T.C. MİLLÎ EĞİTİM BAKANLIĞI | ORTAÖĞRETİM | ÖĞRENCİ ÇALIŞMA KİTABI

ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ
GENEL MÜDÜRLÜĞÜ

ENGLISH!

LEARN!

TÜRKİYE YÜZYILI MAARİF MODELİ

İNGİLİZCE

9. SINIF

I. DÖNEM ÖĞRENME ETKİNLİKLERİ

Hi!

Hello!

ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ
GENEL MÜDÜRLÜĞÜ

TÜRKİYE YÜZYILI MAARİF MODELİ

İNGİLİZCE

9. SINIF

I. DÖNEM ÖĞRENME ETKİNLİKLERİ

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



İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

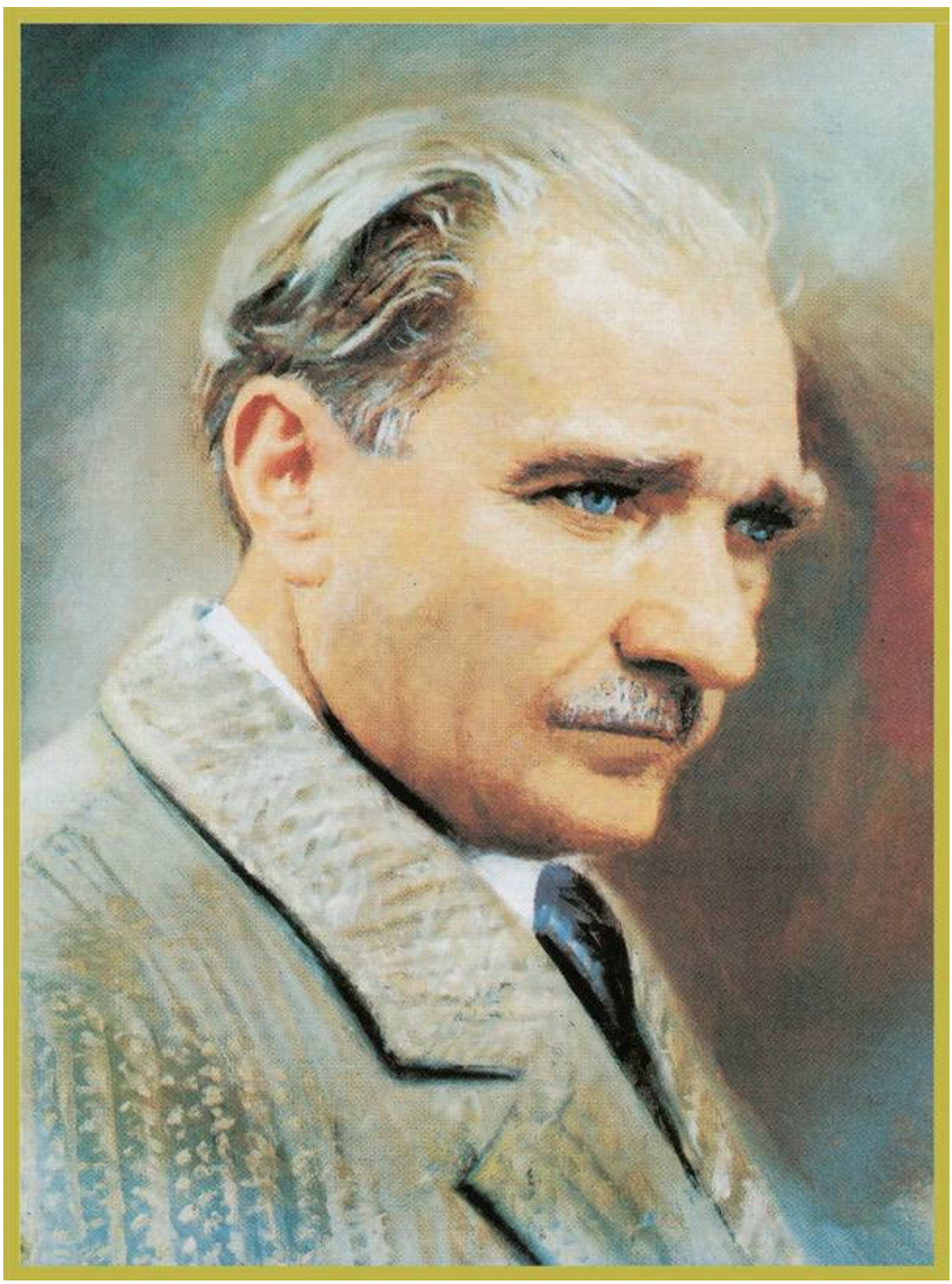
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

İÇİNDEKİLER

THEME 1: School Life 9

- READ AND LEAD 10
- LISTEN AND GROW 15
- DISCOVER GRAMMER AND MORE 18
- EXPLORE AND USE WORDS 22
- SPEAK AND SHINE 24
- WRITE AND SHARE 27

THEME 2: Classroom Life 30

- READ AND LEAD 31
- LISTEN AND GROW 34
- READ AND LEAD 37
- DISCOVER GRAMMER AND MORE 39
- EXPLORE AND USE WORDS 41
- SPEAK AND SHINE 43
- WRITE AND SHARE 45

THEME 3: Personal Life: Physical Appearance & Personality 48

- READ AND LEAD 49
- LISTEN AND GROW 54
- DISCOVER GRAMMER AND MORE 56
- EXPLORE AND USE WORDS 59
- WRITE AND SHARE 61
- SPEAK AND SHINE 64



THEME 1

School Life

READ AND LEAD

A. Look at the questionnaire and do the exercises.

1. Choose the correct answer.

a. What is the capital of the United Kingdom?
◯ London ◯ Manchester

b. What language do people speak in South Korea?
◯ Japanese ◯ Korean

c. What is the capital of South Korea?
◯ Lefkosa ◯ Seoul

d. Which country is famous for its fjords?
◯ Spain ◯ Norway

e. What language do people speak in Chile?
◯ Portuguese ◯ Spanish

f. Which country does not belong to the United Kingdom?
◯ Scotland ◯ France

g. What is the nationality of someone from Kazakhstan?
◯ French ◯ Kazakh

h. Which country is famous for palaces and temples?
◯ South Korea ◯ Canada

i. What is the capital of Japan?
◯ Tokyo ◯ Beijing

j. What language do people speak in Germany?
◯ German ◯ Spanish

2. Check your answers. How many correct answers do you have?

B. Read the text below and do the exercise.



Ministry of National Education of Türkiye organises a festival every year. It brings children from different countries together. The festival celebrates 23 April National Sovereignty and Children's Day in Türkiye. Children from many countries come to Türkiye to make new friends and learn about different cultures. They share information about their countries, including their capitals, languages, and tourist attractions. Here are some of the children from different countries:

Mina is from South Korea. She is South Korean and she can speak Korean. She enjoys showing Korean traditional games to her friends and joining dance performances. Seoul, the capital of South Korea, is famous for its beautiful palaces and temples. A lot of tourists visit these places to experience the local culture.

Piotr is from Poland. He is Polish and he can speak Polish and English fluently. He likes trying traditional food and talking about his country's history. Warsaw is the capital city of Poland. It is famous for its museums and historical sites.

Sofia comes from Chile. She is Chilean and she speaks Spanish. Santiago, the capital of Chile, is famous for its natural beauty and mountains. Sofia likes telling stories about the mountains and taking part in story-sharing activities.

Aigerim is from Kazakhstan. She is Kazakh and she can speak Kazakh and Russian. Astana, the capital of Kazakhstan, is famous for its modern buildings and unique architecture. She enjoys teaching people some words in her language and participating in craft workshops.

1. Complete the table according to the text.

Name	Country	Nationality	Language(s)	Capital	Famous for

C. Read the text in *Read and Lead - Part B* again. Look at the activity list of National Sovereignty and Children's Day below, and do the exercises.



1. Write one activity that each child most likely enjoys according to the text in *Read and Lead - Part B*.

a. Mina :
b. Piotr :
c. Sofia :
d. Aigerim :

2. Look at the activity list and answer the questions below.

a. Which activities introduce Turkish culture?

b. Which activity is the best for children who like creating things?

c. Which activities let children share their own culture?

d. Which activity do you think is the most educational? Why?

e. Imagine you are at the festival area. Which three activities do you choose?

3. Complete the statement below.

a. My favourite activity on the list is ---------- because ----------.

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

LISTEN AND GROW

D. A festival staff member is talking to the children about a workshop. Scan the QR code to listen and do the exercises.

1. Tick (✓) the things children can do in the workshop.

- ☐ making crafts
- ☐ learning Turkish words
- ☐ watching a puppet show
- ☐ teaching words in their own language
- ☐ making a lantern
- ☐ playing traditional games
- ☐ joining a music concert
- ☐ making a mosaic
- ☐ painting patterns
- ☐ making a decorative plate

2. Listen to the recording again, and choose the correct option to complete the sentences.

- **The main purpose of the workshop is ----.**

a. to relax and dance
b. to compete with others
c. to make crafts and learn about culture
d. to watch performances

- **Children can ---- in this workshop.**

a. make puppets
b. make traditional crafts
c. design costumes
d. prepare traditional food

- **The workshop takes place in ----.**

a. the stadium
b. the city square
c. the concert area
d. the cinema

- **Children can ---- during the workshop.**

a. watch a puppet show
b. learn new words in different languages
c. play traditional games
d. listen to music

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

DISCOVER GRAMMAR AND MORE

E. Mina is at the Türkiye travel information stand at the festival. She wants to learn about tourist attractions to visit. Read the conversation and do the exercises.

Selin : Hello! Welcome to the Türkiye travel information stand. I'm Selin.

Mina : Hi! I'm Mina. **(I) I am from South Korea.** Nice to meet you, Selin.

Lucia : Hi there! I'm Lucia. **(II) I am from Peru.** I am here to get some information too.

Mina : Nice to meet you, Lucia. What is your nationality?

Lucia : **(III) I am Peruvian.**

Mina : What languages can you speak?

Selin : **(IV) I can speak Turkish and English.**

Lucia : **(V) I can speak Spanish and a little English.**

Mina : **(VI) I can speak Korean and English. (VII) What can tourists do in İstanbul?**

Selin : **(VIII) They can visit historical sites and palaces.**

Lucia : What about a boat ride?

Selin : Yes. **(IX) We can take a boat ride on the Bosphorus.**

Lucia : Wow! This is fascinating.



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

Which statements ...	
show ability?	
give information about a country?	
give information about nationality?	
show opportunity/possibility?	

2. Choose the correct option to complete the statements.

- **The sentence “I am from Chile.” is about ----------.**

  a. personal information

  b. ability

- **The sentence “I can speak Spanish.” is about ----------.**

  a. ability

  b. nationality

- **The sentence “The museum can be crowded on Mondays.” is about ----------.**

  a. possibility

  b. ability

- **The sentence “He is Polish.” is about ----------.**

  a. personal information

  b. ability

- **The sentence “Students can join the music concert.” is about ----------.**

  a. opportunity

  b. ability

3. The children at the festival are visiting İstanbul and learning about the city. Read the sentences below, and circle the correct one.

a. Selin **is/can** very excited to visit the historical sites.

b. The Hagia Sophia **is/can** one of the most famous buildings in Istanbul.

c. You **are/can** visit Topkapı Palace.

d. The Blue Mosque **is/can** famous for its blue tiles.

e. Children **are/can** learn some Turkish words at the festival.

f. The Grand Bazaar **is/can** very crowded at weekends.

g. Tourists **are/can** buy souvenirs and try local food there.

h. Selin and her friends **are/can** tired after walking all day.

i. You **are/can** visit İstanbul any time of the year.

j. İstanbul **is/can** a city with both modern and historical places.

4. Write one sentence for each situation. Use the correct form of *to be* **or** *can.*

a. You are visiting İstanbul. Write a sentence about what you can do there.

b. You are at a festival. Write a sentence about how you feel.

c. You are exploring a historical place. Write a sentence about what the place is like.

d. You are in Cappadocia with your friends. Write a sentence about how they feel.

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

EXPLORE AND USE WORDS

F. At the festival, children explore different countries, languages, and activities. Look at the visual and do the exercises.

1. Match each word below with its correct meaning. One is extra.

TIME TO HAVE FUN!

1. sightseeing
2. a palace
3. a monument
4. native language
5. fascinating
6. a boat ride
7. a tower
8. a tourist attraction
9. baths
10. a location
11. an art museum
12. a castle
13. a historical site
14. a journey
15. an ancient ruin
16. a square

a. the first language a person speaks
b. very interesting
c. visiting places of interest
d. a large and beautiful building where kings and queens live
e. a structure built to remember a person or event
f. a trip from one place to another
g. a place or position
h. the remains of very old buildings
i. a place with historical importance
j. a tall building or structure
k. a strong building for protection
l. a place where people can see works of art
m. an open public area in a city
n. a short trip on water
o. a place many tourists visit

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.

2. Complete the statements with the words/phrases from *Exercise F.1.*

a. Emre shows them the exact ---------- of the festival on the map.

b. Mina visits a/an ---------- and looks at paintings.

c. Sofia visits a/an ---------- and learns about history.

d. Aigerim goes to a/an ---------- and explores old buildings.

e. The children take a/an ---------- on the Bosphorus.

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

SPEAK AND SHINE

G. Imagine you are a vlogger at the festival.

1. Look at the pictures and record a short vlog about what you see. Follow the instructions and recording rules on the next page. Describe what you can see, do, and feel at the festival.

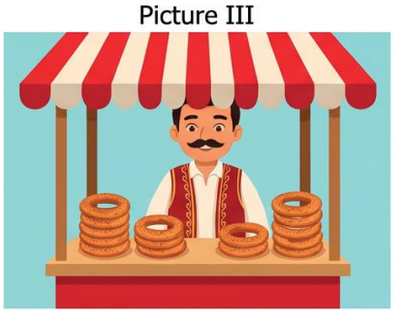
Picture I



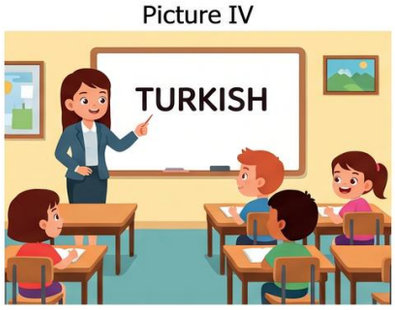
Picture II



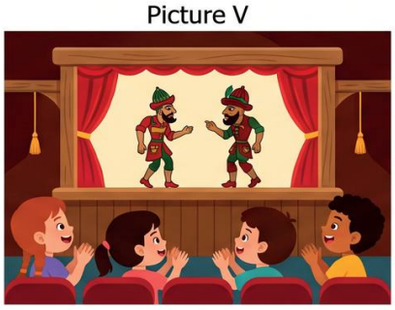
Picture III



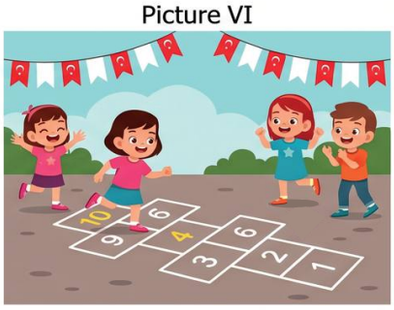
Picture IV



Picture V



Picture VI



INSTRUCTIONS

I. Greeting/Introduction:

Hi! Welcome to the International Children's Festival.

I am excited/happy/glad to show you the festival.

II. Describing the festival:

Places/Areas/Stages:

The festival is colourful/fun/exciting/interesting.

The stage/craft workshop/food stall/game area is big/beautiful.

There are many children/performances/activities from different countries.

Activities/Things you can do:

You can watch performances/join craft workshops/play games.

Children can learn/dance/sing.

Visitors can try Turkish sweets like baklava/künefe/Turkish delight.

Feelings/Observations:

I am amazed/excited/happy/surprised.

Look! Children are dancing/painting/playing games.

Over there, you can see …/Don't forget to …

III. Ending/Saying Goodbye:

Thanks for watching my vlog!

Goodbye!/See you next time!

Recording Rules

Record a 2-3-minute-long video.

Speak slowly and clearly.

Use *to be* and *can* in your sentences.

Don't read directly from your notes.

Be careful with pronunciation.

2. Watch your own vlog and complete the form below.

Self-Assessment Checklist	YES	NO
I used *"to be"* correctly.		
I used *"can"* correctly.		
I described my feelings.		
I described the activities and places in the pictures.		
My recording is 2-3 minutes long.		
I was careful with pronunciation.		

Assess Yourself and Check Your Progress



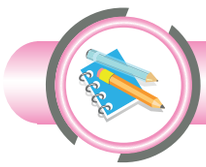
Time to think about your work today!

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. Imagine you are spending a day at the Children's Festival. Do the exercises below.

1. Fill in the template below about your day at the festival.

Festival Card

About Me

Name: **Age:**

Activity Place

Activities I joined

People I am with

My feelings

My opinion about the festival

LANGUAGE USE BOX

I am at ...
I can take part in ...
My favourite activity is ...
I am with ...
I feel ...
I think the festival is ....
I enjoy ...

2. Write a paragraph of at least ten sentences describing your day at the festival. Include all the parts in the template above and explain what you do at the festival.

3. Check your writing and complete the form below.

Self-Assessment Checklist	YES	NO
I filled out the template in *Exercise H.1.*		
I wrote sentences based on the template.		
I wrote at least ten sentences.		
I included the activities I joined at the festival.		
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

Scan the QR Code for answers.



THEME 2

Classroom Life

READ AND LEAD

A. Think about your daily routine and tick the boxes that describe you.

	Always	Often	Sometimes	Rarely	Never
1. I wake up early in the morning.	☐	☐	☐	☐	☐
2. I get dressed quickly in the morning.	☐	☐	☐	☐	☐
3. I make my bed before leaving home.	☐	☐	☐	☐	☐
4. I walk to school.	☐	☐	☐	☐	☐
5. I attend classes regularly.	☐	☐	☐	☐	☐
6. I have lunch break at school.	☐	☐	☐	☐	☐
7. I watch documentaries after dinner.	☐	☐	☐	☐	☐
8. I work on my tasks in the evening.	☐	☐	☐	☐	☐

B. Emily is a new student at ODSGM Upper Secondary School. In her first week, she wants to learn about the school, students' daily routines, and classroom life. Look at the visual and answer the questions.

www.odsgmuppersecondaryschool.odsgm

Welcome to ODSGM Upper Secondary School!

Features

- Innovative education
- Modern classrooms
- Fun activities
- Study rooms
- School bus service







Daily Routine

Scan to listen to our students.

Attend classes

Take notes

Have a lunch break

Participate in activities

1. Name three things you can see in the visual.

2. What can students do during the school day? Write two activities.

3. Does this school look like your school? Why/Why not?

4. What is the most interesting feature of this school for you? Why?

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

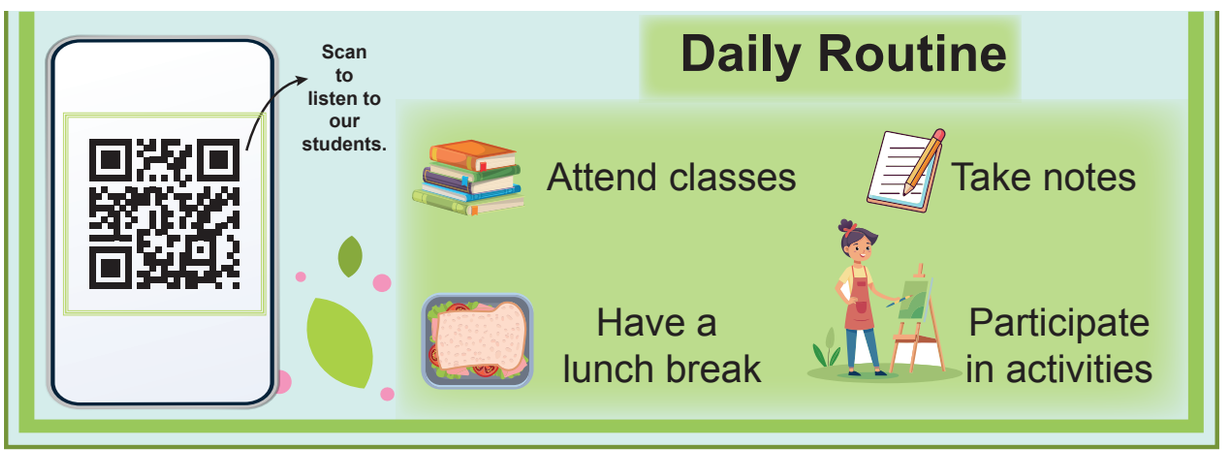
	Fair	Good	Great
I understood the **Read and Lead** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Read and Lead** part.	☐	☐	☐

I got help from

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

LISTEN AND GROW

C. Emily scans the QR code to learn more. Listen to the audio and do the exercises.



1. Choose the correct option to complete each statement.

- **Sarah wakes up at ----.**

a. 6:45

b. 7:00

c. 7:15

d. 7:30

- **Sarah often ---- after class.**

a. review her notes again

b. plays online games

c. eats snacks

d. talks to her friends

• **Tom goes to school ----.**

a. by bus

b. by car

c. on foot

d. by bike

• **---- goes to school by school bus.**

a. Sarah

b. Tom

c. Lina

d. Dean

• **Dean usually ---- after school.**

a. reads a book

b. plays football

c. does homework

d. watches TV

2. Listen again and write the correct student's names for each question.

Which student ...	
likes group activities?	
often studies after school?	
feels relaxed after school?	
wakes up the earliest?	
sometimes plays online games in the evening?	
reviews new vocabulary?	

3. Which student has a similar routine to yours? Why?

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

READ AND LEAD

D. Emily reads a blog post written by a student at ODSGM Upper Secondary School. Read the blog post and do the exercises.

HOME CLASSROOM ABOUT CONTACT



See More

Hi! My name is Daniel. I am a student at ODSGM Upper Secondary School. I usually wake up at 7:15. I get out of bed and get dressed quickly. Then I have breakfast and leave home at 8:00. I take the school bus and arrive at school at 8:30. At school, I attend classes and listen to my teachers carefully. I often take notes and highlight important words. I also review new vocabulary. I like studying, so I try to focus on my lessons. We have a lunch break at 12 a.m. I usually eat a healthy meal and talk to my friends. Sometimes, we walk around the courtyard.

After school, I go home at 3:30. I relax for a while and then get back to studying. In the evening, I study my lessons and sometimes watch series. I like my school because my teachers are helpful and my classmates are friendly.

1. What is the text about?

a. A student's weekend

b. A student's daily routine

c. A summer plan

d. A family visit

2. Read the text and complete the table. Write three activities under each heading.

Morning Routines	School Routines	Evening Routines

3. Read the text again and answer the questions.

a. How does Daniel go to school?

b. What does he do in the classroom?

c. What does he do during the break?

d. Do you think he has a good routine? Why/why not?

e. Do you have a similar routine with Daniel? Why/Why not?

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

DISCOVER GRAMMAR AND MORE

E. Read Melissa's routine and answer the questions.

Hi, my name is Melissa and I am a student at ODSGM Upper Secondary School. I live with my family. On weekdays, we don't wake up late because we all have busy schedules. **(I) My father leaves home early for his job. (II) My mother and I leave home at 7:30 after having breakfast.**

My school is only ten minutes away on foot. It starts at eight o'clock, and I always arrive on time. My favourite subject is Maths because I enjoy solving problems.

During lunch break, I often talk with my friends about our hobbies or weekend plans. After school, I don't always return home. On Wednesdays, I have guitar lessons, and on Fridays, I meet my friends at the park to play basketball.

In the evenings, my family has dinner at seven o'clock. I watch a film or read a book before going to bed at 10:30. On Saturdays, my father plans fun activities for us. Sundays are quieter; we usually stay home, cook, and relax before the new week starts.

1. Are these sentences about the past, present, or future?

2. Are they about daily routines or future plans?

3. Look at sentences (I) and (II). Focus on the verbs. What is the difference between them?

4. Read sentences below and circle the correct form of the verbs.

a. I usually **wake up/wakes up** early on weekdays.

b. She **get dressed/gets dressed** quickly in the morning.

c. We **leave/leaves** home at 8 a.m.

d. He **take/takes** the bus to school every day.

e. I always **attend/attends** classes and **listen/listens** carefully.

f. She often **take notes/takes notes** and **highlight/highlights** important words.

g. They **have/has** a break at 10 a.m.

h. He sometimes **talk/talks** to his friends during the break.

i. I **return/returns** home in the afternoon and **do/does** my homework.

j. She **study/studies** her lessons and **review/reviews** new vocabulary.

k. He **focus/focuses** on his tasks and **work on/works on** them carefully.

l. I sometimes **watch/watches** a series in the evening.

5. Use three different time expressions or frequency adverbs.

a.

b.

c.

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

EXPLORE AND USE WORDS

F. Emily sees a puzzle on Daniel's blog about daily routines. Read the statements, complete them, and do the puzzle.

TIME TO HAVE FUN!

ACROSS

6. Students ---------- notes during the lesson to remember important things.

7. We ---------- school at 3 p.m.

8. I ---------- at seven o'clock every morning.

9. Don't forget to ---------- important words in the text.

10. I ---------- all my classes every day.

DOWN

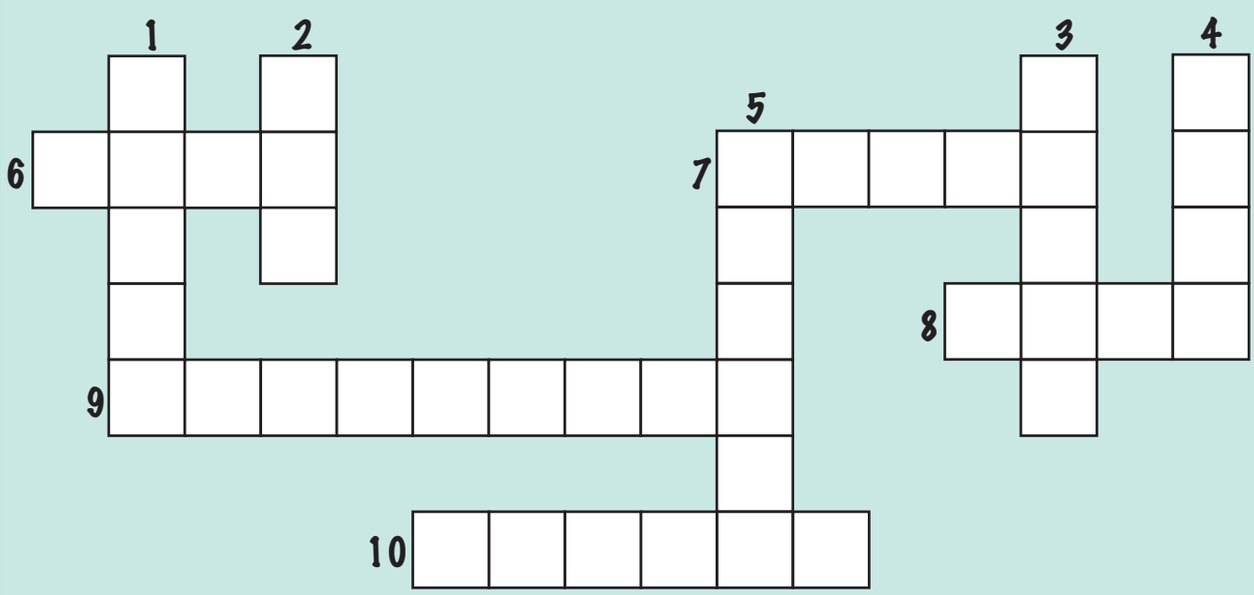
1. I ---------- TV in the evening.

2. I ---------- back to studying.

3. I ---------- after a tiring day.

4. After two lessons, we ---------- a lunch break.

5. Please, ---------- to your teacher during lessons.



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



SPEAK AND SHINE

G. Imagine you are a student at ODSGM Upper Secondary School. Record a video about your daily and study routines.

1. Follow the instructions in the box and record a short video.

INSTRUCTIONS

I. Start your speech with a greeting and introduction:

E.g. Hi! I'm a student at ODSGM Upper Secondary School. Today, I want to talk about my daily school life.

II. Talk about your school life

- Your daily routine
- How you go to school
- What you do in classes/during breaks/after school
- Your opinions about classroom life

III. End your speech politely:

E.g. Thank you for watching my video./I hope you enjoy learning about my school life.

IV. Speaking rules

- Speak clearly.
- Use complete sentences.
- Try to speak for 2-3 minutes.

LANGUAGE USE BOX

Use these expressions while speaking:

I usually wake up at…
I go to school by…
I arrive at school at…
I attend classes and…
I often/sometimes/always…
During the break, I…
After school, I…
My school is…
I like/don't like…
My favourite activity is…

2. Watch your video and complete the form below.

Self-Assessment Checklist	YES	NO
I introduced myself clearly.		
I talked about my daily routine.		
I explained my classroom life activities.		
I used expressions from the Language Use Box.		
I gave my opinion about classroom life.		
I ended my speech politely.		
I spoke for 2-3 minutes.		
I tried to speak clearly and fluently.		

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. Imagine you are a student at ODSGM Upper Secondary School and do the exercises below.

1. Complete the form below.



A Day at ODSGM Upper Secondary School



Student's name: _____ **Date:** _____

People you meet at school:

Classes/Activities you participate:

Your favourite part of the day:

Your feelings about the day:



One thing you learn at classroom:

Suggestions for a better school life:

2. Write a paragraph of at least 10 sentences about your classroom life at ODSGM Upper Secondary School. Include all the information in the form.

LANGUAGE USE BOX

I arrive at school at…
I meet…
I attend…
I participate…
I usually feel…
I learn…
I think…

3. Check your writing and complete the form below.

Self-Assessment Checklist	YES	NO
I completed the form.		
I wrote at least 10 sentences.		
I used the Simple Present correctly.		
I included all parts of the form in my paragraph.		
I expressed my feelings and opinions.		
I checked the spelling and grammar.		

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

Scan the QR Code for answers.



THEME 3

Personal Life: Physical Appearance & Personality

READ AND LEAD

A. Answer the questions below about yourself.

1. Which word best describes your height?

a. tall

b. medium-height

c. short

2. What is your hair like?

a. straight

b. wavy

c. curly

3. Which personal trait describes you best?

a. cheerful

b. shy

c. outgoing

d. calm

e. other ----------

4. Look at the words in the box and write each word/phrase under the correct heading in the table.

attractive	smart
blonde	medium-height
brave	outgoing
calm	polite
cheerful	serious
confident	shy
curly	slim
plump	tan-skinned
forgetful	wavy
handsome	well-built

Physical Appearance	Personality

B. Students from different countries join a student exchange programme in Türkiye. The ODSGM Upper Secondary School prepares a website called *"Meet Our Exchange Students"*. There are short introductions about exchange students in this website. Read the profiles and do the exercises.





Brad (the UK)



- Brad is tall and slim.
- He is well-built, and he plays basketball every day.
- He is very outgoing and confident.
- He is not shy.
- He easily makes new friends, and he is helpful.

Aiko (Japan)



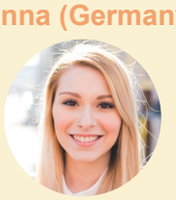
- Aiko is of medium-height.
- She has straight black hair and fair skin.
- She is very calm and polite.
- She is also very smart and shy.

Miguel (Brazil)



- Miguel is a good-looking boy with curly hair and tan skin.
- He is cheerful and outgoing.
- He is sometimes a bit careless, but he is also funny.

Hanna (Germany)



- Hanna is slim and has straight blonde hair.
- She looks very pretty.
- She is confident and honest.
- She is also very organised.
- She often leads group activities.

1. Read the profiles and complete the table.

Student	Country	Physical Appearance	Personal Traits
Brad		• • •	• • •
Aiko		• • •	• • • •
Miguel		• • •	• • • •
Hanna		• • •	• • •

2. Look at the website and complete the grid with the correct names. More than one answer is possible.

Find a person who ----?

can be a good team leader	does not get angry easily	always tells the truth
is the best student for group activities	can be the friendliest student	does not pay attention to details
makes people laugh	is too shy to make friends easily	can be the most athletic student in class

3. Which would you like to be friends with? Why?

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

LISTEN AND GROW

C. The school organises an orientation day interview for the exchange students to introduce themselves. Scan the QR code to listen to the interview and do the exercises.

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

- ◯ confident
- ◯ shy
- ◯ organised
- ◯ friendly
- ◯ careless
- ◯ gentle
- ◯ funny
- ◯ quiet
- ◯ forgetful
- ◯ active

1. Listen to the interview again and write the correct student's names.

What does s/he say?	What is the name of the student?
I like working in groups and making new friends.	
I am calm and I like quiet study time.	
I enjoy making people laugh and being active.	
I am organised and I like planning things.	
I feel comfortable when I meet new people.	

2. Listen to the interview again and write T for True, F for False in the boxes below.

a. Brad is confident enough to speak in front of large groups. ☐
b. Brad prefers being alone. ☐
c. Aiko is calm enough to solve problems during group work. ☐
d. Miguel is careful with small details. ☐
e. Hanna is organised enough to plan group activities. ☐
f. Hanna is too serious to enjoy funny games. ☐

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

DISCOVER GRAMMAR AND MORE

D. Read the text below and do the exercises.

The school gets ready for the International Day every year. It is one of the most exciting events at the school. Students prepare presentations, play cultural games, and welcome visitors from different countries. Mr Harrison, the English teacher, chooses students for different duties. He looks at their physical appearance and personalities before he gives them a role.

Ece is a medium-height girl with blonde, wavy hair, and fair skin. She is cheerful and polite. She is confident enough to welcome visitors. She is also kind enough to help younger students.

Dean is a well-built boy with dark, straight hair. He is calm and honest. He is brave enough to lead his group, but he is too serious to tell jokes during the activities.

Sally has curly hair and tan skin. She is smart, but she is too shy to speak in front of visitors. She is also too quiet to answer every question.

Kevin is outgoing and clever. He is confident enough to give a presentation, but he is too careless to remember every instruction.

Mert is generous and gentle. He is polite enough to welcome the guests and answer their questions. He is also calm enough to solve small problems during the event.

Some students are too nervous to meet new people. Some students are too moody to enjoy group work. However, many students are friendly enough to work together. Mr Harrison believes every student has different strengths, and the right duty helps everyone enjoy the International Day.

1. Find and write two types of expressions from the text.

a. Write at least one example for expressions with “too”.

b. Write at least one example for expressions with “enough”.

2. Complete the sentences using “Too” or “Enough”.

a. ---------- indicates something is more than necessary.

b. ---------- indicates the right amount of something.

3. Fill in the blanks with “Too” or “Enough” with the adjective given in each sentence.

a. He is ---------- to solve this math problem easily. (smart)

b. She is not ---------- to speak in front of the class. (confident)

c. The students are ---------- to make today’s presentation. (excited)

d. My brother is ----------. He always loses his keys. (forgetful)

e. The room is ---------- to study. We need silence. (noisy)

f. She is ---------- to say thank you to everyone. (polite)

g. He is ---------- to ride a bicycle safely. (careless)

4. Rewrite the sentences using “Too” or “Enough” as in the example.

a. She is very careful. She can complete the task without mistakes.

e.g. She is careful enough to complete the task without mistakes.

b. He is very nervous. He cannot speak in public.

c. She is not very confident. She cannot present her ideas clearly.

d. They are very organised. They can help with planning.

5. Write three sentences about your friends. Use “Too” or “Enough”.

a.

b.

c.

Assess Yourself and Check Your Progress



Time to think about your work today!

Tick one box in each row.

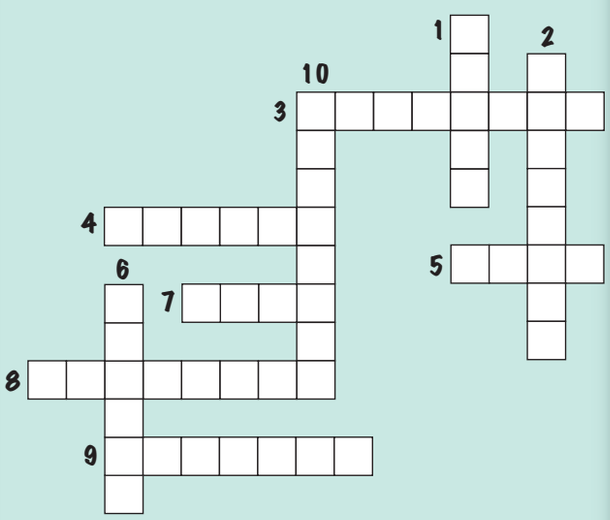
	Fair	Good	Great
I understood the **Discover Grammar and More** part clearly.	☐	☐	☐
I followed the task and the instructions easily.	☐	☐	☐
I enjoyed the **Discover Grammar and More** part.	☐	☐	☐

I got help from

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

EXPLORE AND USE WORDS

E. Read the clues and complete the crossword puzzle.



ACROSS

3. Happy and positive
4. Has light-coloured hair (female)
5. Thin, not fat
7. Not polite, disrespectful
8. Often giving people money or presents
9. Only thinks about himself/herself

DOWN

1. Hair that goes around in small circles, not straight
2. Talking a lot and enjoying meeting people
6. Always telling the truth
10. Not careful, makes mistakes easily

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

WRITE AND SHARE

F. Students take part in different activities such as group work, presentations, and games on the International Day. One of the students completes a registration form before taking part in the programme.

1. Read the registration form below.

International Day Registration Form

photo here

Name: Emily Fischer

Country: Italy

Age: 15

★ **Physical Appearance:** Medium-height, slim, wavy blonde hair, fair skin

★ **Personal Traits:** Cheerful, kind, brave, honest

★ **Interests:** Reading books, playing volleyball, learning about different cultures

★ **Activity at International Day:** Cultural Presentation

★ **Reason for Joining:** To meet new friends and share my culture

2. Write a paragraph of at least ten sentences about Emily Fischer for the school website. Use the information in the registration form.

YOUR WRITING SHOULD INCLUDE:

- an introduction
- the description of the student
- activity on the International Day
- reasons for joining the event
- a concluding comment

3. Check your writing and complete the form below.

Self-Assessment Checklist	YES	NO
I described the student.		
I wrote about her appearance and personal traits.		
I explained what she did during the event.		
I explained why she joined the event.		
I wrote at least 10 sentences.		
I checked my spelling and grammar.		

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

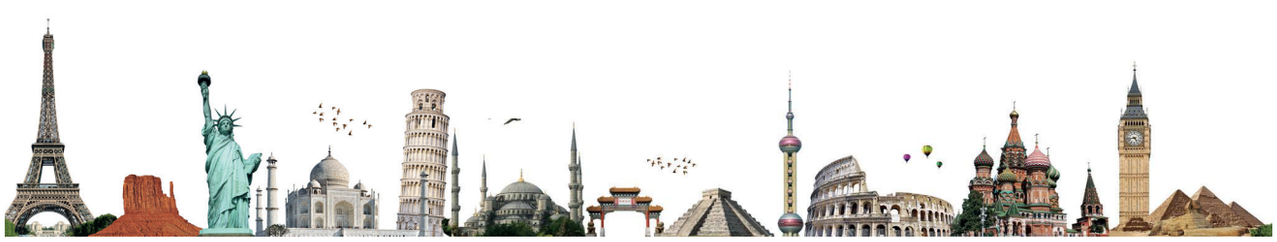
☐ a classmate ☐ the teacher ☐ a dictionary or the Internet

SPEAK AND SHINE

G. The school wants to send one student to an international exchange student programme. Imagine you are one of the students applying for this programme, and you will record a short video.

1. Read the announcement below.





2. Complete the application form below.



EXCHANGE STUDENT APPLICATION FORM



Name : ----------

Country: ----------

ABOUT ME

I am ----------, ----------, and ---------- (appearance).

I am ----------, ----------, and ---------- (personality).

MY SKILLS



☆ I am good at ----------.

☆ I am ---------- enough to ----------.

☆ I am too ---------- to ----------.

WHY I WANT TO JOIN



3. Record a video about yourself by using the information in your application form. Follow the recording rules in the box.

Recording Rules
✓ Your recording should be 3-4 minutes long.
✓ Speak slowly and clearly.
✓ Don’t read directly from your notes.
✓ Be careful with pronunciation.
✓ Talk about your daily routines.
✓ Use at least 2 sentences with “too” or “enough”.

4. Watch your video and complete the form below.

Self-Assessment Checklist	YES	NO
I completed my Exchange Student Application Form.		
I introduced myself clearly.		
I talked about my appearance and personality.		
I explained my strengths and abilities.		
I gave reasons why I want to join the programme.		
My recording is 3-4 minutes long.		
I was careful with pronunciation.		
I used the grammatical structures correctly.		

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

Scan the QR Code for answers.

YAZILI PUSULASI

Çözümlere buradan ulaş

9. Sınıf İngilizce Öğrenme Etkinlikleri Seti 2. Bölüm (2026-2027)

Telefonunun kamerasıyla ilgili QR kodunu okut.
Ekrandan okuyorsan QR koduna dokunabilirsin.

CEVAP VE ÇÖZÜMLER

Yazılı cevaplar ve çözüm sayfası
Ücretsiz erişim

VİDEO ÇÖZÜMÜ

Bu PDF’nin ilgili videosu ve durumu
Premium videolar uygulamada açılır

Video henüz eklenmediyse sağdaki sayfada belirtilir.
Video sonradan eklendiğinde aynı QR kodu kullanılabilir.

Bu erişim kartı Yazılı Pusulası tarafından eklenmiştir.
Önceki soru ve cevap sayfaları değiştirilmemiştir.
kaynaklar.net