



ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ
GENEL MÜDÜRLÜĞÜ

LEARN!

ENGLISH!

YEAR 9

ENGLISH
TYMM-BASED ACTIVITY PACK
ANSWER KEY

Hi!

Hello!



Scan the QR code
for the answers.



THEME 6

LIFE IN THE CITY & COUNTRY



LISTEN AND GROW

The International Food Club is an organisation that holds food festivals in different countries every year. This year, it is organising a festival called “Taste of Anatolia” in Türkiye. In the festival, people visit colourful food stalls, taste local and international dishes, and join a giant feast over several days. Street vendors prepare traditional recipes and modern international dishes.

A. Scan the QR code below to listen and do the exercises.



1. Choose the best option.

What is the main purpose of the festival?

- a. To sell local products
- b. To taste and enjoy different dishes**
- c. To watch and join competitions
- d. To attend workshops

1. Tick (✓) the foods you hear in the announcement.



2. Listen again and answer the questions.

a. What time does the festival start and finish?

It starts at 2 p.m. and finishes at 10 p.m.

b. What kind of dishes can visitors try?

Visitors can try local and international dishes.

c. Write two activities visitors can attend at the festival.

- cooking workshops
- street food competition

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Listen and Grow part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Listen and Grow part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

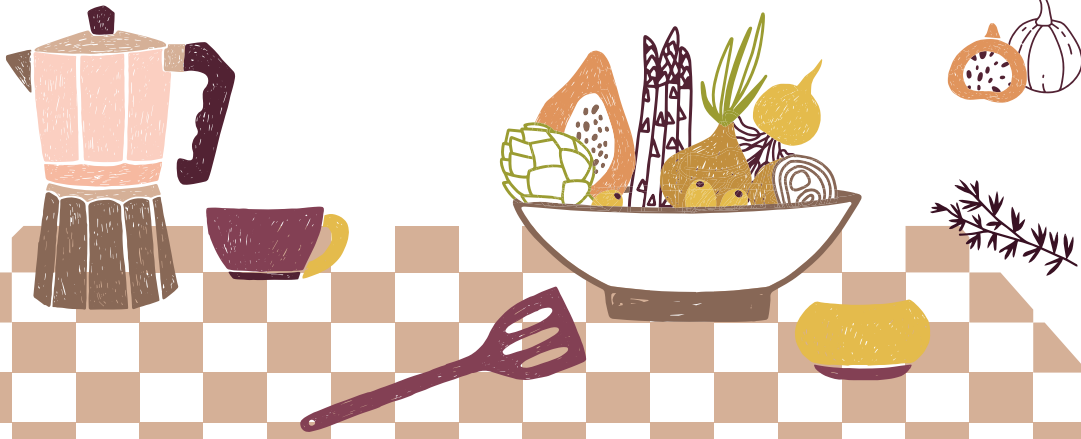


B. Complete the survey below. **Ss' own answers**

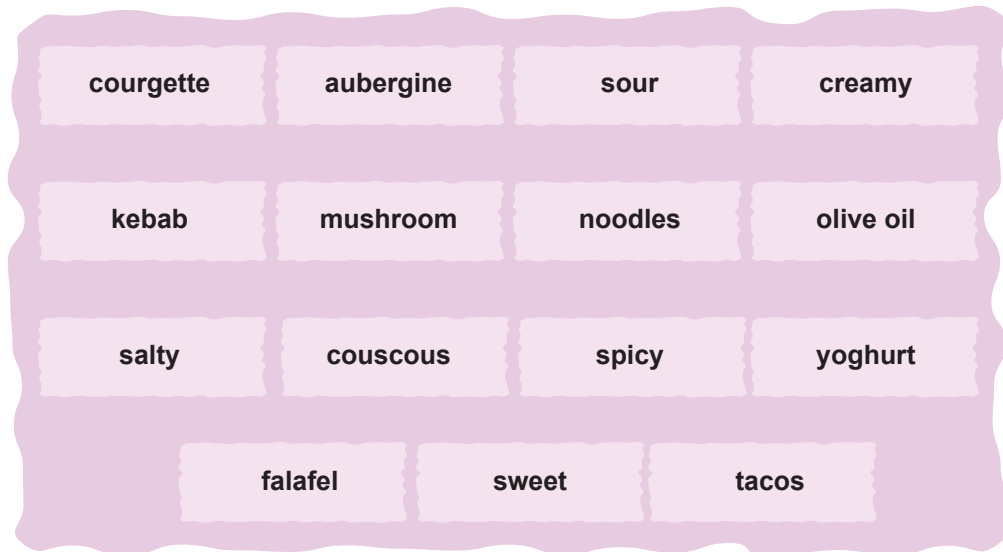


Which one do you prefer?

1. <u>Spicy food</u>	☐	Sweet food	☐
2. <u>Street food</u>	☐	Homemade food	☐
3. <u>Local dishes</u>	☐	International dishes	☐
4. <u>Salty food</u>	☐	Sour food	☐
5. <u>Cooking workshops</u>	☐	Tasting dishes	☐
6. <u>Food quiz</u>	☐	Dessert decorating workshops	☐
7. <u>Turkish pizza</u>	☐	Burger	☐
8. <u>Biscuit</u>	☐	Cake	☐



C. Look at the words in the visual and write each word under the correct heading in the table.



Ingredients	Dishes	Flavours
courgette	kebab	sour
aubergine	noodles	creamy
mushroom	couscous	salty
olive oil	falafel	spicy
yoghurt	tacos	sweet

D. İrem, a famous Turkish food blogger, is visiting the *Taste of Anatolia Food Festival*. She is writing a blog post about her experiences. Read İrem's blog and answer the questions below.

iremstalesoftastes



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LOGIN



Today, I am having an amazing time at the Taste of Anatolia Food Festival in the city square. The International Food Club organises the event, and it brings people together through food and culture.

When I arrive, I smell the spices from all the food stalls. There are kebab, Turkish pizza, couscous, noodles, falafel, seafood soup, yoghurt, and desserts. Some dishes are spicy, some are sweet, and others are creamy and tender. I try a bit of everything. It is so delicious that I am full, but I can't stop eating!

I also have joined a cooking workshop. A chef has showed us how to prepare traditional dishes there. It is fun to cook with fresh ingredients like beef, salmon, mushrooms, spinach, coconut, and pineapple. Now, I am watching a street food competition and local vendors are showing off their cooking skills. There are also small food quiz competitions and dessert decorating sessions for kids. Families are enjoying their meals together. Everyone is happy and sharing their experiences. By the end of the day, I feel happy and inspired. The festival is not only about tasting food; it is also about culture, tradition, and friendship. I want to visit again next year.



1. Complete the table with the correct words or phrases according to the text.

Name of the festival	Taste of Anatolia Food Festival
Location of the festival	City square
Two dishes İrem mentioned in the blog	Kebab, couscous
Two activities İrem mentioned in the blog	Cooking workshop, street food competition

2. Answer the following questions according to İrem's blog.

a. How does İrem feel about the festival?

She feels happy and inspired.

b. What does İrem do after joining the cooking workshop?

She watches a street food competition.

d. Why does İrem say the festival is about more than just tasting food?

Because it includes culture, tradition, and friendship.

c. Which part of the festival seems most exciting to you? Why?

The street food competition is exciting because people show their skills.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Read and Lead part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Read and Lead part.	☐	☐	☐

I got help from

☐

a classmate

☐

the teacher

☐

a dictionary or the Internet



EXPLORE AND USE WORDS

E. Do the exercises below.

1. Read the definitions and write the correct word.

- a. Food representing the traditions of a specific country.
- b. Food you can buy and eat at food stalls.
- c. A big meal with many people.
- d. A person who sells food on the street.
- e. A food made with eggs, often for breakfast.
- f. A long, thin type of pasta.
- g. A yellow vegetable commonly used in salads and pizza.
- h. Food with a strong, hot flavour.

2. Find and circle the words from *Exercise 1* in the word search.

TIME TO HAVE FUN!

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

Assess Yourself and Check Your Progress



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Tick one box in each row.

	Fair	Good	Great
I understood the Explore and Use Words part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Explore and Use Words part.	☐	☐	☐

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DISCOVER GRAMMAR AND MORE

F. Read the conversation between a visitor and a street vendor at the festival and do the exercises.



Visitor: (I) Hello! This festival looks amazing. I see many food stalls here. What do you usually cook at this festival?

Vendor: (II) We cook kebab, Turkish pizza, and doner every year.

Visitor: What are the ingredients in Turkish pizza?

Vendor: The ingredients are minced meat, onions, tomatoes, parsley, and spices.

Visitor: (III) How do you cook it?

Vendor: (IV) We spread the mixture on thin dough and bake it in a hot oven.

Visitor: It smells amazing! **(V)** What are you cooking now?

Vendor: (VI) We are preparing a giant feast now. **(VII)** People are tasting spicy kebab and creamy soup.

Visitor: (VIII) Are you serving dessert too?

Vendor: (IX) Yes, we are serving baklava now.

1. Complete the table with the correct statement numbers from the conversation above.

Which statements	
show positive statements in the simple present tense?	I, II, IV
show questions in the simple present tense?	III
show positive statements in the present progressive tense?	VI, VII, IX
show questions in the present progressive tense?	V, VIII

2. Put the words in the correct order to make complete sentences.

a. kebab / do / couscous / cook / you / or?

Do you cook kebab or couscous?

b. Is / an annual or / the / a one-time / event / festival?

Is the festival an annual or a one-time event?

c. the stew / mushrooms / does / beef / contain / or?

Does the stew contain beef or mushrooms?

d. preparing / feast / are / a small / they / or / a giant?

Are they preparing a small or a giant feast?

e. desserts / fruit / are / chocolate / serving / they / or?

Are they serving fruit or chocolate desserts?

Assess Yourself and Check Your Progress



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Tick one box in each row.

	Fair	Good	Great
I understood the Discover Grammar and More part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Discover Grammar and More part.	☐	☐	☐

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SPEAK AND SHINE

G. The International Food Club wants to share audio recordings from the festival. Staff are talking about their jobs and activities. Imagine you are one of the staff at the festival and you will record a voice message.

1. Complete the Festival Staff Survey below.

FESTIVAL STAFF SURVEY

FESTIVAL INFORMATION
Festival Name: Taste of Anatolia
Type: Food Festival ☒ Music Festival ☐
My Job: Chef
(chef / dessert maker / organizer / blogger / server, etc.)

WHAT DO YOU USUALLY DO?
☒ I plan menus and select ingredients.
☒ I cook traditional and international dishes.

WHAT IS HAPPENING NOW?
I am talking with a visitor.
Visitors are tasting delicious meals.

2. Use the information in your Festival Staff Card and make a voice recording in which you talk about your job. Follow the recording rules in the box.

Recording Rules
✓ Your recording should be 2-3 minutes long.
✓ Speak slowly and clearly.
✓ Use your <i>Festival Staff Card</i> while speaking.
✓ Don't read directly from your notes.
✓ Be careful with pronunciation.
✓ Use at least • 2 sentences in the Simple Present Tense • 2 sentences in the Present Progressive Tense

3. Listen to your recording and complete the form below. **Ss' own answers**

Self-Assessment Checklist	YES	NO
I completed my Festival Staff Information Card.		
I introduced my job at the festival clearly.		
I talked about what I usually do at the festival.		
I talked about what was happening at the festival.		
My recording is 2-3 minutes long.		
I followed all the recording rules.		
I was careful with pronunciation.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

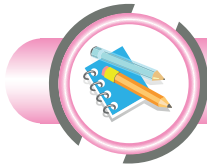
	Fair	Good	Great
I understood the Speak and Shine part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Speak and Shine part.	☐	☐	☐

I got help from

☐ a classmate

☐ the teacher

☐ a dictionary or the Internet



WRITE AND SHARE

H. A local newspaper, *The June*, is preparing a special page about the festival. It will publish short posts written by festival visitors.

1. Read the announcement below.

Announcement

Festival visitors can share their experiences with our readers. If you visited the festival, write a short post about your experience and send it to the newspaper. It will be published on the special festival page.

Your writing/article should include:

- the type of the festival
- the food you tried
- the activities you attended
- why you visited the festival
- what you did at the festival
- your favourite part of the festival

 You can add photos of the festival area or the food you tried if you want.

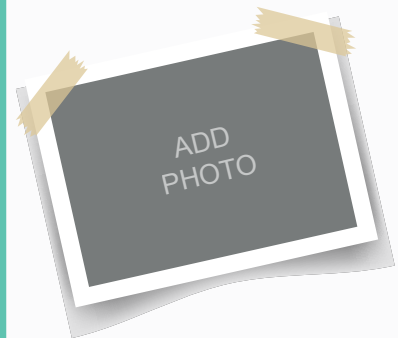
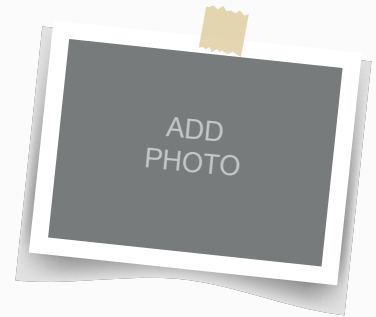
2. Imagine you joined the festival and write about your festival experience for *the June* newspaper by following the steps in the announcement in *Exercise 1*, and include at least 15 sentences in your writing.

I visited the Taste of Anatolia Food Festival last weekend. It is a food festival. I went there because I love trying new food.

The festival was in the city square. There were many food stalls. I tried kebab, manti, and noodles. All the food was very delicious. I also tasted some desserts. After eating, I joined a cooking workshop. I learned how to cook traditional dishes.

Then I watched a street food competition. It was very exciting and fun. People were cooking different spicy dishes. I also saw families enjoying food together. Everyone was happy and friendly.

My favourite part was the cooking workshop. I enjoyed learning new recipes. I took many photos at the festival. It was an amazing experience. I want to visit the festival again next year.



3. Check your writing and complete the form below. **Ss' own answers**

Self-Assessment Checklist	YES	NO
I included information about the type of festival.		
I described the food I tried at the festival.		
I mentioned the activities I attended at the festival.		
I explained the reason for my visit.		
I described what I did at the festival.		
I wrote about my favourite part of the festival.		
I wrote at least fifteen sentences.		
I was careful with spelling and punctuation.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Write and Share part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Write and Share part.	☐	☐	☐

I got help from

☐ a classmate
 ☐ the teacher
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LISTENING TEXT

Hello everyone!

The International Food Club is excited to invite you to the “International Food Festival: Taste of Anatolia” in the city square. Our chefs and street vendors prepare a variety of local and international dishes.

You can taste local dishes such as kebab, Turkish pizza, döner, and mantı, as well as dishes from other cultures like falafel, couscous, noodles and tacos.

We are preparing a giant feast for all visitors. Families taste seafood soup, yoghurt, and fresh salads.

There are also cooking workshops where visitors can learn how to cook traditional dishes. A street food competition will be held for the best spicy dish of the festival. Additionally, children can join dessert decorating workshops and food quiz competitions. The festival starts at 2 pm and continues until 10 pm every day.

Come and enjoy food, culture, music, workshops, competitions, and friendship at the festival.



THEME 7

LIFE IN THE WORLD & NATURE



READ AND LEAD

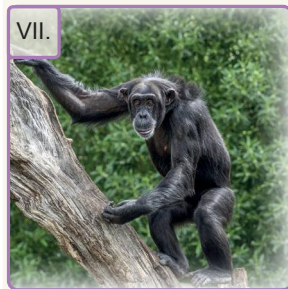
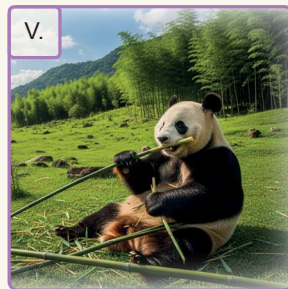
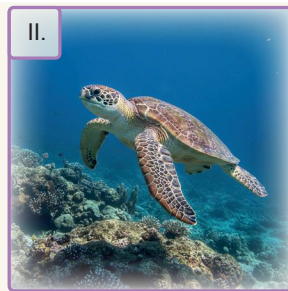
A. Answer the questions below.

1. Which animal do you like most? Why?

Ss' own answers

2. Have you ever seen a wild animal in real life?

Ss' own answers



3. Look at the visuals above and write the number of the animals that match each description.

Ss' own answers

Which animal(s) do you think - - -	
live in grasslands?	
have fur to keep them warm?	
are very fast runners?	
at risk because of marine pollution?	
are excellent swimmers?	
are affected by habitat loss?	
live in snowy or icy habitats?	
are endangered or at risk today?	

B. Read the report below and do the exercises.

Green Valley Wildlife Rescue Centre

Monthly Report

Last month, Green Valley Wildlife Rescue Centre helped more than 25 wild animals in need. Many of these animals were injured, sick, or in danger because of human impacts. One of the rescued animals was a sea turtle. It was found near the coast with plastic around its neck. After medical treatment, the turtle is now recovering in a special pool. Marine pollution is one of the biggest threats to sea turtles today.

The centre also took in a young cheetah from grasslands. It lost its natural habitat because of farming activities. Habitat loss is a serious problem for many wild animals today. Another rescued animal was a polar bear. It was weak and hungry because melting ice made it difficult to find food. Climate change affects animals living in cold regions. Rescue teams also brought a baby chimpanzee to the centre.

Unfortunately, some wild animals are still threatened by illegal hunting. The centre works with volunteers and veterinarians to protect endangered species. Their mission is to return healthy animals to their natural habitats when it is possible.

1. What is the main purpose of the text?

- A. To describe different zoos in the country.
- B. To give information about rescued wild animals.
- C. To compare farm animals with wild animals.
- D. To advertise a safari tour for nature lovers.

2. Complete the table according to the report.

Animal	Threat
Sea turtle	Marine pollution
Cheetah	Habitat loss
Polar bear	Melting ice / climate change

3. Why did the cheetah lose its natural habitat?

Because of farming activities.

4. How does melting ice affect the polar bears?

They cannot find food easily.

5. What is the main goal of the Wildlife Rescue Centre?

To return animals to their natural habitats.

6. Do you think wildlife rescue centres are important? Why?

Ss' own answers

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Read and Lead part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Read and Lead part.	☐	☐	☐

I got help from

☐

a classmate

☐

the teacher

☐

a dictionary or the Internet



C. Imagine you are a member of the Wildlife Rescue Centre. Choose an animal you want to help and talk about it.

1. Follow the instructions in the box and record a short video in which you speak for 2-3 minutes.

INSTRUCTIONS

I. Start with an introduction

E.g. Hi! Today we are going to talk about an animal we want to help.

II. Talk about the animal you choose

You can answer these questions while speaking:

- Which animal do you choose?
- What problem does the animal face?
- How does this problem affect the animal?
- What can the rescue centre do to help it?

III. End your speech politely.

E.g. Thank you for listening. / I hope you enjoyed it.

IV. Speak clearly

Use full sentences and try to speak for 2-3 minutes.

LANGUAGE USE BOX

We think we should help the ...

It is threatened by ...

This is serious because ...

If we don't help it, ...

The rescue centre can ...

2. Listen to your recording and complete the form below. **Ss' own answers**

Self-Assessment Checklist	YES	NO
I introduced the animal in detail.		
I talked about the problem the animal faced.		
I explained how the rescue centre could help the animal.		
I used expressions from the Language Use Box.		
I finished the video with a goodbye.		
I spoke clearly for 2-3 minutes.		
I was careful with pronunciation while speaking.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Speak and Shine part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Speak and Shine part.	☐	☐	☐

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D. A school organised a visit to the Green Valley Wildlife Rescue Centre to raise awareness about environmental problems. Read the text about the visit and do the exercise.

NOTES FROM A SCHOOL VISIT

Last Friday, there were more than 40 students at the centre. There was a short presentation at the beginning of the visit. The director explained why many animals were at risk. There were photos of rescued animals on the walls, including a polar bear affected by melting ice and a sea turtle injured because of marine pollution. Students also learned about other endangered animals, such as Asian elephants and tigers, and their habitats, such as jungles and grasslands.

Outside the building, there were information desks about overhunting, climate change, and how volunteers could help protect wildlife. There was also a workshop on building a mini habitat. Students learned that there were fewer safe areas for wild animals than before and that their survival was threatened. There was a question-and-answer session at the end of the programme.

After the event, many students wanted to become volunteers. The rescue centre staff were happy because there was hope for wildlife protection and the survival of endangered animals.

1. There are some mistakes in the sentences below. Read the notes carefully, correct the mistakes, and rewrite the sentences.

a. There was a school visit at the rescue centre to collect money for animals.

There was a school visit at the rescue centre to raise awareness about environmental problems.

b. There were a few students at the rescue centre.

There were more than 40 students.

c. There were photos of pets on the walls of the rescue centre.

There were photos of rescued animals on the walls of the rescue centre.

d. The workshop during the visit was about marine pollution.

The workshop during the visit about building a mini habitat.

e. The programme finished with a music show.

The programme finished with a question-and-answer session.



EXPLORE AND USE WORDS

E. Read the definitions and write the correct words from the report.

TIME TO HAVE FUN!

a. a large white animal that lives in the Arctic

p o l a r

b e a r

b. presence of dirty or harmful things in the sea that can hurt living things

m a r i n e

p o l l u t i o n

c. large wild cats with orange fur and black stripes

t i g e r s

d. the natural home of a plant or animal

h a b i t a t

e. the act of staying alive

s u r v i v a l

f. in danger of being harmed or disappearing

e n d a n g e r e d

g. hunting too many animals, causing population decline

o v e r h u n t i n g

h. people who work to help others without being paid

v o l u n t e e r s

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Explore and Use Words part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Explore and Use Words part.	☐	☐	☐

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LISTEN AND GROW

F. Scan the QR code to listen and do the exercises.



1. Listen to the text and fill in the blanks.

- a. Elif is a ----- **student** ----- at Sunshine Upper Secondary School.
- b. ----- **Cutting down trees** ----- and ----- **polluting nature** ----- can harm animals and their habitats.
- c. Many students were sad to see the injured ----- **sea turtle** -----.
- d. Students asked questions about ----- **climate change** ----- and ----- **overhunting** -----.
- e. During the workshop, students learned how ----- **habitat loss** ----- affects wild animals.

2. Listen again and put the sentences in the correct order.

- 1** The students arrived at the rescue centre.
- 6** Many students wanted to be volunteers.
- 4** Some students asked questions.
- 2** They saw injured animals.
- 3** They felt sad about a sea turtle.
- 5** They joined a workshop about wild animals and their habitat.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Listen and Grow part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Listen and Grow part.	☐	☐	☐

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DISCOVER GRAMMAR AND MORE

G. Read the text below and do the exercises.

The day after the school visit, the rescue centre was very quiet. **There were** no students in the building, but **there were** many animals, and they were calm.

In the director's office, **there was** a small meeting. The volunteers were tired but happy. They talked about the students and how excited they were. Some volunteers laughed as they remembered the children feeding and watching the animals.

There were many photos from the visit on the walls. They showed smiling students, animals, and groups listening to the guides. **There was** also a thank-you letter from the school. The director was proud because the visit was very successful.

On the desk, **there were** new applications from people who wanted to become volunteers. **There was** hope for wildlife protection everywhere.

1. Look at the bold structures in the text and answer the questions.

- a. Which phrase do we use to talk about one person or thing?

There was

- b. Which phrase do we use to talk about more than one person or thing?

There were

2. Read the sentences below and circle the correct one: there was or there were.

- a. There was / There were many sea turtles in the ocean in the past.
- b. There was / There were a tiger in the rainforest.
- c. There was / There were a small shelter for injured animals.
- d. There was / There were some endangered animals.
- e. There was / There were people trying to protect wildlife.
- f. There was / There were food sources for animals.

3. Imagine you were in the director's office yesterday. Write at least three sentences using there was/there were according to the visual.



- There was a table in the office.
- There were some papers on the desk.
- There were photos of animals on the wall.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Discover Grammar and More part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Discover Grammar and More part.	☐	☐	☐

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WRITE AND SHARE

H. Imagine you visited the Green Valley Wildlife Rescue Centre and do the exercises.

1. Complete the visitor feedback form below.

Visitor's name: Dean Smith

Date of visit: 5 April 2026

People helped you during the visit: The guides and veterinarians

Animals you saw during the visit: Birds, foxes, turtles, and deer

Activities / Workshops you joined: Animal care workshop and feeding activity

Your favourite part of the visit: Feeding the animals

Your feelings about the visit: Happy and excited

One thing you learned during the visit: I learned how to protect injured animals

Ways for students/people to help protect wildlife: Not harming animals, protecting nature,
and recycling

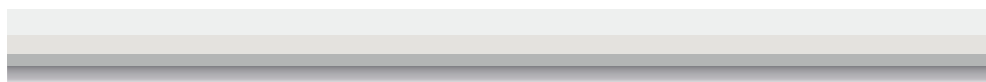


2. Write a paragraph of at least ten sentences describing your experience in the Green Valley Wildlife Rescue Centre. Include all the parts in the experience form.



I visited the Green Valley Wildlife Rescue Centre last week. It was an interesting and educational experience. The centre helps injured and sick animals. The guides and veterinarians helped us during the visit. They gave us useful information about wildlife. I saw many animals such as birds, foxes, turtles, and deer. All the animals were under protection. I joined an animal care workshop. I also helped feed some animals. My favourite part was feeding the animals.

It was very exciting and fun. I felt very happy during the visit. I also learned how to protect wildlife. We should not harm animals and we should protect nature. People can also recycle to help the environment. I think everyone should visit this centre. It was a great experience for me.



3. Check your writing and complete the form below. Ss' own answers

Self-Assessment Checklist	YES	NO
I filled out the form in <i>Exercise 1</i> .		
I wrote sentences based on the form.		
I wrote at least ten sentences.		
I included my experiences and feelings.		
I was careful with spelling and punctuation.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Write and Share part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Write and Share part.	☐	☐	☐

I got help from

☐

a classmate

☐

the teacher

☐

a dictionary or the Internet

LISTENING TEXT

My name is Elif, and I am a student at Sunshine Upper Secondary School. Last Friday, our class went on a trip to the Green Valley Wildlife Rescue Centre. There were 44 students in our group, so it was very crowded but also exciting.

When we arrived, the staff showed us around. We saw injured animals. It was very sad to see an injured sea turtle. We learned how it got hurt and how people are helping it get better.

During the visit, some students asked questions about climate change and overhunting. The volunteers explained these problems in a simple way.

Later, we joined a workshop. In the workshop, we learned about habitat loss and how it affects wild animals. We understood that cutting down trees and polluting nature can harm animals and their habitats.

At the end of the trip, many students wanted to become volunteers. I think young people can make a big difference in protecting wildlife. This visit helped me understand nature better.



THEME 8

LIFE IN THE UNIVERSE & FUTURE



READ AND LEAD

A. Answer the questions below.

1. Do you enjoy watching films?

Ss' own answers

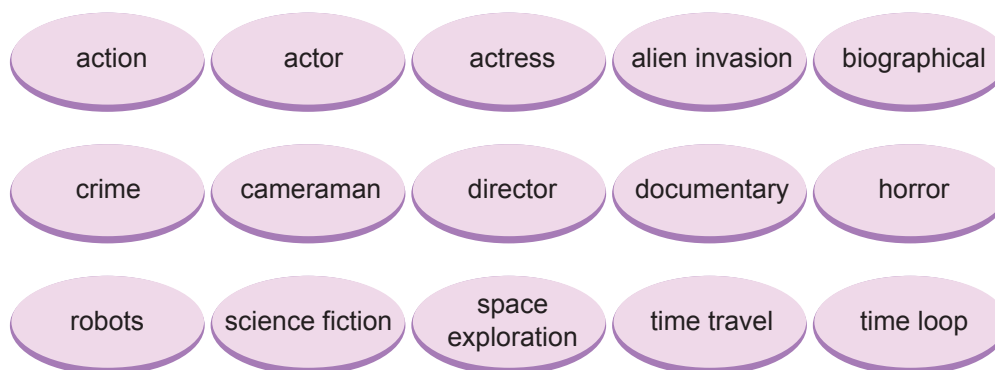
2. What kind of films do you usually watch?

Ss' own answers

3. Have you ever watched a film about robots, space, or time travel?

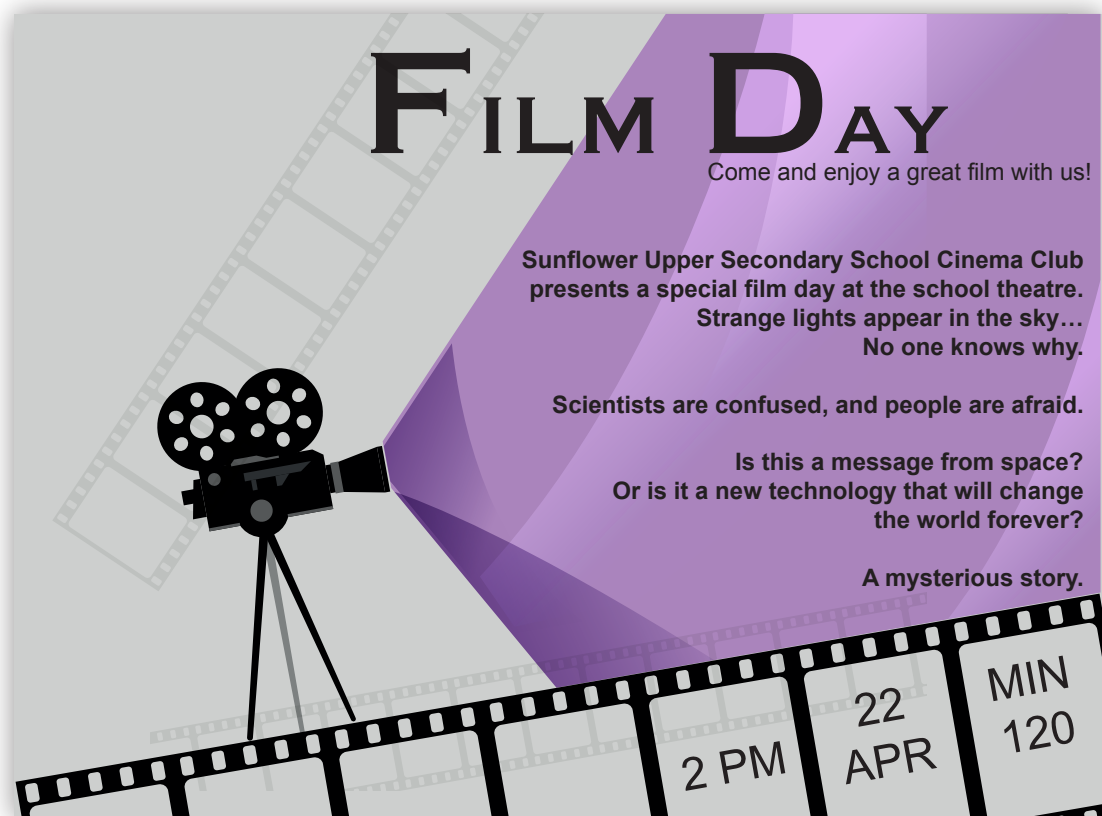
Ss' own answers

4. Look at the words in the visual and write each word under the correct heading in the table.



Film Genres	Cast and Crew	Futuristic Ideas
action	actor	robots
crime	cameraman	space exploration
science fiction	actress	alien invasion
documentary	director	time loop
biographical		time travel
horror		

B. Look at the poster about the film day organised by the Cinema Club at Sunflower Upper Secondary School and answer the questions.



1. What is the main purpose of the poster?

- A) To sell movie tickets for the film day.
- B) To invite students to the film day.
- C) To explain the genre of the film.
- D) To advertise the school theatre.

2. Tick (✓) the words you think that are related to the film. Ss' own answers

- ☐ time travel
- ☐ reality
- ☐ virtual
- ☐ alien
- ☐ robot

3. Who is organising the film day?

Sunflower Upper Secondary School's Cinema Club is organising the film day.

4. Where will the event take place?

It will take place at the school theatre.

C. Alice is a student at Sunflower Upper Secondary School, and she shares her opinions about the film *Lights of the Future* on her blog after the event. Read Alice's blog and answer the questions.

[home](#) [sign up](#) [about me](#) [contact](#) [Lights of the future](#)

Film Reviews



ODSGM PRODUCTION PRESENTS

LIGHTS OF THE FUTURE

ONE LIGHT CAN CHANGE EVERYTHING!

In the year 2100, strange lights appear in the sky. People try to understand what they mean. These lights may change the world forever.

Rating: ★★★★★ (4/5)

Welcome to my blog!

I'm Alice, and I'm a member of the Cinema Club. This week, we watched a **science fiction** film about life in the future. **Lights of the Future** is a science fiction film. It is about strange lights that appear in the sky in the **future**. These lights are **mysterious**, and people try to understand their meaning. In the film, **scientists** and other people study the lights and try to **explore** where they come from. The lights may change the world forever, and this idea makes the story very exciting. The film shows a **futuristic** world with **advanced** technology and modern systems. The setting of the film is very interesting. It combines the future with science fiction **elements**. This makes the film both mysterious and **thought-provoking**. Some scenes are slow, but the story is clear and easy to follow. The film is 120 minutes long. The acting is natural, and the music creates a strong atmosphere. The sound effects and visuals help the **audience** feel the tension and curiosity. I liked this film because it makes you think about the future, technology, and the **universe**. In my opinion, *Lights of the Future* is a good film for students who enjoy science fiction and futuristic ideas.

1. What is the film about?

It is about strange lights in the sky in the future.

2. Who tries to explore where the lights come from?

Scientists and other people try to explore mysterious strange lights.

3. Where do the strange lights appear?

They appear in the sky.

4. Which students does Alice think the film is suitable for?

Students who enjoy science fiction and futuristic ideas.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Read and Lead part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Read and Lead part.	☐	☐	☐

I got help from

☐

a classmate

☐

the teacher

☐

a dictionary or the Internet



EXPLORE AND USE WORDS

D. Read the clues and write the words from Alice's blog in the boxes. Write the letters from the coloured boxes into the circle. Unscramble them to find the final clue.

VOCABULARY PUZZLE

Lights of the Future

1. A film type about space, the future, and advanced technology.

s c i e n c e | f i c t i o n

2. Everything that exists from tiny atoms to huge galaxies.

u n i v e r s e

3. Something related to the future and modern technology.

f u t u r i s t i c

4. Strange and difficult to understand.

m y s t e r i o u s

5. People who study science.

s c i e n t i s t s

6. To search for and learn more about something new.

e x p l o r e

Write letters here.



Clue: It is a situation where the same time repeats again and again.

time loop

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Explore and Use Words part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Explore and Use Words part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet



DISCOVER GRAMMAR AND MORE

E. The Sunflower Upper Secondary School Cinema Club asks students about their opinions on the film they watched. They wrote comments about the film, expressing their thoughts and predictions about the future.

1. Read the comments and decide which people talk about general facts/opinions and which talk about predictions about the future. Some people may include both.

I really like this film because the story is clear and easy to follow. The idea of strange lights is very interesting, and it makes people think. I believe this film is a breath of fresh air.

Tom

This science fiction film will show a different and exciting world to the viewers. The visuals will be strong and the music will create a good atmosphere. In my opinion, people will travel to other planets in the future, and space will become an important part of our lives.

Emma

I enjoy watching science fiction films because they are mysterious and thought-provoking. The film is slow in some scenes, but the story is still interesting. I think it is a good film.

Leo

The film will show a modern world with advanced systems and technology. I think the world will change a lot in the future, and life will not be the same for people.

Anna

This film makes us think about life, technology, and changes in the world. Some people don't believe these ideas now, and they find them unrealistic. However, I believe this film is important and interesting.

Max

I like this film because it is different and creative. The story is sometimes confusing, but it makes people think. I think scientists will find new answers in the future, and people will understand these mysteries better.

Lily

a. Who uses only the simple present tense?

Tom, Leo, Max

b. Who uses only the simple future tense?

Emma, Anna

c. Who uses both simple present tense and simple future tense?

Lily

2. Complete the sentences using the simple present or the simple future form of the verbs in brackets.

a. This science fiction film ----- **is** ----- (be) very exciting and creative.

b. The story ----- **takes** ----- (take) place in a modern city with advanced technology.

c. The strange lights ----- **make** ----- (make) people curious and confused.

d. People ----- **will travel** ----- (travel) to other planets more easily in the future.

e. The music ----- **creates** ----- (create) a mysterious atmosphere in some scenes.

f. I believe technology ----- **will change** ----- (change) our lives completely in fifty years.

g. In the future, scientists ----- **will discover** ----- (discover) new ways to treat diseases.

h. Robots ----- **will help** ----- (help) humans in daily life in the near future.

i. Many students ----- **think** ----- (think) the acting ----- **is** ----- (be) convincing.

j. Some people ----- **worry** ----- (worry) about new technology, but experts predict they
----- **will accept** ----- (accept) it in a few decades.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Discover Grammar and More part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Discover Grammar and More part.	☐	☐	☐

I got help from

☐

a classmate

☐

the teacher

☐

a dictionary or the Internet



LISTEN AND GROW

F. Cinema club makes an announcement about its upcoming event. Listen to the announcement and choose the best option.



1. What is the event about?

- A) Watching a film
- B) Acting in a film
- C) Buying film tickets
- D) Creating a film scenario

2. What should students choose first?

- A) prize
- B) film genre
- C) cinema hall
- D) main character

3. How long will each presentation be?

- A) 1 minute
- B) 2 minutes
- C) 3 minutes
- D) 5 minutes

4. Where will students present their ideas?

- A) In the classroom
- B) In the school conference hall
- C) In the club room
- D) In the school garden

5. When is the deadline to join the event?

- A) On Monday
- B) On Wednesday
- C) On Friday
- D) On Thursday

2. Listen and tick (✓) the information you hear.

EVENT INFORMATION CARD

EVENT INFORMATION CARD	
GENRE	CHARACTERS
☐ Animation	☐ Students
☒ Comedy	☒ Scientists
☒ Adventure	☒ Heroes
☐ Fantasy	☐ Unusual characters
☒ Science Fiction	☒ Aliens
SETTING IDEAS	ENDING
☒ In a forest	☒ Happy
☒ In a city	☐ Scary
☐ In a magical place	☐ Open
☒ In space	☒ Mysterious
☐ On another planet	☒ Surprising

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Listen and Grow part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Listen and Grow part.	☐	☐	☐

I got help from

☐

a classmate

☐

the teacher

☐

a dictionary or the Internet



SPEAK AND SHINE

G. You have listened to the announcement in the *Listen and Grow Part*. Now it's your turn to join the event. Imagine you are a student at Sunflower Upper Secondary School and you want to participate in this event. Follow the steps below and present your idea.

1. Pick one card from each section.

GENRE CARDS



CHARACTER CARDS



SETTING CARDS



2. Talk about your film idea for 3-4 minutes based on the story you created.

LANGUAGE USE BOX

- The title of my film will be...
- It is a...film
- It will be a/an...
- The story will take place in...
- The story is about...
- The main character will be...
- The main problem will be...
- In the end, ...

3. Complete the form below. **Ss' own answers**

Self-Assessment Checklist	YES	NO
I chose a film genre and created my film idea.		
I used the simple future tense in my sentences correctly.		
I used the simple present tense in my sentences correctly.		
I spoke for 3-4 minutes.		
I spoke clearly and confidently.		
I used film vocabulary (genre, character, problem, ending).		
I was careful with pronunciation.		
I gave enough details about my story.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Speak and Shine part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Speak and Shine part.	☐	☐	☐

I got help from

☐ a classmate ☐ the teacher ☐ a dictionary or the Internet



WRITE AND SHARE

H. The Film Club wants to publish the best film ideas on the club's website.

1. Fill in the template below about your imaginary film.

IMAGINARY FILM SCENARIO TEMPLATE	
1. Film Title: Shadow of the Future	5. Main Problem: The city is in danger because an evil man wants to control all technology.
2. Film Genre: Science fiction/adventure	6. Story Details:
3. Main Characters:	*Beginning: Leo and Maya discover a secret message about a dangerous plan.
*Who are the main characters? Leo, Maya, and a robot named X-7	*Middle (What happens?): They work together with X-7 to stop the evil man.
*What are they like? Leo is brave and curious. Maya is smart and creative. X-7 is helpful and intelligent.	*Important event / surprise: They learn that the robot X-7 was created by the evil man.
4. Setting (Place & Time)	7. Ending: They defeat the evil man and save the city.
*Where does the story take place? The story takes place in a futuristic city.	
*When does it happen? It happens in the year 2150.	



2. Write a paragraph of at least ten sentences describing your imaginary film. Include all the parts in the template above.

My imaginary film is called Shadow of the Future. It is a science fiction and adventure film. The main characters are Leo, Maya, and a robot named X-7. Leo is brave and curious, and Maya is very smart. X-7 is an intelligent and helpful robot. The story takes place in a futuristic city in the year 2150. The main problem is that an evil man wants to control all technology.

At the beginning, Leo and Maya find a secret message. In the middle of the story, they work together to stop the evil man. An important surprise is that X-7 was created by the evil man.

This makes the story more exciting. In the end, they defeat the evil man and save the city.

The people in the city feel safe again.

3. Check your writing and complete the form below. Ss' own answers

Self-Assessment Checklist	YES	NO
I completed the template before writing.		
I wrote at least ten sentences.		
I included the title, genre, setting, characters, problem and ending.		
I organised my ideas clearly (beginning, middle, ending).		
I used film vocabulary correctly.		
My sentences are clear and easy to understand.		
I was careful with spelling and punctuation.		

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

	Fair	Good	Great
I understood the Write and Share part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the Write and Share part.	☐	☐	☐

I got help from

☐ a classmate	☐ the teacher	☐ a dictionary or the Internet
--------------------------------------	--------------------------------------	---

LISTENING TEXT

Hello everyone!

This is Alice from the Cinema Club. I have an exciting announcement for you. Next week, we are organising a special event called "Create a Film Scenario." If you love films and creative stories, this event is perfect for you.

First, choose a film genre. It can be science fiction, comedy, or adventure. Then, create your own story.

Please don't forget to include some important details. What is the title of your film? Who are the main characters? Are they heroes, scientists, or aliens? Where does the story take place? Is it in space, in a city, or in a forest? What is the message of the film? And how does it end? Does it have a happy, surprising, or mysterious ending? You will present your film idea in the school conference hall. Each presentation will last three minutes.

The student who creates the most interesting and original scenario will win a surprise prize. If you want to join, please write your name on the Cinema Club list until Friday.

We are waiting for your amazing stories. Thank you for listening. See you at the event.