** sauce for pasta.

e. Verbs Related to Food

to taste
The girl **tastes** each biscuit to choose her favourite one.

to crack (eggs)
The chef **cracks** the eggs into a big mixing bowl.

to stir
I **stir** the milk and honey together for a sweet drink.

5.2. STRUCTURE

a. The Simple Present Tense with 'or'

Asking for options to help someone choose something
Charlotte : Is this a local or an international festival? **Burak** : This is a local festival in Türkiye.
Arda : Do you want rice or bread with your meal? **Yeşim** : I want bread, please.
Ayşegül : Do you drink tea or coffee in the morning? **Mert** : I usually drink tea.

b. The Simple Present Tense with Wh- question words

Asking and answering about present information
Anthony: What festival is this? **Zachary :** It is the Orange Festival. **Anthony:** What do you cook at the Orange Festival? **Zachary :** We cook orange jam at the Orange Festival. **Anthony:** Where is the Omelette Festival? **Zachary :** It is in France. **Anthony:** What do they cook? **Zachary :** They cook an omelette in a very big pan. **Anthony:** What are the ingredients? **Zachary :** The ingredients are eggs, milk, cheese, green peppers, and mushrooms. **Anthony:** How do they cook it? **Zachary :** They put some milk, some eggs, and some mushrooms in a pan, and they stir them and cook.

c. The Present Progressive Tense

Talking about actions happening now
Sophia : What are you cooking now? **Evelyn** : We are making an orange cake.
Gabriella: The chef is making pasta for the customers. **Jonathan:** Wow! People are waiting in line for pasta.

d. The Simple Present Tense & The Present Progressive Tense

We use the Simple Present Tense for general truths, routines, and habits.
We use the Present Progressive Tense for actions happening at the present moment.

The Simple Present Tense & The Present Progressive Tense	
Hudson	: They often serve it with salad and bread, but we're serving it with green pepper now.
Ivy	: He usually eats breakfast at 8.00, but today he is eating breakfast at 9.00.
Levi	: They cook pizza every day, but today they are cooking pasta.

5.3. SOCIAL LANGUAGE

This tastes amazing!	We use this to say the food has a very good flavour.
What a delicious meal!	We use this to show positive feelings about the meal.
I'm full, but I can't stop eating!	We use this when we feel full, but the food is so tasty that we want to continue eating.
You're/You are good at/bad at cooking!	We use this to comment on someone's cooking skills.

At the Kitchen



ANSWER KEY

2.1.

1. chicken, fish **2.** milk, cheese **3.** apple, banana, orange **4.** potato, carrot, beans

2.2.

1. much **2.** some **3.** a little **4.** is writing **5.** There is **6.** These **7.** Can

2.3.

1. Countryside (farmhouse)
2. City (street food)
3. Countryside (picnic on grass with wildflowers)
4. City (supermarket aisle)
5. Countryside (village kitchen)
6. City (shopping centre)

3.1. LISTENING

a. Possible answer:

Food festivals, street food, etc.

b.

1. local **2.** orange jam **3.** butter **4.** vegatables **5.** Spain

c.

Festival Name	Country	Food	Ingredients
The Orange Blossom Festival	Türkiye	orange jam, orange desserts	oranges, sugar
The Omelette Festival	France	omelette	eggs, butter, salt
The Taco Festival	Spain	taco	meat, vegetables, sauce

d. Possible answers:

1. My favourite food is *mantı.* **2.** Cheese is popular in my city. **3.** I prefer local dishes.

3.2. PRONUNCIATION

c.

1. p**u**dding **2.** **th**eir **3.** s**u**shi **4.** **t**wo **5.** **th**ese

3.3. VOCABULARY

a.

1. sweet **2.** sour **3.** cracking **4.** grilled **5.** hot **6.** raw

b.

1	2	3	4	5	6	7	8	9	10	Extra
a	d	c	h	f	j	b	g	e	i	k

c.

Dishes	Tastes	Food Items	Expressions
kebab pizza pasta dessert	spicy creamy juicy savoury	mushroom, herbs, vegetables, beef, seafood, pineapple, coconut	This tastes amazing! What a delicious meal! I'm full, but I can't stop eating!

d. Possible answers:
Dish: stew
Ingredients: beef, carrots, potatoes, herbs
Reason: Because it is tasty. It is delicious and smells good.

e.



3.4. STRUCTURE

a. Possible answers:
1. They eat food. They join competitions, etc.
2. They are eating food now. They are watching the concert, etc.

b.
Actions that usually happen: happens, go, enjoy, show, comes, has, lasts
Actions that are happening right now: is talking, is taking, are walking, is playing, are eating, are having, are helping

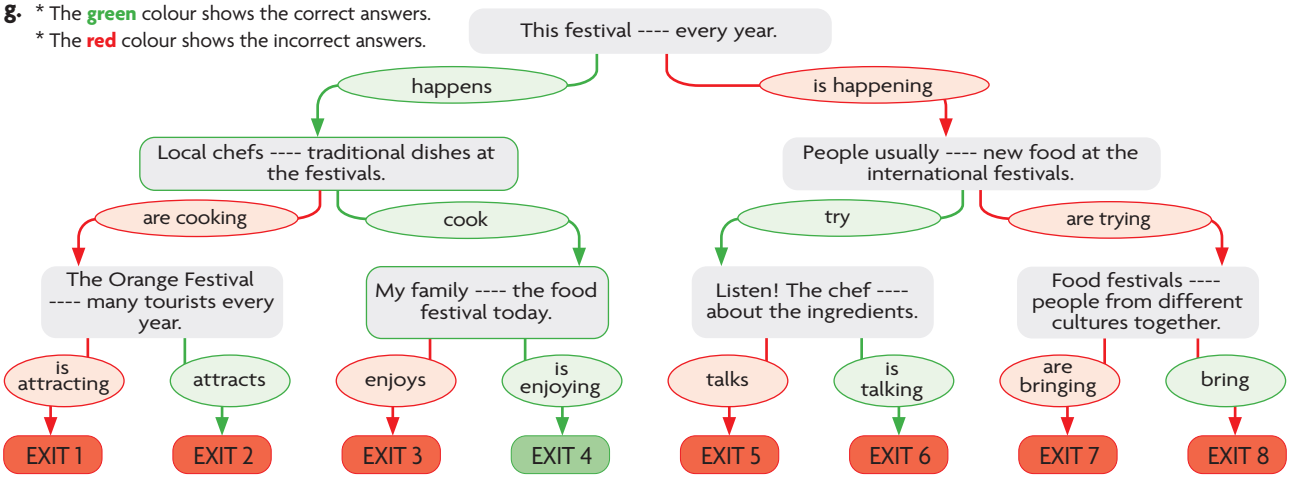
c.
1. a **2.** c **Extra:** b

d.
e.g. general facts and actions
1. general facts and actions
2. actions happening now
3. general facts and actions
4. actions happening now
5. general facts and actions
6. actions happening now
7. actions happening now

e.
1. They are trying new food.
2. My grandpa is cooking vegetable soup.
3. Do you like eating lamb chops?
4. Is she tasting the falafel?
5. I do not eat spicy food.

f.
1. I usually wear jeans, but today I'm wearing a dress.
2. I usually eat lunch at scool, but today I'm eating at home.
3. I usually study in the morning, but today I'm studying in the evening.
4. I usually drink tea, but today I'm drinking coffee.

g. * The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a.

a chef, grilled meat/kebab, salad bowls, a sandwich/burger, festival setting

b.

1. It is the Mengen International Culinary and Tourism Festival.
2. It is an international festival.
3. There are cooking competitions, food stands, music and dance shows, and handicrafts.
4. It is in August.
5. It lasts for three days.

c. Possible answers:

1. Yes, there is. Kebab, baklava, orange, etc./No, there isn't.
2. Pizza, pasta, noodles, tacos, falafel, etc.
3. Yes, I do. Because I can taste different meals./No, I don't. Because there are too many people.

3.6. WRITING

a. Possible answers:

1. The name of the festival is the Apple Festival.
2. It is in Jack's town.
3. It is in autumn.
4. They usually eat apple pie, but this year, they are trying apple jam too.
5. Because he meets friends and eats good food together.

b. Possible answer:

The Orange Festival is in my town, Finike. It is in June every year. At the festival, people eat orange pie, orange jam, and drink orange juice. Many people come to the festival. It is fun and everyone enjoys it!

4.1. LISTENING

1. April/spring **2.** collect **3.** taste **4.** cooking **5.** chefs **6.** lasts

4.2. READING

a.

1	2	3	4	5
The Pizza Festival	The Norway Seafood Festival	The Chocolate Festival	The Garlic Festival	The Urla Artichoke Festival
Pizza	Seafood (salmon dish/ salmon dish with herbs)	Chocolate	Garlic ice-cream	Artichoke soup

b.

1. It happens every summer.
2. They make ice-cream with garlic.
3. They use artichoke.
4. It is in Naples, Italy.
5. They make their own chocolate bars.
6. They prepare them with herbs and fresh ingredients.

4.3. VOCABULARY

1. dishes **2.** tender **3.** festival **4.** traditional **5.** fresh **6.** ingredients **Extra:** stall

4.4. STRUCTURE

1. make
2. is cooking
3. do they do
4. don't go
5. Are you enjoying
6. drinks/is drinking

4.5. WRITING

Possible answer:

One of my favourite festivals is the Pizza Festival in Italy. It happens every year in September. Many people from around the world visit the festival. At the festival, people eat different kinds of pizza and drink soft drinks. Margherita pizza is very popular there. The festival is fun because there are games, music, and delicious food. I like this festival because I love pizza and I enjoy meeting people from other countries.

AUDIO SCRIPTS

L 6. 3. 1. b/L 6. 3. 1. c

Hello! Today, we are talking about food festivals. There are many food festivals around the world. The Orange Blossom Festival is in Adana, Türkiye. It is a local festival. People usually make orange jam at this festival. They use oranges and sugar. Today, people are eating sweet orange desserts with Turkish tea at a local event. The Omelette Festival is in Bessières, France. Chefs normally cook a big omelette in a pan. The ingredients are eggs, butter, and salt. They usually serve it with bread and salad, but today they are serving it with vegetables too. Everything smells wonderful! The Taco Festival is in Barcelona, Spain. People usually eat tacos there. Tacos have meat, vegetables, and sauce. Today, people are eating good food and meeting friends at a small celebration. These festivals are fun!

L 6. 3. 2. a

Food festivals are fun. People try different cuisines. The south of France has a huge omelette festival. Many people visit this food festival. The cooks put eggs into a very big pan. People watch the cooking. Then, they taste the omelette.

L 6. 3. 2. b

south, huge, visit, put, the, taste

L 6. 3. 2. c

1. fruit / tuna / barbecue / pudding
2. their / taste / table / tall
3. should / sushi / put / sugar
4. that / this / two / then
5. north / mouth / three / these

L 6. 3. 2. d

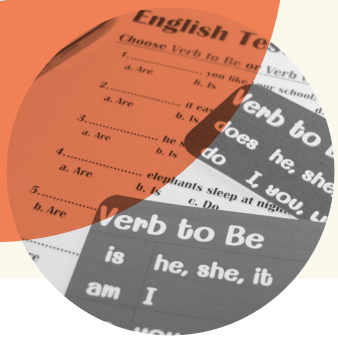
They taste ten juicy tomatoes,
visit the food fair on Thursday,
and thank the very good cook
for the vegetables and juice.

L 6. 4. 1

Radio Host : Welcome to our programme. Today we're talking about the Alaçatı Herb Festival. We have the festival organiser, Ms Tuna, with us. Ms Tuna, can you tell us about the Alaçatı Herb Festival?

Ms Tuna : The Alaçatı Herb Festival is in April. It happens every spring. People collect herbs in the morning. Then they cook with these herbs. Visitors can taste local dishes. We also have cooking shows. Famous chefs show herbs in different dishes. There are herb tours and markets too. Everyone can join herb walks. The festival lasts for three days. People from all over Türkiye come to our festival.

Daha fazlası için karekodu okutunuz.



YEAR 9

LIFE IN THE WORLD & NATURE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about nature, endangered animals and their natural living conditions and habitats, protection of them. You will also answer the following questions:

- What are the main types of natural habitats on Earth?
- Which animals are considered endangered around the world?
- What human activities cause harm to wildlife and nature?
- What can people do to protect endangered species?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can talk about animals such as cats, cows, and polar bears.	
2	I can talk about habitats such as lakes, seas, and jungles.	
3	I can use the Simple Present Tense to talk about animals.	
4	I can use 'there is/there are' to talk about what exists in a place now.	
5	I can use 'was/were' and 'there was/there were' to talk about past situations.	
6	I can use 'should' to give advice and recommendations.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about animals, you can make sentences like...** What's/is it/this? / It's/is a cow. / Cheetahs are endangered animals.
2	**To talk about habitats, you can make sentences like...** A horse lives on a farm. / Their habitats are oceans.
3	**To talk about animals using the Simple Present Tense, you can make sentences like...** Their main habitat was the jungle. / There were about 700.000 leopards in the world 50 years ago.
4	**To explain the places of animals, you can make sentences like...** There are fish in the sea. / There's/is a cow on the farm.
5	**To talk about past situations, you can make sentences like...** Were there many penguins in the penguins? / Their habitats were cleaner and safer.
6	**To give advice and recommendations, you can make sentences like...** What should we do to protect nature? / We should reduce pollution.

LIFE IN THE WORLD & NATURE

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Find the names of the animals below in the word search in every direction.



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























2.2. Complete the table with the animal names in 'Exercise 2.1'.

Pets	Farm Animals	Wild Animals	Sea Animals

Go to page 134 to receive feedback on the 'I am making connections' **section.**

LIFE IN THE WORLD & NATURE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the pictures and guess what these animals have in common. They _____.

b. Match the animals with the pictures. One is extra.

a. Asian elephant	**b.** penguin	**c.** polar bear	**d.** sea turtle	**e.** tiger
f. great white shark	**g.** panda	**h.** chimpanzee	**i.** cheetah	**j.** whale



c. Listen to the audio and tick (✓) the words that you hear.

renewable		nature		dedicated		protect	
beach		wild		safe		existence	
extinct		hide		danger		support	

L 7. 3. 1. c

d. Listen to the audio again and complete the table.

Dialogue	Endangered Animals	Reasons
1		
2		
3		

L 7. 3. 1. d

e. Answer the following questions.

1. Which other endangered animals do you know? _____.

2. What can people do to protect them? _____.

3. Do you like spending time in nature? Why? _____.

3.2. PRONUNCIATION

a. Listen to the sentences and pay attention to the pronunciation of the underlined sounds.

1. The **bear** needs clean forests to survive.

2. There are **volunteers** to help save the planet.

3. Pollution can make animals **extinct** one day.

4. The natural **world** is home to many animals.

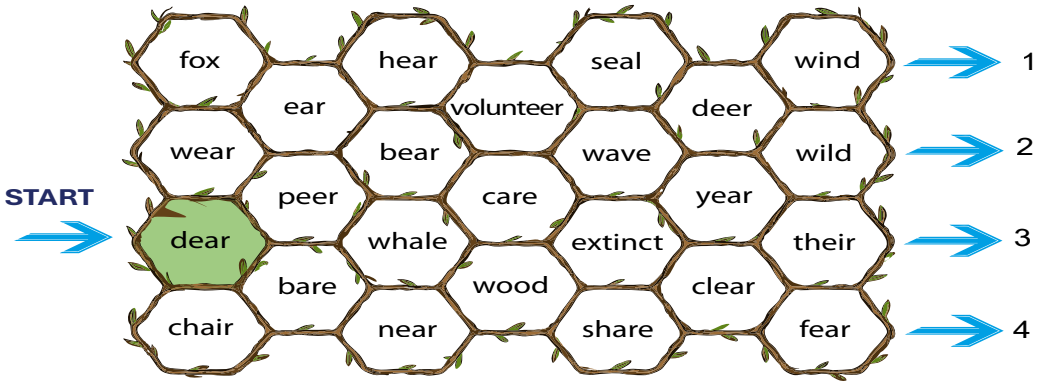
L 7. 3. 2. a

b. Listen to the audio and write the words with the same sounds into the correct column.

bear	volunteer	extinct	world

L 7. 3. 2. b

c. Find your way from 'START' to '1', '2', '3', or '4' by choosing the correct pronunciation path. Follow and mark the words that have the same sound.



d. Listen to the audio. Then, read the tongue twisters aloud as fast as possible.

Dear bear's ears hear the fierce cheers near the chairs at the fair.
Volunteers wear gear to care for rare animals in wild, clear air.
Wet wolves wade through wide waterfalls in winter.
Excited explorers examine exotic plants in the exact wet woods.



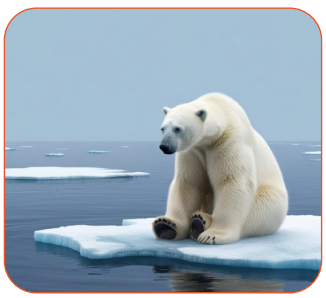
L 7. 3. 2. d

3.3. VOCABULARY

a. Look at the picture and guess what the text is about.

The text is about _____.

b. Read the text and match the highlighted words and phrases with their definitions. One is extra.

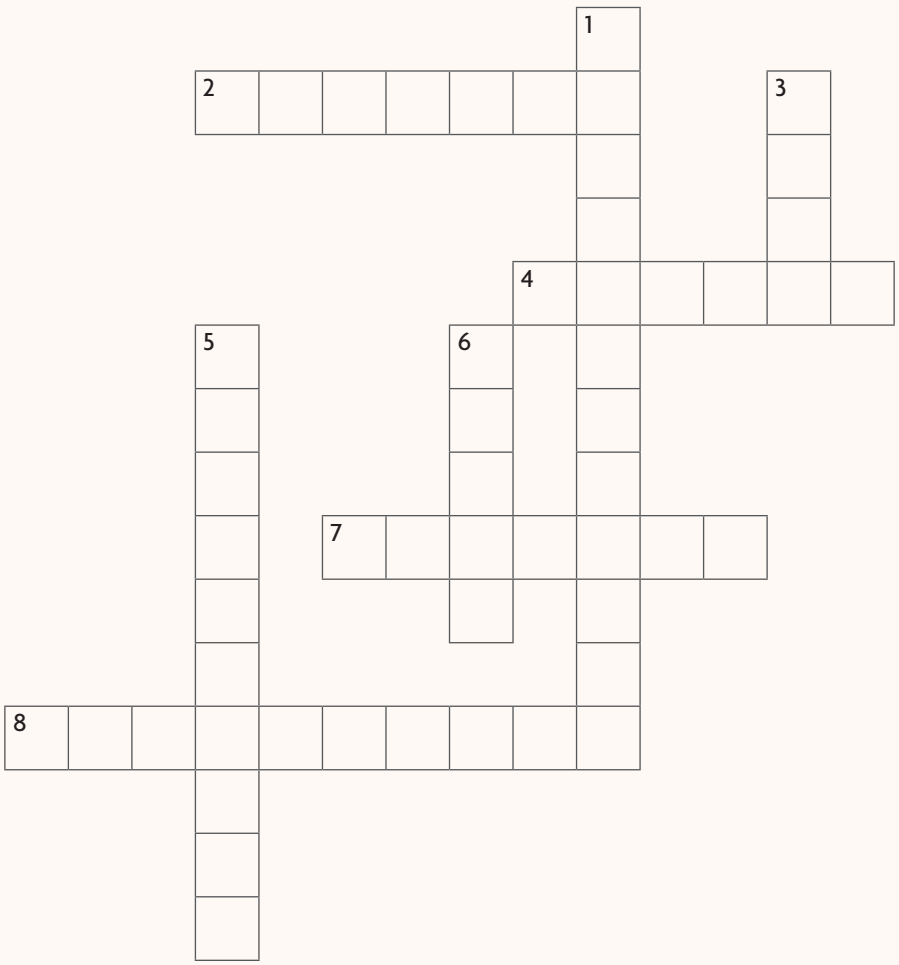


The polar bear is one of the most endangered animals on Earth. They live in icy areas near the Arctic Ocean and need sea ice to find food. Their main food source is seals. Today, climate change lessens their chance to survive. As the ice melts earlier each year, polar bears swim longer distances to find food, and they do not have enough time and space to breed safely. Many of them hide in small shelters or become weak from hunger. There was more sea ice in the past. The Arctic was colder, and polar bears were stronger and healthier. Another major problem for them is sea pollution. In the past, there were more seals, and it was easier for polar bears to hunt. The animals were not in danger like they are these days. Now, the population of polar bears is about 26,000. We should not wait any longer to take action. They are at serious risk , but it is not too late. First, we should stop releasing harmful gases into the air to protect the Arctic region. Also, we should reduce sea pollution to save the polar bears and other animals. People can donate to volunteer organisations, too. Every little bit helps!

1.	food source	
2.	survive	
3.	breed	
4.	shelter	
5.	sea pollution	
6.	hunt	
7.	population	
8.	donate	

a.	waste in the sea that harms fish, other animals, and the water
b.	to give money or things to help others
c.	to try to catch animals for food
d.	a group of people or animals living in the same area
e.	something people or animals need to get energy
f.	to stay alive in a hard or dangerous time
g.	a safe place to stay and feel protected
h.	to reproduce babies naturally
i.	a person helping other people or the community without payment

c. Complete the sentences with the words and phrases in 'Exercise b'. Then, write them in the crossword puzzle.



→ **ACROSS**	↓ **DOWN**
2. Plants need water and sunlight to _____.	**1.** _____ harms fish, turtles, and many other sea animals.
4. We should _____ books to students in need.	**3.** Cheetahs _____ other animals in the wild.
7. The fox finds _____ under the trees.	**5.** Berries are a _____ for many birds.
8. A small _____ of animals can disappear quickly without help.	**6.** Without enough food, animals cannot _____ and care for their babies.

3.4. STRUCTURE

a. Look at the pictures and match them with the words in the box. One is extra.

a. desert	**b.** jungle	**c.** mountain	**d.** grassland	**e.** ocean	**f.** forest	**g.** river



b. Read the text and underline the sentences for advice as in the example.

The grasslands are wide and open areas with dry soil and long grasses. There are animals like zebras and antelopes in these areas. They need these places to survive and to breed safely in their natural environment. Today, grasslands face a big problem. Farmers remove plants to grow crops, and builders create roads on animals' natural paths. There are fewer areas left for wildlife because of these human activities. These actions should be illegal because they harm wildlife corridors. Unlike in the past, there is less space for animals to move and find food sources. There are also fewer water resources now, so many zebras walk long distances every day.

In the past, there was more green land across larger regions, so there was enough space for animals to live safely. There were not roads on the animals' paths. Because of seasonal rains, there was tall and healthy grass. There were more animal species. Also, there was not so much pollution. Now, everything is different, and the balance of nature is in danger. There is an urgent need to take action and protect the remains of the grasslands before it is too late. There are small steps everyone can take to help protect the grasslands. We should protect the wildlife to keep it alive. Local people should help keep the land natural. Governments should prevent harmful actions like polluting and illegal hunting. People should not destroy grasslands for farming or construction. These are all necessary steps to keep our planet in safe hands.

c. Read the text again and match the causes with the effects. One is extra.

Cause	
1. Builders create roads on animals' natural paths.	
2. There are fewer water resources.	
3. In the past, there was more green land.	
4. In the past, there were seasonal rains.	
5. Now, there is a lot of pollution.	

Effect
a. There was tall and healthy grass.
b. There is a danger to the balance of nature.
c. There are fewer areas left for wildlife.
d. Many animals walk long distances.
e. There were larger regions for wildlife to live safely.
f. There were many factories and cars.

d. Choose the correct option.

1. We use ____ to describe facts, situations, and conditions about endangered animals in the present day.
a) am/is/are **b)** was/were

2. We use ____ to ask and answer for information about endangered animals and their habitats at a specific time in the past.
a) there was/there were **b)** was/were

3. We use ____ to ask and answer about factual information and question the existence of endangered animals today or in general.
a) there is/there are **b)** there was/there were

4. We use ____ to ask and answer about factual information and question the existence of endangered animals at a specific time in the past.
a) there is/there are **b)** there was/there were

5. We use ____ to describe advice, recommendations, and expectations about endangered animals.
a) should **b)** am/is/are

e. Complete the sentences with the present form of 'to be (am/is/are)' or the past form of 'to be (was/were)'.

1. The sea near the town _____ clean and clear in the past, but it _____ full of plastic waste today.

2. There _____ still thousands of plant and animal species in the Amazon rainforest. _____ there even more animal species there 50 years ago?

3. There _____ many animals in this mountain before, and today it _____ still home to some endangered species.

4. The coral reefs _____ damaged and pale, but they _____ colourful and healthy 20 years ago.

5. There _____ so much air pollution in the past; there _____ more trees and fewer cars.

f. Complete the sentences with 'should' or 'shouldn't'.

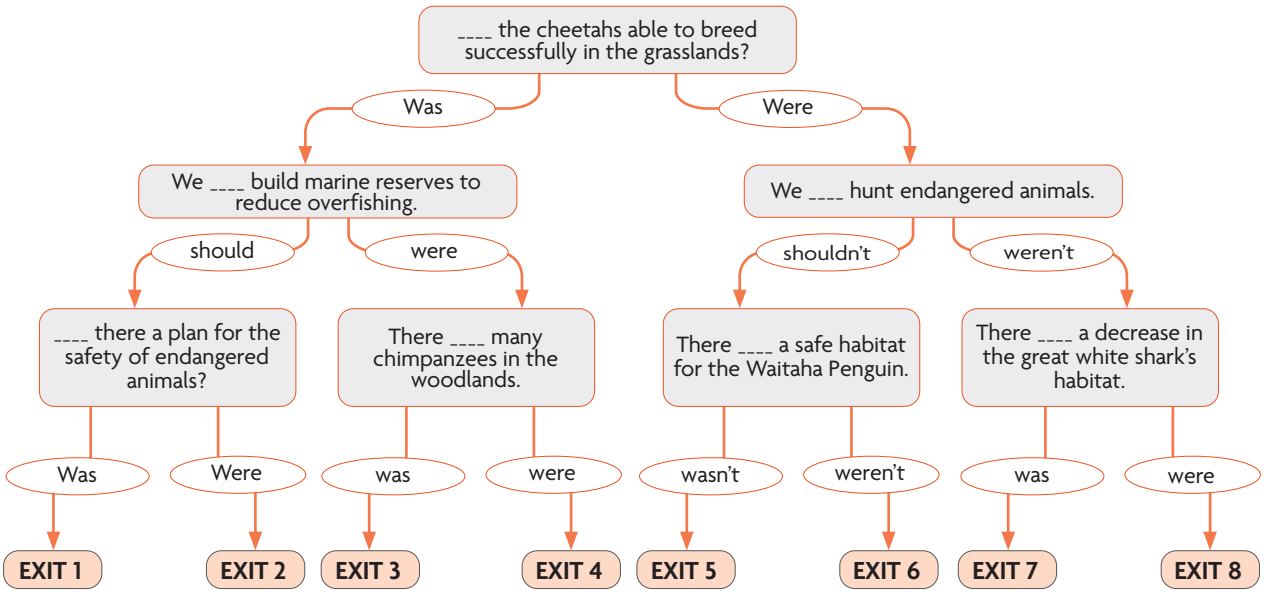
1. We _____ throw plastic into the sea, and governments _____ clean coastal areas regularly.

2. People _____ harm endangered animals, and they _____ destroy the jungle's natural balance.

3. Factories _____ release chemicals into the sea, and it _____ be illegal to harm coral reefs.

4. We _____ drive cars when public transport is available, and we _____ plant more trees.

g. Read the sentences and choose the correct answer to find the right exit.



3.5. READING

a. Look at the picture and read the text quickly. Then, choose the best title.

1. Clean Air, Healthy Life	2. Plant a Tree, Plant Hope	3. Less Plastic, More Life



Air pollution is one of the biggest problems in the world, and over time, it can cause serious diseases in people, animals, and plants. When factories produce goods, they often release smoke and harmful gases into the air. Vehicle traffic also causes air pollution every day. Another important reason is cutting down too many trees. Without enough trees, the air cannot clean itself well. Using fossil fuels also increases the amount of harmful gases in the atmosphere. To lessen the damage, we can take several simple steps.

Governments should make strict rules to reduce factory emissions. People should walk, cycle, carpool, or take public transport instead of driving alone. Planting more trees helps reduce the pollution because they clean the air. We should use clean energy sources such as solar and wind power to protect the air. From large companies to each one of us, everyone has a role to play. We should take action before it is too late. We can make a change if we try. Let's spread the word and take care of the air we all share.

b. Read the text again and answer the questions.

1. How does air pollution affect people, animals, and plants? _____.

2. Why do trees play an important role in the environment? _____.

3. Should we prefer driving alone or using carpools? _____.

4. What are some clean energy sources? _____.

5. What does 'spread the word' mean? _____.

c. Read the text again and complete the table as in the example.

	Main Reasons	Recommendations
Air pollution	Factories release smoke and harmful gases.	Governments should make strict rules to reduce factory emissions.

d. Look at the pictures below and write a recommendation for each pollution type.







1. _____ _____	2. _____ _____	3. _____ _____

3.6. WRITING

a. Look at the pictures and tick (✓) the habitat of cheetahs.



b. Read the text. Then, choose one of the animals and write a similar paragraph by using the information given in the table.

Cheetahs live in grasslands, mountains, and deserts. There are about 7,000 cheetahs today. They are endangered animals. In the past, there were a lot of cheetahs, but now, there are not many. They are in danger because of habitat loss. Another reason for this problem is overhunting. We should stop illegal hunting to keep cheetahs safe. We should not destroy the places they live anymore. Protecting their natural habitat is important for their safety and survival. Save cheetahs, save nature!

Animal	chimpanzee	great white shark	Waitaha penguin
Habitat	forests, woodlands	oceans	New Zealand coasts
Population	about 170,000–290,000	unknown	none
Status	endangered (at a very high risk)	vulnerable (at risk)	extinct (no more left)
Reasons	habitat loss, overhunting, diseases	pollution, overfishing	overhunting, habitat loss

c. Find a slogan about wildlife and endangered animals and write it below.

---------- !

Go to pages 134, 135, 136, and 137 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN THE WORLD & NATURE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

Listen to the audio and tick (✓) the correct sentences.

L 7. 4. 1

	1. Asian elephants live in grasslands.
	2. Habitat loss is a problem for Asian elephants.
	3. Hunting elephants is legal in many countries.
	4. Volunteers take care of elephants in special centres.
	5. The speaker believes people can still help elephants.

4.2. READING

Read the text and answer the questions.

Every Little Bit Helps!

Many animals today are vulnerable or endangered. Animals like leopards, elephants, pandas, and sea turtles need clean habitats and safe places to survive. Habitat loss, sea pollution, and air pollution harm them. Because of these problems, some animals live in smaller forests today. Others hunt in dirty oceans. Illegal actions, such as overhunting and overfishing, lessen their numbers. For example, there were about 700,000 leopards 50 years ago, but there are only 250,000 now. Their main habitat was the jungle. It was big and safe in the past, but today it is smaller and more dangerous for them. Many animals cannot even breed because they are sick or stressed. They need clean air, water, and food to stay alive.

We should take action urgently to protect their homes. We should stop illegal hunting and donate to volunteer organisations. We can also volunteer to help endangered animals. These actions are small, but they make a big change. Animals are a part of nature. They play an important role in the wild and keep balance in the world. We need to care for them. It is not too late. Keep wildlife safe!

1. Why do endangered animals need clean habitats?

---

2. What are two reasons for the decrease in animal numbers?

---

3. How many leopards were there 50 years ago?

---

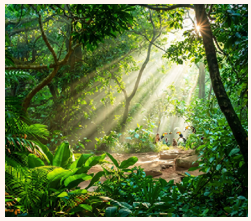
4. What should we do to help endangered animals?

4.3. VOCABULARY

Match the words with the pictures. One is extra.

sea pollution	to hunt	overfishing	jungle	to protect	to donate




1. _____	**2.** _____	**3.** _____	**4.** _____	**5.** _____

4.4. STRUCTURE

a. Circle the correct word.

1. The rainforest **was** / **were** a safe shelter for many wild animals in the past.
2. There **was** / **were** more clean oceans before.
3. The grasslands **was** / **were** full of animals 100 years ago.
4. The jungle **was** / **were** home to many species, but today habitat loss and disease lessen their population.
5. Fifty years ago, there **wasn't** / **weren't** many volunteers for wildlife protection.

b. Fill in the blanks with 'should' or 'shouldn't'.

1. We _____ protect the grasslands to help cheetahs hunt and survive.
2. We _____ cut trees in the woodlands because it destroys the shelters of chimpanzees.
3. We _____ help stop air pollution to keep the deserts and other habitats safe.
4. We _____ hunt animals, especially the endangered species.
5. We _____ prevent disease in wild animals such as dolphins and penguins.

4.5. WRITING

Write two sentences about protecting the environment for each picture using both 'should' and 'shouldn't'.



1.	_____. / _____.
2.	_____. / _____.
3.	_____. / _____.
4.	_____. / _____.
5.	_____. / _____.

Go to page 137 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?
   _____
   _____
2. In which real-life situations can you use the structure 'was/were', 'there was/there were', and 'should/should not'?
   _____
   _____
3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?
   _____
   _____
4. This theme is about nature, endangered animals, their habitats, and protection of the environment and animals. Where and how can you use this knowledge in your daily life?
   _____
   _____
5. What are your thoughts and feelings about this theme?
   _____
   _____

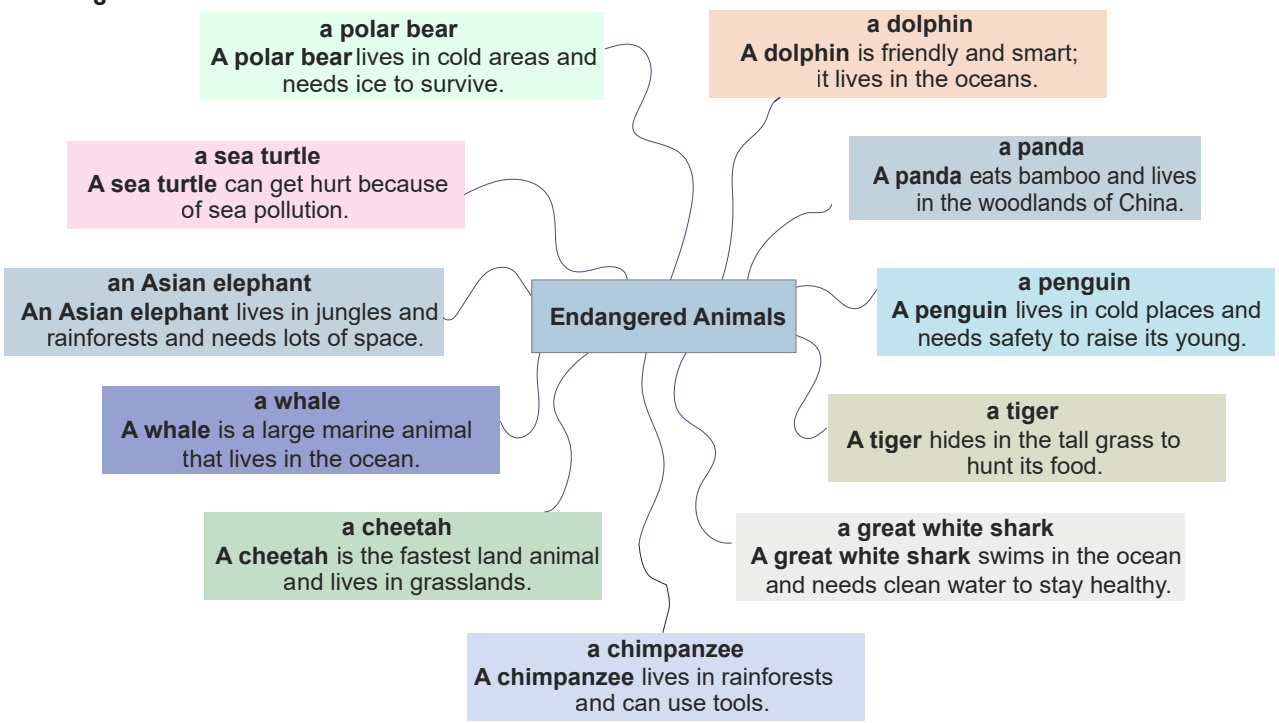
LIFE IN THE WORLD & NATURE

WHAT I HAVE LEARNED

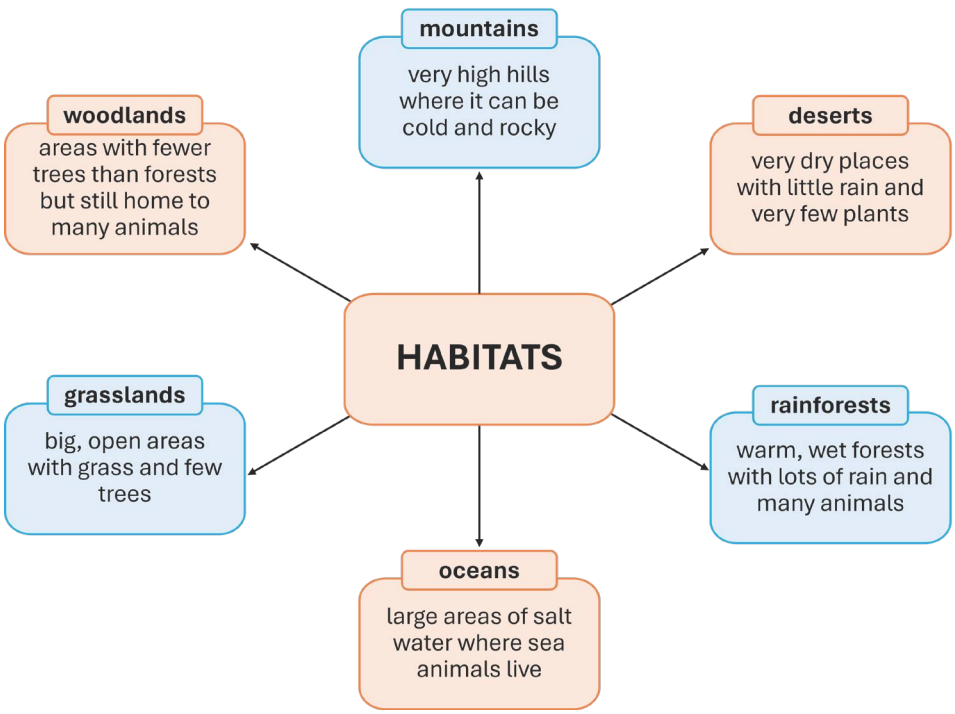
Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Endangered Animals



b. Habitats



c. Verbs Related to Nature

Forests **produce** oxygen and provide homes for many animals. — to produce

We can **reduce** waste by recycling more. — to reduce

Air pollution **threatens** the health of people. — to threaten

Animals **need** clean water and food to stay alive. — to need

Some animals **survive** in very cold and hot places. — to survive

Cutting down trees **lessens** animals' living space. — to lessen

Pandas **breed** slowly, so every baby panda is important. — to breed

Sharks **hunt** fish and other sea animals for food. — to hunt



to be at risk — Some animals **are at risk** because their habitats are disappearing.

to support — Volunteers **support** clean-up project for the environment.

to affect — Water pollution **affects** fish and other underwater species.

to protect — We should **protect** animals from harm.

to save — Some programmes **save** wild animals from disease and danger.

to donate — We should **donate** money to help endangered animals.

to prevent — New laws can **prevent** overhunting and habitat loss.

to hide — Tigers **hide** in grass before they catch their food.

d. Other Vocabulary Related to Nature



5.2. STRUCTURE

The Simple Present Tense, The Simple Past Tense (was/were - There was/There were), Should

A — The Simple Past Tense (was/were)

Asking and answering questions at a specific time in the past

- Their main habitat **was** the jungle.
- The habitats **were** cleaner and safer in the past.
- Cheetahs **weren't** endangered in the past.
- What **was** the population of the Asian elephants 20 years ago?

B — The Simple Present Tense

Describing facts, situations, and conditions

- Leopards, elephants, and cheetas **are** endangered animals.
- They **live** in jungles and forests.
- Marine pollution and hunting **are** reasons for their endangerment.
- Where **do** endangered animals **live**?

C — The Use of 'Should'

Describing advice, recommendations, and expectations

- We **should** protect the animals and their habitats.
- We **should** create safe areas for animals.
- We **shouldn't** destroy the habitats of animals.
- What **should** we do to help dolphins survive?

D — The Simple Past Tense (There was/There were)

Asking and answering questions about factual information and the existence of something at a specific time in the past

- **There was** more forest area in the past.
- **There were** more penguins in Antarctica before climate change.
- There **wasn't** much traffic in the past.
- **Were there** many sea turtles in the Mediterranean?

5.3. SOCIAL LANGUAGE

a. Common Expressions for Social Contexts

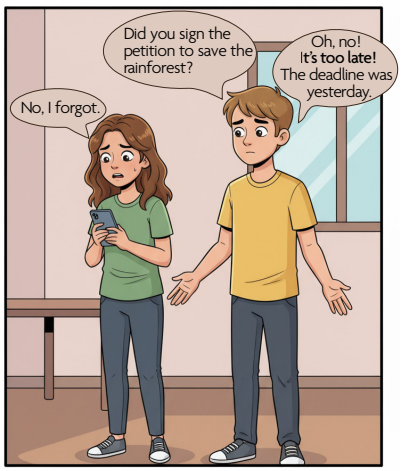
It's too late!
We say this when we cannot do anything anymore.

It's not too late!
This means we still have time to make change.

Every little bit helps!
This means even small actions are important and useful.

Spread the word!
This means telling other people about something is important.

In safe hands!
We use this when someone takes care of a problem properly.











ANSWER KEY

2.1.

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


DOLPHIN


MONKEY


COW


GIRAFFE


DUCK


LION


FISH


RABBIT


OCTOPUS


PARROT


CAT


DOG

2.2.

Pets	Farm Animals	Wild Animals	Sea Animals
cat	rabbit	lion	fish
dog	cow	giraffe	dolphin
parrot	duck	monkey	octopus

3.1. LISTENING

a.

They are all endangered species.

b.

1. c **2.** d **3.** a **4.** e **5.** f **6.** j **7.** b **8.** g **9.** i

c.

renewable		nature	✓	dedicated		protect	✓
beach	✓	wild	✓	safe	✓	existence	
extinct	✓	hide		danger	✓	support	

d.

Dialogue	Endangered Animals	Reasons
1.	sea turtles, whales	marine pollution
2.	tigers, Asian elephants	habitat loss
3.	polar bears, pandas	climate change

e. Possible answers:

1. Leopards, sharks, rhinoceros, gorillas, etc.

2. They can keep forests, oceans, and rivers clean. They can plant and stop illegal hunting.

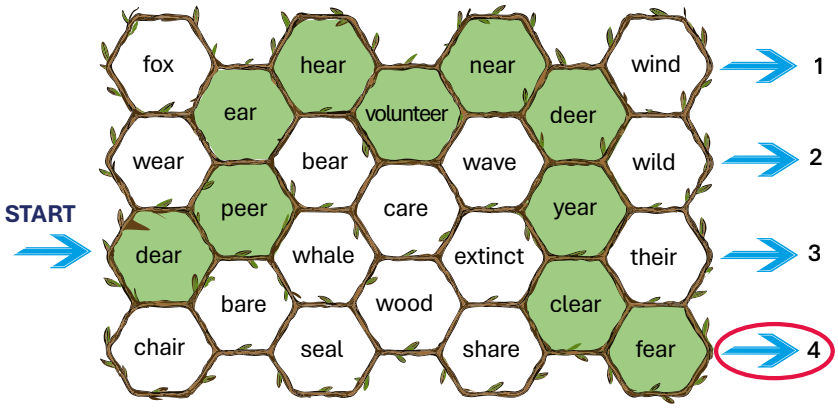
3. Yes, I do. Because nature makes me feel calm. I enjoy walking or camping with my friends sometimes./To be honest, not much. I usually prefer staying inside. However, I know nature is important, etc

3.2. PRONUNCIATION

b.

bear	**volunteer**	**extinct**	**world**
care	here	exploring	wild
their	clear	fix	waters

c.



3.3. VOCABULARY

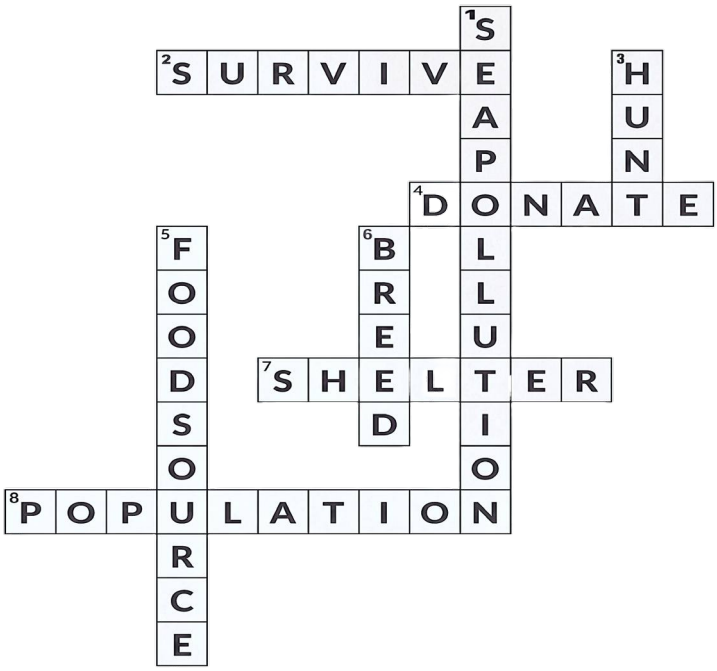
a. Possible answer:

The text is about polar bears or the extinction of polar bears.

b.

1.	food source	**e**	**4.**	shelter	**g**	**7.**	population	**d**
2.	survive	**f**	**5.**	sea pollution	**a**	**8.**	donate	**b**
3.	breed	**h**	**6.**	hunt	**c**	**Extra:**		**i**

c.



3.4. STRUCTURE

a.

1. c	**2.** e	**3.** b	**4.** f	**5.** a	**6.** d	**Extra:** g

b.

- We should protect the wildlife to keep it alive.
- Local people should help keep the land natural.
- Governments should prevent harmful actions like polluting and illegal hunting.
- People should not destroy grasslands for farming or construction.

c.

1. c **2.** d **3.** e **4.** a **5.** b

d.

1. a	**2.** b	**3.** a	**4.** b	**5.** a

e.

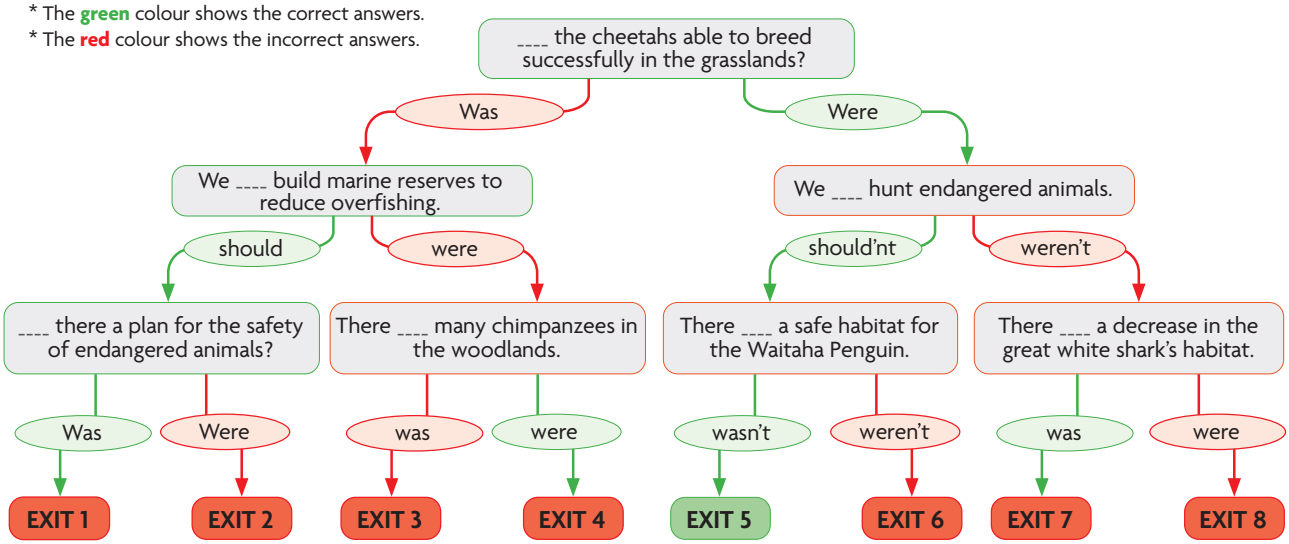
1. was/is **2.** are/Were **3.** were/is **4.** are/were **5.** wasn't/were

f.

1. shouldn't/should **2.** shouldn't/shouldn't **3.** shouldn't/should **4.** shouldn't/should

g.

* The **green** colour shows the correct answers.
* The **red** colour shows the incorrect answers.



3.5. READING

a.

1. **Clean Air, Healthy Life**

b.

1. It can cause serious diseases.

2. Because trees clean the air.

3. We should not prefer driving alone. We should prefer carpooling.

4. Solar and wind power are some clean energy sources.

5. It means to tell something to a lot of people.

c.

	Main Reasons	Recommendations
Air pollution	Factories release smoke and harmful gases.	Governments should make strict rules to reduce factory emissions.
	Vehicle traffic causes air pollution.	People should walk, cycle, carpool, or take public transport.
	Without enough trees, the air cannot clean itself well.	Planting more trees helps reduce the pollution.
	Using fossil fuels increases the amount of gases in the atmosphere.	We should use clean energy sources.

d. Possible answers:

1. We should reduce the use of harmful chemicals in farming and throw garbage into bins instead of littering.

2. We should use reusable bags and bottles instead of single-use plastics and recycle plastic waste properly.

3. We should stop throwing garbage and plastic into the sea and control oil leaks and factory waste before they reach the ocean.

3.6. WRITING

a. 3 ✓

b. Possible answers:

Chimpanzee: Chimpanzees live in forests and woodlands. There are about 170,000–290,000 chimpanzees in the world today. They are endangered animals. In the past, there were many chimpanzees, but now their number is getting smaller. They are in danger because of habitat loss, overhunting, and diseases. We should protect their forests and stop hunting them illegally. Protecting their natural homes is important for their survival. Save chimpanzees, save nature!

Great White Shark: Great white sharks live in oceans. The exact number of them is unknown today. They are vulnerable animals. This means they are at risk. In the past, there were more great white sharks, but now their population is decreasing. The main reasons are pollution and overfishing. We should not pollute the oceans, and we should fish responsibly. Protecting their habitat is important for their future. Save sharks, save nature!

Waitaha Penguin: Waitaha penguins used to live on the coasts of New Zealand. Unfortunately, there are none left today. They are extinct animals. In the past, there were many penguins, but they do not exist now. The reasons for this were overhunting and habitat loss. Sadly, nothing can bring them back, but we can learn from this and protect other species before it's too late. Save animals, save their habitats!

c. Possible answers:

Be their voice, save their world! | No wildlife, no life! | Act green, live clean, keep animals seen!

Protect nature, protect the future! | Don't let them vanish—act now!

4.1. LISTENING

1. X **2.** ✓ **3.** X **4.** ✓ **5.** ✓

4.2. READING

1. They need clean habitats to survive/to stay alive.

2. The reasons are habitat loss and illegal actions such as overhunting and overfishing./The reasons are sea pollution and air pollution.

3. There were about 700,000 leopards 50 years ago.

4. We should stop illegal hunting and donate to volunteer organisations./We can also volunteer to help endangered animals.

4.3. VOCABULARY

1. to protect **2.** sea pollution **3.** to hunt **4.** jungle **5.** overfishing **Extra:** to donate

4.4. STRUCTURE

a.

1. was **2.** were **3.** were **4.** was **5.** weren't

b.

1. should **2.** shouldn't **3.** should **4.** shouldn't **5.** should

4.5. WRITING

Possible answers:

1. We should save the water resources./We shouldn't waste water.

2. We should use public transportation./We shouldn't use private cars.

3. We shouldn't throw plastic in the sea./We should keep the environment clean.

4. We should recycle waste./We shouldn't throw waste away.

5. We should plant trees./We shouldn't cut down the trees.

AUDIO SCRIPTS

L 7. 3. 1. c/L 7. 3. 1. d

Dialogue 1

Jake: Hey, do you remember the beach with the sea turtles? They say there aren't many this year because some types of sea turtles are endangered now.
Emma: Oh, no! What's the reason?
Jake: The biggest reason is all the plastic in the ocean. Turtles often eat plastic by mistake.
Emma: That makes sense. The beach was cleaner before.
Jake: Yeah, and it's not just turtles. Whales can also go extinct because of marine pollution. They get stuck in plastic or swallow it. There were once many kinds of whales, but now some are endangered.
Emma: That's terrible. People should really stop throwing rubbish into the sea.
Jake: I agree. We should all take better care of nature.

Dialogue 2

Sinan: There was a documentary about tigers on TV last night. There are only a few thousand tigers left in the wild.
Emily: That's terrible. I know there were many more tigers in the past, but now, there are very few.
Sinan: I think the problem is habitat loss.
Emily: That's also true for Asian elephants. There were large forests for them before, but now, there isn't enough space.
Sinan: It's really sad. Animals need safe places to live and find food.
Emily: People should stop cutting down trees. There should be more forests for animals.
Sinan: I agree. We all need to protect their habitats.

Dialogue 3

Lisa: Look! There is a huge photo of a polar bear on that wall.
Ben: Yes, it's amazing. Polar bears live in the Arctic, but their numbers are getting lower because of climate change.
Lisa: I know that there are fewer than 26,000 left in the wild. That's terrible.
Ben: And it's not just them. Pandas are in danger, too. They need bamboo trees, but there are fewer forests now.
Lisa: That's really sad. People should take better care of nature and protect their homes. Actually, we can volunteer to start an online campaign and spread the word.
Ben: Great idea. If we don't act now, some animals might even go extinct.

L 7. 3. 2. a

1. The bear needs clean forests to survive.
2. There are volunteers to help save the planet.
3. Pollution can make animals extinct one day.
4. The natural world is home to many animals.

L 7. 3. 2. b

wild, care, clear, exploring, fix, their, waters, here

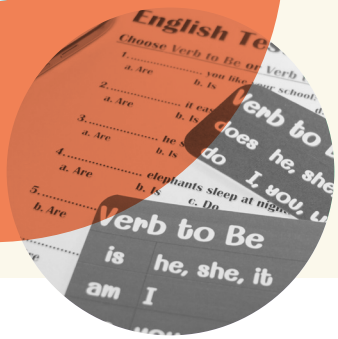
L 7. 3. 2. d

Dear bear's ears hear the fierce cheers near the chairs at the fair.
Volunteers wear gear to care for rare animals in wild, clear air.
Wet wolves wade through wide waterfalls in winter.
Excited explorers examine exotic plants in the exact wet woods.

L 7. 4. 1. a

The Asian elephant is one of the most amazing animals in the world. It usually lives in jungles and rainforests. In the past, there were many more elephants, but today, their population is getting smaller because of habitat loss. People cut down trees and build roads in the forests. So, the elephants lose their food sources and shelters. Also, some people hunt elephants for their tusks. This is illegal, but it still happens in some places. They need large areas to live and survive. We should protect their natural homes. Some volunteers help elephants in special centres. They save injured elephants and take care of baby ones. We can all help! We can donate, spread the word, and support wildlife groups. Remember: It's not too late!

Daha fazlası için karekodu okutunuz.



YEAR 9

LIFE IN THE UNIVERSE AND FUTURE

GETTING STARTED

Dear student,

The activities in this section are designed to guide you through your individual learning journey and support your learning process. As you work through this section, please follow the activities "I am getting ready," "I am making connections," "I am learning through practice," "I am evaluating my progress," "Self-reflection," and "What I have learned" in order. You are expected to complete each section by reviewing the feedback provided at the end of the activities.

In this section, you will learn about life in the universe and the future with films, film genres, futuristic films with futuristic ideas, and technology. You will also answer the following questions:

- Which phrases are used to ask and answer about film genres?
- Which adjectives are commonly used for describing feelings about films?
- What phrases can be used to express people's opinions about film genres?

I AM GETTING READY

Aim: In this section, we expect you to recall your previous knowledge about the topic and get prepared for the new theme.

1.1. Read the statements and tick (✓) the things you can do.

	SELF-ASSESSMENT	
1	I can use some words about films or entertaining content.	
2	I can ask about film genres and other people's opinions.	
3	I can express my opinions about film genres.	
4	I can describe my feelings and ideas about films by using some adjectives.	
5	I can use the Simple Present Tense to describe events in films.	
6	I can use 'will' to talk about predictions and opinions.	

1.2. For the statements you do not tick, look at the explanation in the same colour.

1	**To talk about types of films, you can make sentences like...** It is a comedy film.
2	**To ask questions about films and the types of films, you can make sentences like...** What is it? / What kind of film is it? / What kind of films do you like? / Do you like dramas?
3	**To talk about films and film types, you can make sentences like...** It is a romance film. / I like comedies.
4	**To talk about how you feel about films, you can make sentences like...** This film is scary. / Drama films are interesting. / This documentary is boring.
5	**To describe events in films, you can make sentences like...** The main character discovers a hidden map. / In the final scene, the hero saves the world.
6	**To talk about predictions and opinions, you can make sentences like...** People will travel to other planets. / Time travellers will change history.

LIFE IN THE UNIVERSE AND FUTURE

I AM MAKING CONNECTIONS

Aim: In this section, we expect you to relate the information to real-life situations and concepts from other subjects.

2.1. Match the words with the pictures. One is extra.

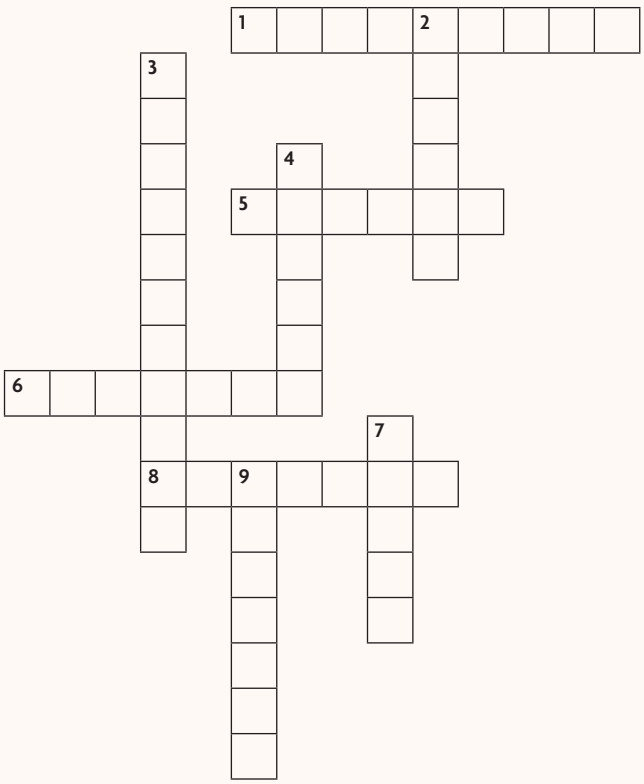
a. camera	**b.** actor	**c.** ancient	**d.** funny	**e.** drama	**f.** produce	**g.** wildlife



2.2. Fill in the blanks with the correct words from 'Exercise 2.1'. One is extra.

1. Machu Picchu is a(n) _____ Inca city in Peru.
2. We can use a(n) _____ to take pictures and record videos.
3. A brave _____ goes on exciting trips and faces danger in the film.
4. The comedy film was really _____; everyone laughed a lot.
5. I always cry at the end of a(n)_____ because they are usually very emotional.
6. Content creators _____ colourful videos for social media platforms.

2.3. Complete the crossword puzzle with film genres using the clues below.



ACROSS →	DOWN ↓
1. In this type of film, artists draw characters or use computers to create them.	**2.** It's full of car chases and exciting fight scenes.
5. It tells a scary story and makes you feel afraid.	**3.** This film gives facts and information about a real-life subject.
6. This film tells a story with magic and mythical creatures and takes place in an imaginary world.	**4.** It's funny and is designed to make the audience laugh.
8. It's a story of love and relationships, usually with a happy or sad ending.	**7.** It's set in the future or in space and often features advanced technology. (abbr.)
	9. In this type of film, people sing, dance, and play music to tell the story.

Go to page 152 to receive feedback on the 'I am making connections' **section.**

LIFE IN THE UNIVERSE AND FUTURE

I AM LEARNING THROUGH PRACTICE

Aim: In this section, we expect you to strengthen your understanding through activities and practical tasks to make learning more permanent.

3.1. LISTENING

a. Look at the picture and write four sentences about it using the words below.



(film) _____.

(horror) _____.

(future) _____.

(life) _____.

b. Listen to the dialogue and tick (✓) the words you hear.

adventure		invention		survival		documentary		artificial	
discovery		alien		superhero		crew		actor	

L 8. 3. 1. b

c. Categorise the words you hear in 'Exercise b'.

Film Genres	Characters	Technology

d. Listen again and answer the following questions.

L 8. 3. 1. d

1. What is the main topic of the Futuristic Film Festival?
_____.
2. What do the explorers invent in the film *Galaxy Zero*?
_____.
3. Why is the alien in *To Be Human* funny?
_____.
4. What is the main difference between *Project Z* and the other two films?
_____.

e. Answer the following questions.

1. Do you like watching futuristic films? Why?
_____.
2. Imagine that you will organise films for the film club next month. What kind of films will you choose? Why?
_____.

3.2. PRONUNCIATION

a. Listen to the text and pay attention to the pronunciation of the underlined sounds.

L 8. 3. 2. a

Tonight's **show** is *Mission: Space Adventure!* A **young** captain and her team travel through space. They explore new planets and meet a **robot** with secret knowledge. The robot helps them **control** the spaceship. They **go** to a **zero-gravity** planet. But there is a danger—an alien attack begins! It is a survival **story** with action and **mystery**! Their **journey** is full of futuristic technology and **amazing** challenges.

b. Listen and repeat the words you hear.

L 8. 3. 2. b

show	**go**	**shoulder**	**boat**	**toe**	**plateau**	**robot**
control	**gravity**	**young**	**journey**	**amazing**	**zero**	

c. Listen to the following words and circle the word with a different sound in each group.

L 8. 3. 2. c

1.	enjoy	beyond	year
2.	old	know	cost
3.	lovely	happy	survival
4.	zoo	horizon	sink

3.3. VOCABULARY

a. Scan the text and circle the correct word in each sentence.

1. An **actor** / **actress** plays the role of a superhero.

2. It is a **thriller** / **action** film.

b. Read the text and match the highlighted words and phrases with the pictures. One is extra.

Galactic Detectives

Get ready for a science fiction adventure! It is the year 3099. Superheroes and their robotic friends are on a very important mission in space. Their goal is to stop an alien invasion on a distant and dangerous planet: Orbiton. The planet is far from Earth, and it is full of strange creatures. They all travel in a technological spaceship. It is fast, smart, and full of advanced tools. It can fly through black holes and protect itself from alien attacks. The spaceship is also home to the crew. They eat, sleep, and train there. The crew is a mix of brave superheroes and intelligent robots. They must solve a big mystery by finding a secret code to stop the invasion. They will work together and explore Orbiton. My favourite actress, Lena Starfield, is one of the superheroes in the film. The director is Nova Elaris. She is very talented. This is an action, science fiction, and detective film. It is exciting, futuristic, and fun to watch!

1 
_____

2 
_____

3 
_____

4 
_____

5 

_____

6 
_____

c. Complete the sentences with the highlighted words and phrases in the text in 'Exercise b'.

1. _____ machines will control houses, cars, and even schools in the future.
2. _____ will have human abilities and help people in all areas.
3. _____ films show robots, travel around the universe, and futuristic cities.
4. The _____ controls the spaceship with artificial intelligence.
5. Visitors from another planet will land on Earth and start a(n) _____ in the film.
6. The _____ gives clear instructions and turns ideas into amazing film scenes.
7. Films about _____ show new worlds, astronauts, and life on other planets creatures.

d. Answer the following questions about yourself.

1. Do you like watching science fiction films? What is your favourite one?

   _____.
2. Who is your favourite actor or actress? Why do you like them?

   _____.
3. Do you think futuristic robots will be our friends in the future? Why?

   _____.

3.4. STRUCTURE

a. Match the film genres with the pictures. One is extra.

a. cartoon **b.** musical **c.** detective **d.** historical **e.** mystery **f.** biographical **g.** adventure **h.** documentary **i.** action **j.** horror



b. Read the text and underline the Simple Future Tense as in the example.

Every weekend, our school's film club shows different films. We usually watch comedies and action films because they are fun and exciting. And we sometimes watch historical films to learn about some important events in history. But this is not my cup of tea! I think we should watch a musical, too. The actors and actresses in a musical sing and dance in every scene. Doesn't everyone enjoy the colourful costumes and the music in a musical? I think everyone loves it!

This weekend will be a special one for film lovers. On Saturday, we will see a science fiction film. It will be about space exploration. Will the spaceship travel to new and strange planets? I think this film won't be boring because it has exciting space scenes, smart robots, and a mystery to solve! This film is a breath of fresh air! On Sunday, we will watch a documentary about inventions. It shows many technological inventions in history. I believe this weekend will be fun and full of different film genres to enjoy!

c. Read the sentences from the text and circle the correct use of 'will'.

1. On Saturday, we will see a science fiction film.
a) expressing a personal opinion **b)** describing a future event

2. I think this film won't be boring.
a) expressing a personal opinion **b)** making a scientific prediction

3. It will be about space exploration.
a) giving advice **b)** describing a fact about the future

4. I believe this weekend will be fun.
a) expressing a personal opinion **b)** describing a future event

5. This weekend will be a special one for film lovers.
a) describing a prediction **b)** asking for permission

6. We will watch a documentary about inventions.
a) expressing a personal opinion **b)** describing a future event

d. Complete the sentences with the Simple Future Tense using the verbs in parentheses.

In *Back to Tomorrow*, a group of young engineers from Berlin **(1)** _____ **(test)** the world's first legal time travel machine. They **(2)** _____ **(travel)** to the year 2080 to collect data about climate change and urban life. The machine **(3)** _____ **(take)** them exactly 56 years forward. **(4)** _____ **(they/see)** flying cars or robots everywhere? Not really. Most things look familiar, but technology is smarter and cleaner. Some cities are more advanced, but others **(5)** _____ **(not/solve)** their pollution problems. The team **(6)** _____ **(wear)** special suits to protect themselves. Their watches **(7)** _____ **(record)** everything they experience. But one member of the team, Jonas, is worried. **(8)** _____ **(he/manage)** to return safely? The scientists **(9)** _____ **(meet)** future versions of themselves. That part **(10)** _____ **(not/be)** easy emotionally. I'm very excited about this film!

e. Write at least three sentences about your predictions for the future.

_____.

_____.

_____.

f. Find the hidden sentences by putting the coloured words in the right order as in the example. Then write them below.

1	~~What~~	think	has	very	help	powers	~~?~~
2	I	superhero	film	~~in~~	~~the~~	stories	.
3	A	~~will~~	~~happen~~	shows	special	~~future~~	.
4	A	science fiction	robots	will	exciting	people	.

1. What will happen in the future?

2. _____

3. _____

4. _____

3.5. READING

a. Skim the text to guess the topic and tick (✓) the correct box(es).

future life		hologram		living together with aliens		space tourism		robot farmers	

b. Scan the text and write a suitable title for it.

A In 100 years, life on Earth will be completely different. Cities will be more modern and organised. Buildings will be more energy-efficient, with smart glass, green roofs, and robot guards.

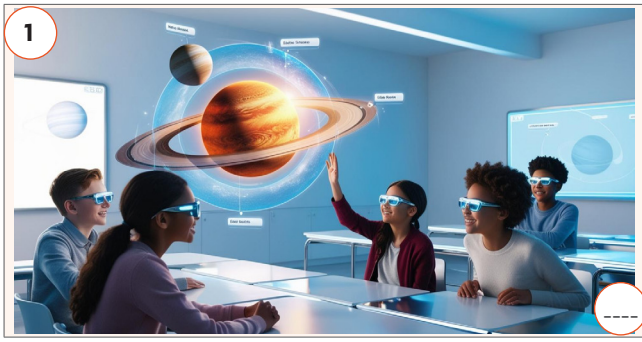
B Daily life will be much easier. People won't cook or clean anymore. A personal robot will do the housework more quickly than a human. The fridge will be smarter—it will order food automatically when it's empty. Lights and music will change automatically according to your facial expressions. Every room will have a virtual assistant with a soft voice and artificial intelligence.

C Learning will be more exciting in schools. Students will use smart glasses to study. They will see the solar system in 3D, and these glasses will make lessons more interactive than traditional textbooks. In science classes, students will explore the inside of the human body or take a spacewalk, all from their classroom.

D Future jobs will be more creative. Some people will become robot technicians. They will fix machines and programme home assistants. Others will work as virtual reality designers and create digital worlds better than those in today's video games. Maybe there will be space farmers, and they will grow food in greenhouses on other planets. Who knows? The future will be brighter and more exciting, and young people today should be more curious and more open-minded in order to shape the future.

c. Read the text and match the pictures (1-4) with the paragraphs (A-D).

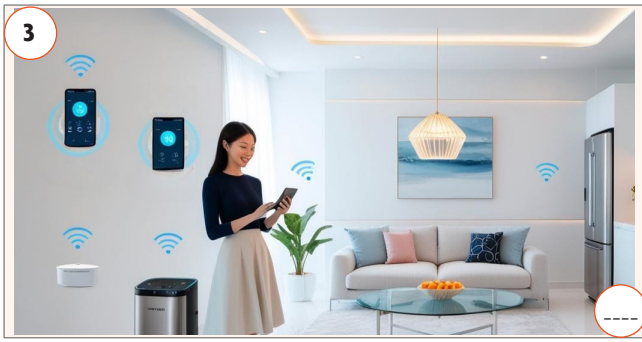
1 ____



2 ____



3 ____



4 ____



d. Read the text again and answer the questions.

1. What will cities look like in 100 years? _____.
2. What will personal robots do at home in the future? _____.
3. How will students use new technologies to learn more effectively? _____.
4. What kind of new jobs will exist in the future? _____.
5. How should young people prepare for the future? _____.

e. Answer the following questions.

1. How will technology help you in the future? _____.

2. What job will you do in the future? Why? _____.

3.6. WRITING

a. Read the sentences and number them (1–5) to make a meaningful paragraph.

_____ **i.** People will also live on different planets and travel in their own spaceships.

_____ **ii.** For example, smart homes and flying cars will make everyday life easier and more fun.

_____ **iii.** Life in the future will be full of exciti ng changes and amazing technology.

_____ **iv.** All in all, people will enjoy new ways of living and life will be completely unique and exciting!

_____ **v.** Robots will do housework, and new inventions will help people survive in space.

b. Label each sentence with one of the following.

1. Which sentence is the topic sentence? Write its number(s): _____

2. Which sentences are the supporting details? Write its number(s): _____

3. Which sentence is the conclusion? Write its number(s): _____

c. Write a paragraph about your future life using the tips below.

- A topic sentence
- 2–3 supporting sentences
- A conclusion sentence

Go to pages 152, 153, 154, 155, and 156 to receive feedback on the 'I am learning through practice' **section.**

LIFE IN THE UNIVERSE AND FUTURE

I AM EVALUATING MY PROGRESS

Aim: In this section, we expect you to review what you have learned, reflect on your own learning process, and recognise the points you need to improve.

4.1. LISTENING

Listen to the audio and put the sentences in the order you hear.

L 8. 4. 1

	The astronauts want to discover new life.
	The team travels to a new planet.
	The speaker hopes to travel to space one day.
	The film is full of adventure and action.
	The astronauts have a smart robot and futuristic machines.

4.2. READING

Read the blog entries and answer the following questions.

Welcome to our class blog! Let's see favourite film genres.

AMELIA
Star Path is a great space adventure film. In the film, a brave crew explores a new galaxy. The scenes are so futuristic! The actress, Zoe Kim, plays the captain, and she's amazing!

ERDEM
I love science fantasy, and my favourite film is *Digital Horizon*. The story is about robots. They help humans survive after an alien invasion. It is a survival story of humans!

NOAH
I love *Time Loop*. It is a time travel story. The characters need to control the machine, but they have difficulties. It is full of action! I think people will invent a time machine one day!

SOPHIA
My favourite film is *The World of Inventions*. It's a documentary about famous scientists and their new discoveries. They invent smart machines for the future. I think we should watch more films like this!

JEREMY
My favourite film is *Artificial Warriors*. It's a martial arts film. The story is about artificial fighters. They protect the Earth from robotic creatures. The fighters use advanced technological suits. The idea is interesting, and the scenes look very futuristic!

1. How does Amelia describe the scenes in the film? _____.

2. What is *Digital Horizon* about? _____.

3. What does Noah think will happen in the future? _____.

4. What is *The World of Inventions* mainly about? _____.

5. What kind of technology do the fighters use? _____.

4.3. VOCABULARY

Match the words with their definitions. One is extra.

	1. futuristic	**a.** to create something new
	2. survival	**b.** looking like it is from the future; very modern or advanced
	3. to invent	**c.** not real or natural
	4. to control	**d.** the act of staying alive in a dangerous situation
	5. artificial	**e.** to manage or operate something
		f. to change or adjust in order to fit a new situation

4.4. STRUCTURE

Fill in the blanks with 'will' using the words in parantheses.

New message

To Jade

Subject Film Day Event

Hello, Jade!
Our school organises a film day every year. We watch films in many genres there. This year, we **(1)**_____ **(see)** a detective film and a science fiction film about robots and time travel. We generally watch horror films, too. But this year we **(2)**_____ **(not/watch)** them because many students think they are too scary! There **(3)**_____ **(be)** cool lights and a big screen for the show! Students **(4)**_____ **(make)** posters before the event. The films **(5)**_____ **(start)** on time, so please hurry! We **(6)**_____ **(open)** the doors early for good seats. You **(7)**_____ **(need)** your ID card at the entrance.
See you there!
Sue

Send

4.5. WRITING

Write a short paragraph about films. Think about the following points before you write.

• Your favourite film • Your favourite film genre • Your favourite actor, actress, and director • Films in the future

Go to pages 156 and 157 to receive feedback on the 'I am evaluating my progress' **section.**

SELF-REFLECTION

1. What do you think are the three most important new words or language structures in this theme?

---
2. In which real-life situations can you use the structure of the Simple Present Tense and the Simple Future Tense?

---
3. During your progress, which skill (listening, reading, speaking, writing, vocabulary, pronunciation, structure) do you think you improved the most? Why?

---
4. This theme is about films, film genres, futuristic films with futuristic ideas, and technology. Where and how can you use this knowledge in your daily life?

---
5. What are your thoughts and feelings about this theme?

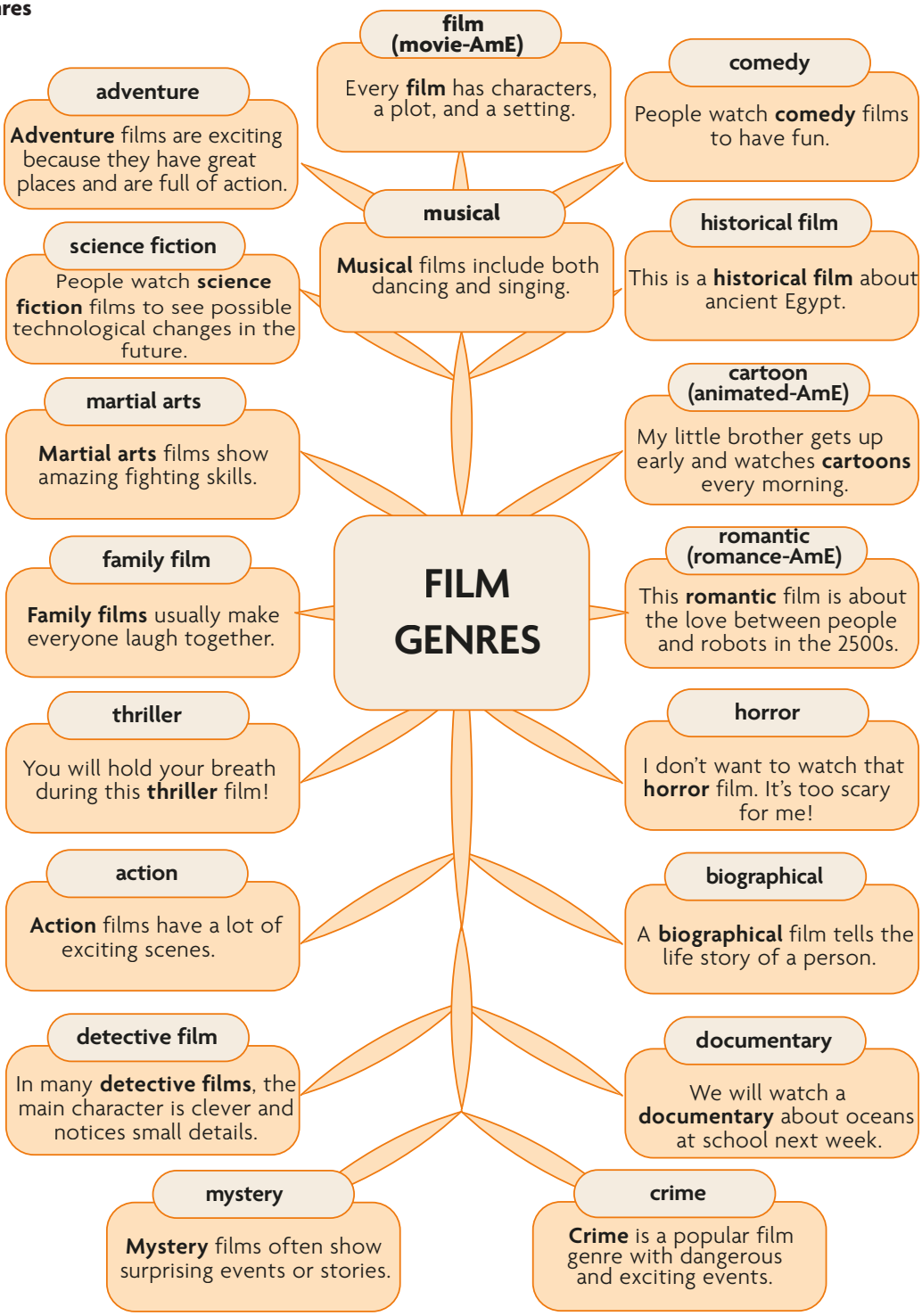
LIFE IN THE UNIVERSE AND FUTURE

WHAT I HAVE LEARNED

Aim: In this section, we expect you to summarise the key ideas and identify how you can use them in daily life.

5.1. VOCABULARY

a. Film Genres



b. Nouns Related to Futuristic Film Genres

adventure
I plan to watch an **adventure** film about robots on Friday night.

robots
Robots will do everything for people in the future!

alien invasion
Some films show an **alien invasion**, and people try to save the world.

space exploration
Futuristic films often have stories about **space exploration** and life on other planets.

a discovery
A discovery on another planet makes a big difference on Earth.

an invention
This **invention** helps people travel to the future.

an actor
The young man wants to become **an actor** in international films.

a crew
In many films, **a crew** plays an important role.

a director
The **director** works with artificial intelligence to make a film.

a myth
The film is about **a myth** that people still believe in today.

superheroes
You can see **superheroes** in many adventure films.

space adventure
The crew travels to new planets in this **space adventure** film.

time travel
Many science fiction films show **time travel**, and the characters try to change the future or past.

science (sci-fi) fantasy
People enjoy **science fantasy** films because they are full of adventure.

a survival
The film is about the **survival** of people after an alien attack.

an actress
She is a great **actress**, and she will get awards for her performances in films.

time loop
A **time loop** keeps the hero repeating the same day again and again.

virtual reality
The hero enters **virtual reality** to complete a mission.

c. Verbs for Films and Futuristic Ideas

to discover
In the future, we will **discover** life on another planet.

to explore
Astronauts will **explore** Mars soon.

to invent
In the future, engineers will **invent** flying cars.

to adapt
Robots will **adapt** to different jobs.

to control
In the future, we will **control** machines with our minds.

to be into something
I'**m into** action films because they are fast-paced.

d. Adjectives to Describe Futuristic Films

futuristic
In the **futuristic** films, robots help people to solve problems.

technological
New **technological** discoveries help us in our daily lives.

virtual
In many science fiction films, characters often explore **virtual** worlds.

artificial
People often use **artificial** intelligence for everything.

robotic
The **robotic** characters will be in the films soon.

horrific
The villain is **horrific** and scares everyone.

world-saving
It is a **world-saving** film about heroes who protect the Earth.

legendary
The story is **legendary** and everyone talks about it.

global
I think this film will become **global** because everyone enjoys it.

optimistic
The ending is **optimistic** and gives hope to viewers.

intelligent
Intelligent robots often help humans solve complex problems.

epic
Futuristic films often tell **epic** stories about heroes.

5.2. STRUCTURE

The Simple Present Tense
Describing the plot and events of films and stories

What do I use?

The Simple Future Tense
Describing predictions or expectations about the future

5.3. SOCIAL LANGUAGE EXPRESSIONS

This (film) is a breath of fresh air!
It's something new, exciting, and refreshing. Use it when you want to say something pleasantly different or original.
Alan : Honestly, I am tired of watching violent action films every weekend.
Brain : I agree. That's why I chose this comedy. **It is a breath of fresh air** after all those serious dramas!

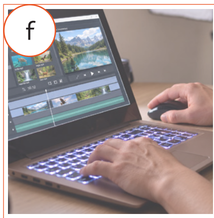
This (film) is not my cup of tea!
It means you don't enjoy it, or it is not your taste. Use it when you want to politely say you dislike.
Mary : Hey, do you want to go to the cinema to see that new horror film?
Terry : Thanks for the invite, but horror films are **not my cup of tea**. I prefer romantic comedies.

I'm not brave enough to watch this!
It's too scary or intense for you. Use it when you don't want to do something frightening.
John : Look at this trailer! The monster looks absolutely terrifying. Let's watch it tonight.
Ren : No way! That looks too intense for me. **I'm not brave enough to watch this!**

What's next?
It means what will happen now. Use it when you are excited or want to know more.
Richard : I can't believe the episode ended like that! That twist was so unexpected!
George : I know, right? I am so excited to see **what's next**. Start the next episode immediately!

ANSWER KEY

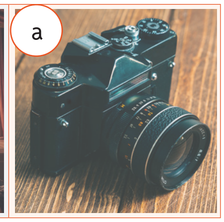
2.1.

f

b


g

c

e

a


Extra: d

2.2.

1. ancient **2.** camera **3.** actor **4.** funny **5.** drama **6.** produce **Extra:** wildlife

2.3.

					1 A	N	I	M	2 A	T	I	O	N
			3 D						C				
			O						T				
			C			4 C			I				
			U		5 H	O	R	R	O	R			
			M			M			N				
			E			E							
			N			D							
6 F	A	N	T	A	S	Y							
			A					7 S					
			8 R	O	9 M	A	N	C	E				
			Y		U			I					
					S			F					
					I			I					
					C								
					A								
					L								

3.1.

a. Possible answers:



(film)	I will go to the Futuristic Film Festival.
(horror)	I don't like horror films.
(future)	We will visit other planets in the future.
(life)	We will discover life on other planets.

b.

adventure	✓	**invention**	✓	**survival**		**documentary**	✓	**artificial**	✓
discovery		**alien**	✓	**superhero**	✓	**crew**		**actor**	

c.

Film Genres	Characters	Technology
adventure documentary	alien superhero	artificial invention

d.

1. The main topic of the Futuristic Film Festival is space, the future, and advanced technology (science fiction).

2. They invent a time travel machine.

3. Because he makes mistakes and doesn't understand human rules.

4. It is a documentary and shows realistic technology. Other films are fiction.

e. Possible answers:

1. Yes, I like watching futuristic films because they are exciting.

2. I will choose comedy films because they are funny. I want to laugh and have a good time with my friends.

3.2. PRONUNCIATION

c.

1. enjoy

2. know

3. survival

4. sink

3.3. VOCABULARY

a.

1. An **actor** / **actress** plays the role of a superhero.

2. It is a **thriller** / **action** film.

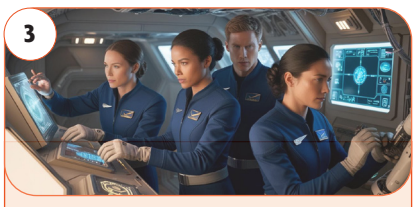
b. Extra: space



director



robots



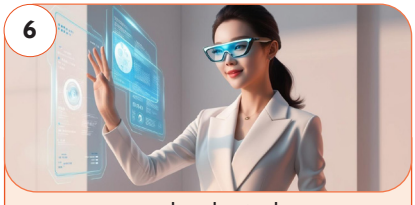
crew



alien invasion



science fiction



technological

c.

1. Technological
2. Robots
3. Science fiction
4. crew
5. alien invasion
6. director
7. space

d. Possible answers:

1. Yes, I do. My favourite one is Star Wars./No, I don't. I prefer comedy films.
2. My favorite actor is Tom Holland because he is very funny./I like Emma Watson because she is talented.
3. Yes, I think they will be our friends because they are helpful./No, I think they will be enemies because they are dangerous.

3.4. STRUCTURE

a.



Extra: horror

b.

Every weekend, our school's film club shows different films. We usually watch comedies and action films because they are fun and exciting. And we sometimes watch historical films to learn about some important events in history. But this is not my cup of tea! I think we should watch a musical, too. The actors and actresses in a musical sing and dance in every scene. Doesn't everyone enjoy the colourful costumes and the music in a musical? I think everyone loves it! This weekend will be a special one for film lovers. On Saturday, we will see a science fiction film. It will be about space exploration. Will the spaceship travel to new and strange planets? I think this film won't be boring because it has exciting space scenes, smart robots, and a mystery to solve! This film is a breath of fresh air! On Sunday, we will watch a documentary about inventions. It shows many technological inventions in history. I believe this weekend will be fun and full of different film genres to enjoy!

c.

1. On Saturday, we will see a science fiction film.	**b)** describing a future event
2. I think this film won't be boring.	**a)** expressing a personal opinion
3. It will be about space exploration.	**b)** describing a fact about the future
4. I believe this weekend will be fun.	**a)** expressing a personal opinion
5. This weekend will be a special one for film lovers.	**a)** describing a prediction
6. We will watch a documentary about inventions.	**b)** describing a future event

d.

In *Back to Tomorrow* is a science fiction film. In this film, a group of young engineers from Berlin **(1) will test** the world's first legal time machine. They **(2) will travel** to the year 2080 to collect data about climate change and urban life. The machine **(3) will take** them exactly 56 years forward. **(4) Will** they **see** flying cars or robots everywhere? Not really. Most things look familiar, but technology is smarter and cleaner. Some cities are more advanced, but others **(5) won't solve** their pollution problems. The team **(6) will wear** special suits to protect themselves. Their watches **(7) will record** everything they experience. But one member of the team, Jonas, is worried. **(8) Will** he **manage** to return safely? The scientists **(9) will meet** future versions of themselves. That part **(10) won't be** easy emotionally.

e. Possible answers:

People will travel to space for holidays in the future.

Robots will help us with daily housework.

Students will study with virtual reality glasses in their classrooms.

f.

1. What will happen in the future?

2. I think robots will help people.

3. A superhero has very special powers.

4. A science fiction film shows exciting stories.

3.5. READING

a. Possible answers:

future life	✓	hologram	✓	living together with aliens		space tourism		robot farmers	✓

b. Possible answers:

Future Education and Technology in Schools
Daily Life in the Future
Futuristic Cities
Robots and Future Jobs

c.

1. **C** **2.** **D** **3.** **B** **4.** **A**

d.

1. Cities will be more modern and organised, with energy-efficient buildings, smart glass, green roofs, and robot guards.

2. Personal robots will do the housework, such as cooking and cleaning, faster than humans.

3. Students will use technological glasses to study and explore topics like the solar system or the human body in 3D.

4. There will be new jobs like robot technicians, virtual reality designers, and space farmers.

5. Young people should be more curious and open-minded in order to shape the future.

e. Possible answers:

1. Technology will help me work faster. It will help me learn new languages easily with apps and virtual classes. I will use robots and smart assistants at home.

2. I will work as a virtual assistant because I enjoy helping people learn, create, and solve problems.

3.6. WRITING

a.

i. __**4**__ People will also live on different planets and travel in their own spaceships.

ii. __**2**__ For example, smart homes and flying cars will make everyday life easier and more fun.

iii. __**1**__ Life in the future will be full of exciting changes and amazing technology.

iv. __**5**__ All in all, people will enjoy new ways of living and life will be completely unique and exciting!

v. __**3**__ Robots will do housework, and new inventions will help people survive in space.

b.

1. Which sentence is the topic sentence? Write its number(s): __**iii**__

2. Which sentences are the supporting details? Write its number(s): __**i, ii, v**__

3. Which sentence is the conclusion? Write its number(s): __**iv**__

c. Possible answer:

My future life will be full of new technology and exciting experiences. I will live in a smart house with robots that help me cook and clean. I will work as a virtual reality designer and create digital worlds for people to explore. Sometimes, I will travel to space with my friends for fun holidays. Life will be very different, but I believe it will be more fun and creative!

4.1. LISTENING

1. The team travels to a new planet.

2. The astronauts want to discover new life.

3. The astronauts have a smart robot and futuristic machines.

4. The film is full of adventure and action.

5. The speaker hopes to travel to space one day.

4.2. READING

1. She says the scenes are futuristic.

2. It is about robots that help humans survive after an alien invasion.

3. He thinks people will invent a time travel machine one day.

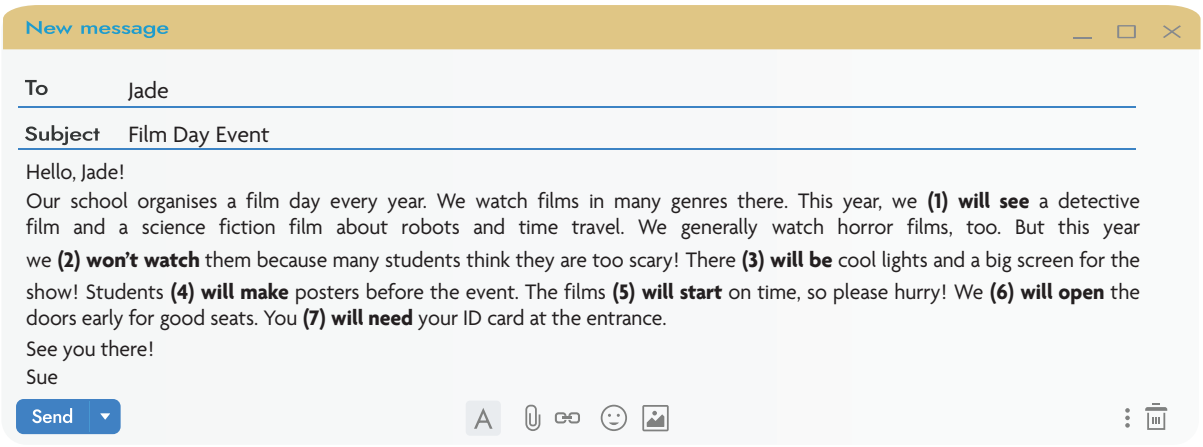
4. It is about famous scientists and their new discoveries.

5. They use advanced technological suits.

4.3. VOCABULARY

b.	**1.** futuristic
d.	**2.** survival
a.	**3.** to invent
e.	**4.** to control
c.	**5.** artificial
Extra: f	

4.4. STRUCTURE


New message

To Jade

Subject Film Day Event

Hello, Jade!

Our school organises a film day every year. We watch films in many genres there. This year, we **(1) will see** a detective film and a science fiction film about robots and time travel. We generally watch horror films, too. But this year we **(2) won't watch** them because many students think they are too scary! There **(3) will be** cool lights and a big screen for the show! Students **(4) will make** posters before the event. The films **(5) will start** on time, so please hurry! We **(6) will open** the doors early for good seats. You **(7) will need** your ID card at the entrance.

See you there!

Sue

Send

4.5. WRITING

Possible answer:

My favourite film genre is science fiction because I enjoy watching stories about space and new worlds. My favourite film is *Galaxy Quest*. I love it because it is exciting and full of funny moments. My favourite actor is Daniel Vega, and my favourite actress is Lena Hart. I also really like the director Mira Solen because her films are very creative. In the future, I think films will have more advanced technology, and we will watch more interactive stories with amazing special effects.

AUDIO SCRIPTS

L. 8. 3. 1. b/L. 8. 3. 1. d

Sue : Look! The Film Club organises a Futuristic Film Festival this weekend!

Jake : That sounds amazing! What kind of films do they show?

Bora : Let's check the poster. The first film is *Galaxy Zero*. It is an adventure film about a team of young explorers in space.

Sue : I know that film. This is a breath of fresh air! You should watch it. It is really exciting. In the film, the explorers find an old robot. They invent a time travel machine.

Jake : This is a great invention. So... will they travel to the past or the future?

Sue : To the future!

Jake : That sounds so cool! What's next?

Bora : The second film is *To Be Human*. An alien comes to Earth and tries to adapt to human life. I think we should watch that.

Jake : Will the alien be a superhero?

Sue : No, he won't. He is a funny character. He makes many mistakes. He doesn't understand human rules. It's a comedy film.

Bora : The last one is *Project Z*. It's a documentary. A team builds a smart city for robots in the desert. They use artificial intelligence to control the city.

Jake : That's different from the other films. It sounds more real and technological.

Sue : We should watch all three. We will learn, laugh, and travel to space!

Bora : Okay. I will bring popcorn. Don't forget your tickets!

L. 8. 3. 2. a

Tonight's show is Mission: Space Adventure! A young captain and her team travel through space. They explore new planets and meet a robot with secret knowledge. The robot helps them control the spaceship. They go to a zero-gravity planet. But there is a danger—an alien attack begins! It's a survival story with action and mystery! Their journey is full of futuristic technology and amazing challenges.

L. 8. 3. 2. b

show	go	shoulder	boat	toe	plateau	robot
control	gravity	young	journey	amazing	zero	

L. 8. 3. 2. c

1.	enjoy	beyond	year
2.	old	know	cost
3.	lovely	happy	survival
4.	zoo	horizon	sink

L. 8. 4. 1

Hi everyone!
Today I want to tell you about my favourite film. It's a science fiction film called *Galaxy Explorers*. It is all about space exploration, and I think it's amazing! In the film, a group of astronauts travel to a new planet. They want to discover new life and explore space. The team has a smart robot and cool futuristic machines. The film is full of adventure, action, and exciting moments. The actors and the director did a great job! I like this film because it makes me think about the future. I ask myself, "What will happen in the future?" I believe people will live on other planets in the future. Maybe we will find water or new life. I think scientists will invent new rockets and robots to help us. I hope I will travel to space one day! If you like films with technology, robots, and big ideas, I recommend *Galaxy Explorers*. You should really watch it. It's exciting, fun, and full of space adventure!

Daha fazlası için karekodu okutunuz.

MEBİ

OGM MATERYAL