

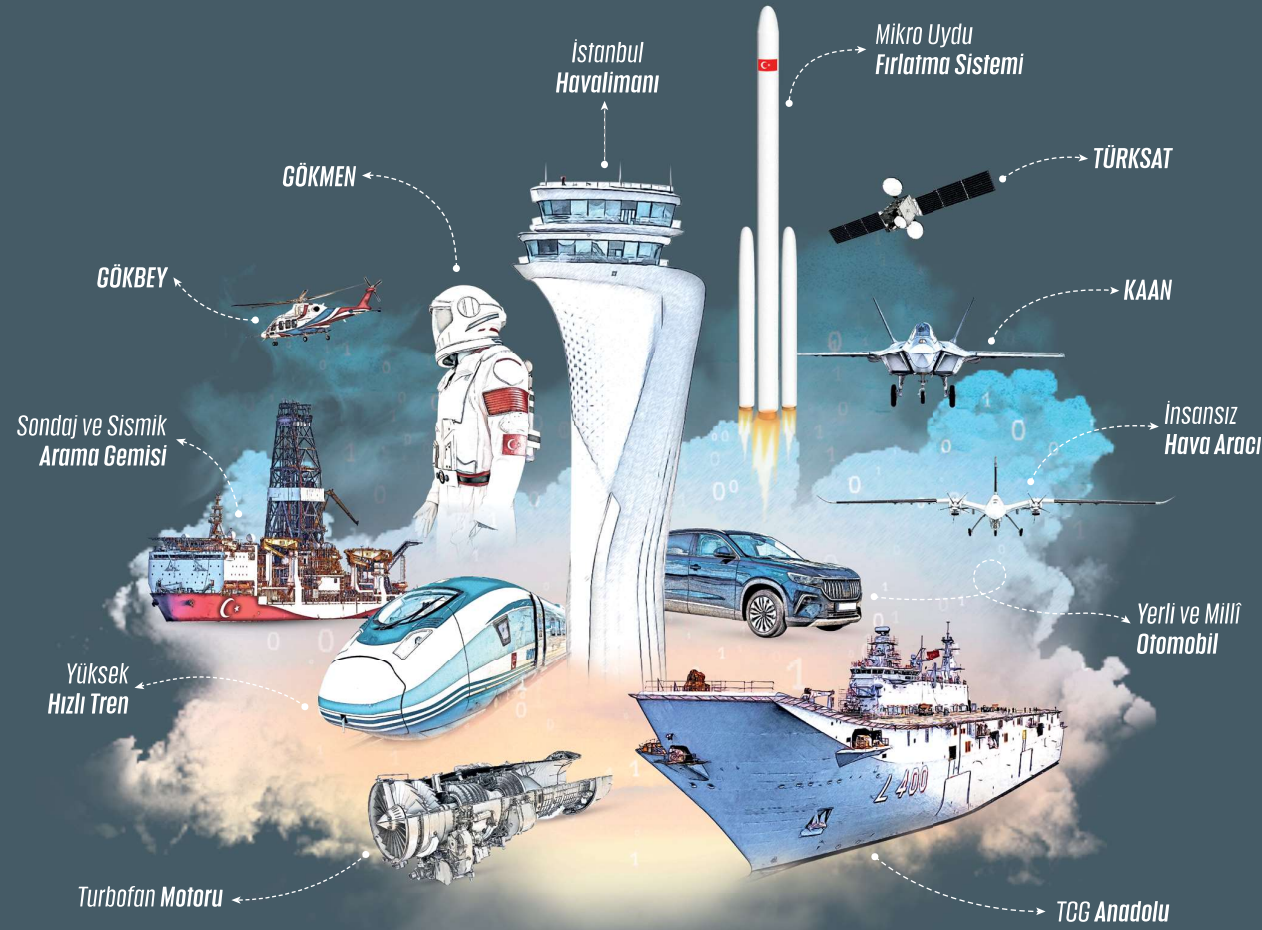
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**BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA
ÜCRETSİZ OLARAK VERİLMİŞTİR.
PARA İLE SATILAMAZ.**

Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin
İkinci Fıkrası Çerçevesinde Bandrol Taşınması Zorunlu Değildir.

T.C. MİLLÎ EĞİTİM BAKANLIĞI

ORTAÖĞRETİM

ÖĞRETMEN KILAVUZ KİTABI

ORTAÖĞRETİM

STEPWISE 10. SINIF / B1.2

ÖĞRETMEN KILAVUZ KİTABI



UPPER SECONDARY EDUCATION

STEPWISE

YEAR 10/B1.2

UPPER SECONDARY EDUCATION

STEPWISE

YEAR 10/B1.2

TEACHER'S BOOK

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İSTİKLÂL MARŞI

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

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

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

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet 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 İlahî, 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 cerihamdan İlahî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

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

Mehmet Âkif Ersoy

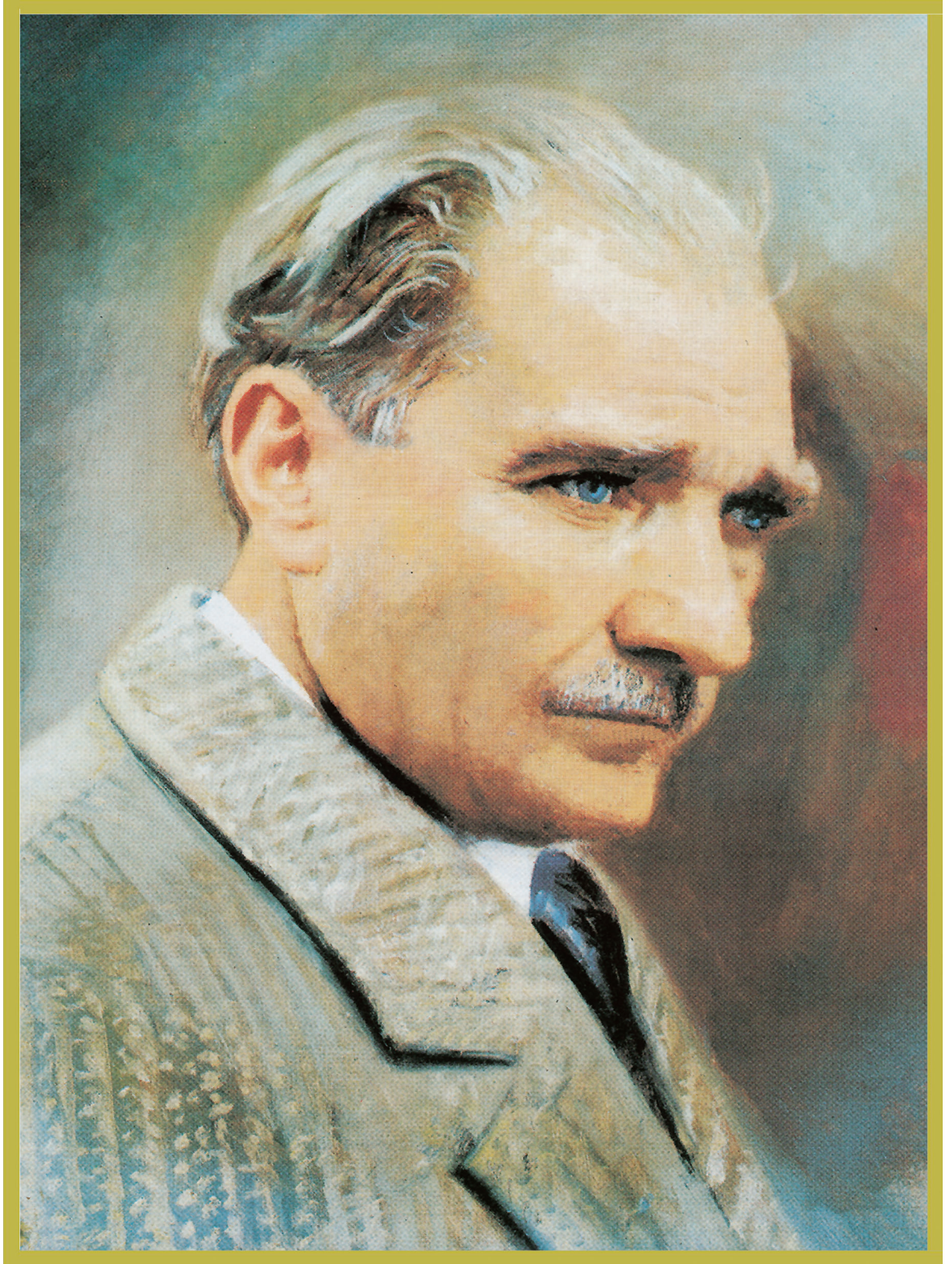
GENÇLİĞE HİTABE

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 namûsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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MAIN THEME 1	SCHOOL LIFE & EDUCATION
SUB-THEMES	• Different types of schools in the world • Regular and extracurricular activities at different types of schools • School anxiety and stress • National days and celebrations
GRAMMAR AND FUNCTIONS	• Describing regular and extracurricular activities; describing routines, activities and events at school • Describing temporary actions or actions happening at school now • Contrasting what usually happens with what is happening at school now • Discussing opportunities and availability of resources at different school contexts • Confirming or clarifying facts about different situations • Expressing how often certain activities or routines take place • Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events • Discussing emotional states and facilities related to schools; sharing information about school-related problems or solutions • Making logical assumptions about school environments, activities, or students' feelings • Referring to students, teachers, or facilities in different school contexts
VOCABULARY	• General terms related to education (an educational system, a diploma, a year group, etc.) • Types of schools (a nursery, a preschool, a primary school, etc.) • Facilities in different types of schools (a tennis/basketball court, a prayer room, a staffroom, etc.) • Regular activities in different types of schools (classwork, a quiz, a presentation, laboratory work, etc.) • Extracurricular activities in different types of schools (Volleyball, gymnastics, rugby, badminton, etc.) • Clubs and competitions in different types of schools (a literature club, an art club, a coding club, etc.) • School anxiety and stress (anxiety, time management, anxious, perfectionist.)
PRONUNCIATION	• Intonation for positive statements • Negative statements • Questions • Question tags
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Listening for keywords and phrases • Listening for categorising • Making inferences • Reinforcing comprehension through collaborative speaking • Applying knowledge through collaborative planning
READING-COMPREHENSION	• From Forest to Lab: Ways of Learning • Skimming • Scanning • Recognising causal relationships in the text
SPEAKING-EXPRESSION	• Making a presentation • Talking about different types of schools in the world • Role-playing a dialogue • Writing and acting out a dialogue
WRITING-EXPRESSION	• Writing • Practising, producing, and reconstructing a paragraph about a typical week in the school
CLIL & CULTURE	• Roots and Routes • Reading about global citizenship and international projects
PROJECTS	• E-Portfolio • Preparing a digital school brochure to introduce school to new students
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scale 11

MAIN THEME 2	CLASSROOM LIFE & LEARNING
SUB-THEMES	• Learning activities in the classroom • Personal learning styles • Learning with technology in the classroom
GRAMMAR AND FUNCTIONS	• Making predictions, describing plans and expressing the difference between immediate and planned future actions • Confirming or clarifying information • Giving advice or making recommendations • Expressing strong necessity, rules, or personal obligations • Indicating external obligations or requirements • Referring to actions where the subject and the object are the same • Asking for something in a kind way • Requesting or granting the right to do something • Indicating likelihood of an event • Expressing potential outcomes or abilities • Asking in a formal or less direct way • Expressing uncertainty or potential likelihood of events • Indicating ownership or relationships between people or things • Showing ownership or belonging
VOCABULARY	• Learning activities in the classroom (a role-play, an interactive activity, brainstorming, to summarise, to analyse, to define, to conclude) • Personal learning styles (note-taking, mind mapping and repetition, self-assessment, to visualise) • Learning with technology in the classroom (connection, a keyboard, a homepage, artificial intelligence (AI), a file, a PC, a computer, to access, to upload, to delete, to click, to switch on, to switch off, to log in, to log out)
PRONUNCIATION	• Long and short vowels: a: (/æ/, /ae/, /ə/, /a:/, /e/, /a:/, /a/, /ɔ:/, /eə/) • Consonants: b: (/b/), silent /b/ c: (/s/, /k/) d: /d/
LISTENING & WATCHING-COMPREHENSION	• Listening/watching • Predicting content using personal experience and visuals • Listening/watching for main ideas • Listening/watching for specific details and components • Listening/watching for relationships, classifications, and comparisons • Making inferences and deductions from the content • Reflecting on personal experiences and connecting them to the content • Producing audio/visual work to apply understanding collaboratively
READING-COMPREHENSION	• Learning Styles • Skimming • Scanning • Recognising cause-and-effect relationships in the text • Classifying information related to learning styles and classroom activities • Making meaningful inferences based on the text
SPEAKING-EXPRESSION	• Making a presentation • Talking about Classroom Life and Learning • Role-playing a dialogue • Writing and acting out a dialogue
WRITING-EXPRESSION	• Writing • Practising, producing, and reconstructing an advice paragraph about learning styles
CLIL & CULTURE	• Roots and Routes • Reading about an educational platform, Diyalekt
PROJECTS	• E-Portfolio • Creating a video about your future classroom
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scale 11

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MAIN THEME 3	PERSONAL LIFE & WELL-BEING
SUB-THEMES	• Body parts • Human illnesses and diseases • Human nature and human well-being today and in the future • Fashion and personal fashion preferences
GRAMMAR AND FUNCTIONS	• Expressing scheduled or timetabled future events • Expressing current intentions, ongoing plans, or arrangements for the near future • Giving suggestions, advice, and recommendations about what is right or appropriate • Expressing past abilities, hypothetical situations, and future possibilities • Expressing similarity, comparison, and likeness between objects, actions, or people • Describing similarities in personal habits • Comparing two things in terms of greater or lesser degree • Expressing present or future abilities, skills or possibilities • Expressing various degrees of certainty, intention, probability, and aspirations about future actions events, and plans
VOCABULARY	• Body Parts (a forehead, an eyebrow, an eyelash, a tongue, etc.) • Human Illnesses and Diseases (a cold, a flu, a fever, chickenpox, etc.) • Human Nature and Human Well-being (empathy, digital detox, sustainability, happiness, etc.) • Fashion and Personal Fashion Preferences: Accessories (necklace, bracelet, handbag, scarf, belt, etc.) • Styles (elegant, stylish, trendy, vintage, neat, well-dressed, etc.) • Clothing Materials (cotton, leather, denim, etc.) • Clothing Patterns (floral, striped, plain, checked, patterned, etc.)
PRONUNCIATION	• Vowels: e: (/e/; /i:/, /ə/) • Consonants: f: (/f/), g: (/g/, /dʒ/), h: (/h/) • Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	• Listening/Watching • Recognising key words and phrases • Listening/Watching for gist • Listening/Watching for specific information • Understanding sequence • Listening/Watching for details, etc.
READING-COMPREHENSION	• Reading Skimming, scanning • Jigsaw reading • Scanning • Making meaningful inferences
SPEAKING-EXPRESSION	• Listening & Watching • Producing meaningful and accurate spoken content • Role-playing a dialogue
WRITING-EXPRESSION	• Planning and arranging ideas before starting the writing task • Examining and interpreting the given model text • Writing an original paragraph based on the task instructions
CLIL & CULTURE	• Roots and Routes • Reading about Mete Gazoz's Life
PROJECTS	• E-Portfolio • Creating a digital well-being visual board • Using digital tools
REFLECTION	• Listening/Watching • Pronunciation • Reading • Writing • E-Portfolio • Self-Reflection • Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	• Rubrics 2 and 12 • Rating Scale 11

MAIN THEME 4	FAMILY LIFE & HOME
SUB-THEMES	- Family members and their daily routines today and in the past - Hobbies and interests of family members (sports & films) - Different types of houses and families from the world
GRAMMAR AND FUNCTIONS	- Describing actions, states and/or events that happened and were completed in the past - Seeking information about people, actions, or events - Expressing past or present abilities, skills, and possibilities - Describing actions, habits, or states that were true in the past but are no longer the case
VOCABULARY	- Family members and their daily routines (a mother, a sibling, to set the table, to run errands, etc.) - Types of families (an immediate family, a family, a nuclear family, etc.) - Types of houses (a hut, a houseboat, a farmhouse, etc.) - Hobbies and interests of family members (playing badminton, cycling, running, etc.) - Film genres (thrillers, horror films, documentaries, etc.)
PRONUNCIATION	- Vowel: i: (/aɪ/, /ɪ/, /i:/) - Consonants: j: (/dʒeɪ/, /dʒ/); k: (/k/); l: (/ɛl/, /l/) - Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	- Listening/Watching - Listening for scanning - Identifying family members, house types, and daily routines in spoken texts - Listening for collaborative discussions, etc. - Ordering events - Role-playing
READING-COMPREHENSION	- Skimming - Scanning - Jigsaw reading - Making comparisons based on the the information in the text - Making meaningful inferences - Identifying main ideas and supporting details - Inferring meaning from context, compare different family structures and homes around the world - Recognising language forms related to the Simple Past, used to, could
SPEAKING-EXPRESSION	- Listening & Watching - Interacting, producing meaningful and accurate spoken - Describing family members and their daily routines - Asking and answering questions about past habits, abilities, responsibilities, free-time activities - Comparing family life in the past and today - Using social language appropriately in conversations - Role-playing
WRITING-EXPRESSION	- Writing short descriptive texts about family members, daily routines, hobbies and interests - Writing a paragraph describing a dream house, including its type, location, and family members living in it - Writing a comparative paragraph about parents' family life in the past and their own family life today
CLIL & CULTURE	- Roots and Routes - Reading about Alev Alatl's Life
PROJECTS	- Creating a short video about the daily routines, hobbies, and interests of your family members - Researching different types of houses and family structures around the world. - Comparing them with your family members' own experiences
REFLECTION	- Listening & Watching - Pronunciation - Writing - E-Portfolio - Self-Reflection - Recognising perceiving, identifying, and evaluating learning process
EVALUATION	- Rubric 2 - Rubric 12 - Rating Scale 11

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MAIN THEME 5	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE
SUB-THEMES	- Activities to do in attractions (cafés, cinemas; gyms, sports clubs) - Getting help from services (pharmacies, hospitals, etc.) - Pros and cons of different types of transportation in the neighbourhood and city
GRAMMAR AND FUNCTIONS	- Describing an action or other actions that are in progress in the past - Contrasting a completed action at a specified time in the past with an action in progress at an exact moment in the past - Confirming or clarifying past events
VOCABULARY	- Transportation (a bus, a bike, a taxi, on foot, etc.) - Activities to do in attractions and recreational places in the neighbourhood and city (cafés, cinemas; gyms, sports clubs, to surf the Net, to chill out, to attend fitness classes, etc.) - Getting help from services in the neighbourhood and the city (pharmacies, hospitals, a first-aid kit, a bandage, to buy medicine, to ask for advice, etc.) - Pros and cons of different types of transportation in the neighbourhood and city (public transport, an underground, a ferry, eco-friendly, reliable, affordable, etc.)
PRONUNCIATION	- Vowel: o: (/əʊ/, /ɒ/) - Consonants: m: (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/, /p/) - Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	- Listening/Watching - Listening for keywords and phrases - Listening for sequencing - Listening for comparing and contrasting - Listening for detail and error correction - Making inferences - Reinforcing comprehension through collaborative speaking - Applying knowledge through collaborative planning
READING-COMPREHENSION	- A Student-Friendly City: Eskişehir - Skimming - Scanning - Detailed reading - Jigsaw reading - Making meaningful inferences - Making comparisons based on the the information in the text
SPEAKING-EXPRESSION	- Gamifications - Interacting, producing meaningful and accurate spoken content
WRITING-EXPRESSION	- Writing - Organising the information for the task - Analysing and understanding the provided model - Producing a new written task for describing a neighbourhood
CLIL & CULTURE	- Roots and Routes - Reading about protecting traditional village life and architecture in Türkiye
PROJECTS	- E-Portfolio - Creating a video based on an interview with a person or people from the neighbourhood - Using short clips, photos, or simple charts
REFLECTION	- Listening/Watching - Pronunciation - Reading - Writing - E-Portfolio - Self-Reflection - Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	- Rubrics 2 and 12 - Rating Scales 5 and 11

MAIN THEME 6	LIFE IN THE WORLD & CULTURE
SUB-THEMES	- Continents, countries, and nationalities - Shopping for food and personal food preferences - Food and food culture from different parts of the world
GRAMMAR AND FUNCTIONS	- Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present by using the Present Perfect Tense - Confirming information, encouraging agreement, and seeking reassurance by using the Question Tags - Describing an unspecified amount and uncertainty or absence, and expressing large quantities by using the Countable Nouns and Uncountable Nouns - Describing that something is required or necessary, or is not necessary or obligatory by using the modals Need, Needn't - Expressing ability, possibility, or capacity in different tenses by using Be able to (Present, Past, Future, Perfect)
VOCABULARY	- Countries and nationalities (Belgium, Croatia, Belgian, Croatian, etc.) - Continents (Asia, Africa, etc.) - Shopping (a cashier, a shelf, etc.) - Food preferences (gluten-free, dairy-free, etc.) - Food culture (baklava, falafel, sushi, etc.)
PRONUNCIATION	- Consonants: - q: (/kju:/) - r: (/ɑ:/, /r/) - s: (/s/, /ɛs/, /z/) - t: (/ti:/, /t/)
LISTENING & WATCHING-COMPREHENSION	- Preparing and getting ready for listening (to)/watching about the content - Bringing together the information in the content - Making sense of and deriving meaning from the content - Reflecting on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process
READING-COMPREHENSION	- Preparing for reading the content - Bringing together the information about the content - Making sense of and deriving meaning from the content - Reflecting on the information, experiences, thoughts, ideas, and feelings related to the reading process
SPEAKING-EXPRESSION	- Listening & Watching - Gamifications - Interacting, producing meaningful and accurate spoken content
WRITING-EXPRESSION	- Preparing for writing about the content - Analysing and understanding a provided model - Constructing new written content - Practising producing written content - Engaging in the process of writing related to the content - Reconstructing meaningful knowledge and content - Reflecting on the experiences, thoughts, ideas, and feelings related to the writing process
CLIL & CULTURE	- Roots and Routes - Reading about Eid al-Fitr - Discussing the importance of compassion and benevolence values at festivals or special events
PROJECTS	- E-Portfolio - Preparing a documentary or a short film about global food culture and preferences
REFLECTION	- Listening/Watching - Pronunciation - Reading - Writing - E-Portfolio - Self-Reflection - Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	- Rubrics 2, 3, 8, and 12 - Rating Scale 11

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MAIN THEME 7	LIFE IN NATURE & GLOBAL PROBLEMS
SUB-THEMES	- Natural resources - Global problems related to natural resources - Protecting natural resources
GRAMMAR AND FUNCTIONS	- Referring to people, objects, or things to provide essential information - Expressing cause and effect - Explaining consequences
VOCABULARY	- Natural resources (solar energy, groundwater, etc.) - Global problems related to natural resources (deforestation, floods, etc.) - Protecting natural resources (to reuse, to limit, etc.)
PRONUNCIATION	- Vowel: - u: (/ju:/, /ʌ/, /ju:/) - Consonants: - v: (/vi:/, /v/) - w: (/w/) - Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	- Listening/Watching - Listening for keywords and phrases - Listening for sequencing - Listening for categorising - Making inferences - Reinforcing comprehension through collaborative speaking - Applying knowledge through collaborative planning
READING-COMPREHENSION	- A Letter from the Future - Skimming - Scanning - Recognising causal relationships in the text - Making comparisons based on the information in the text - Making meaningful inferences
SPEAKING-EXPRESSION	- Making a presentation - Talking about global environmental problems - Role-playing a dialogue - Writing and acting out a dialogue
WRITING-EXPRESSION	- Writing - Practising, producing, and reconstructing a letter to the future
CLIL & CULTURE	- Roots and Routes - Reading about a solar energy initiative in Türkiye and applying the concept to a local context
PROJECTS	- E-Portfolio - Preparing a presentation - Writing reports - Role-playing as environmental activists
REFLECTION	- Listening/Watching - Pronunciation - Reading - Writing - E-Portfolio - Self-Reflection - Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	- Rubrics 2 and 12 - Rating Scales 5 and 11

MAIN THEME 8	LIFE IN THE UNIVERSE & THE FUTURE
SUB-THEMES	- Planets and space - Life in the universe - Space explorations
GRAMMAR AND FUNCTIONS	- Describing general and/or scientific facts which are generally true by using the Zero Conditional - Describing a possible future situation by using the First Conditional
VOCABULARY	- Planets and space (Uranus, the Milky Way, to revolve, etc.) - Life in the universe (a creature, a space colony, etc.) - Space explorations (space travel, a spacecraft, to collect data, etc.)
PRONUNCIATION	- Consonants: x: (/eks/, /ks/, /gz/) y: (/wai/, /j/, /ɪ/, /i:/) z: (/zed/, /z/) - Recognising and using sounds
LISTENING & WATCHING-COMPREHENSION	- Listening/Watching - Listening for keywords and phrases - Listening for sequencing - Listening for comparing and contrasting - Listening for detail and error correction - Making inferences - Reinforcing comprehension through collaborative speaking - Applying knowledge through collaborative planning
READING-COMPREHENSION	- Space Junk - Skimming - Scanning - Recognising causal relationships in the text - Classifying based on the information in the text - Making meaningful inferences
SPEAKING-EXPRESSION	- Making a presentation - Talking about the Earth and the other planets in our solar system - Role-playing a dialogue - Writing and acting out a dialogue
WRITING-EXPRESSION	- Writing - Practising, producing, and reconstructing a paragraph about the precautions we should take to prevent space pollution
CLIL & CULTURE	- Roots and Routes - Reading about Türkiye's first high-resolution Earth observation satellite İMECE
PROJECTS	- E-Portfolio - Preparing a poster about what life might be like in the year 2100
REFLECTION	- Listening/Watching - Pronunciation - Reading - Writing - E-Portfolio - Self-Reflection - Recognising, perceiving, identifying, and evaluating the learning process
EVALUATION	- Rubrics 2 and 12 - Rating Scales 5, 8, and 11

RV Audio Script 1

Listen to the audio and read the dialogue aloud, paying attention to how the intonation rises and falls.

Yasemin: Hi, everyone! Welcome to our first online meeting. It's great to see you all here today.

Alikhan: Hello!

Carlos: Hi!

Yasemin: Let's begin with some quick introductions. My name is Yasemin, I'm Turkish, and I'm from Türkiye. The capital is Ankara, but İstanbul is the most popular destination for visitors. Sultanahmet Square and Dolmabahçe Palace are famous tourist spots. Carlos, your turn!

Carlos: That sounds amazing! I'm Carlos from Thailand. Bangkok, the capital, is huge and lively. Visitors can explore the Grand Palace.

Alikhan: Nice to meet you all! I'm Alikhan from Kazakhstan. The capital is Astana, but tourists can visit Almaty to see the mountains and beautiful landscapes. I speak Kazakh and English.

Yasemin: Thanks, everyone. It's so interesting to hear about your countries, and each place sounds amazing! Maybe we can talk about our daily routines next. Would anyone like to go first?

Alikhan: Let me start! I'm quite organised. I plan my study routine carefully and try to learn new vocabulary every day. I practise English online and I never leave my tasks unfinished. I believe "Work hard now, play later" is the best way to live.

Yasemin: I usually wake up early, take the bus to school, and attend classes. After school, I watch films to relax or study when I have many tasks.

Carlos: I usually get home in the afternoons. Sometimes I do chores or errands. In the evenings, I watch documentaries or practise English. At weekends, I go shopping or meet friends.

Yasemin: It's nice hearing about how everyone spends their day. How about talking about our personalities now? People say I'm cheerful and outgoing but sometimes I can be a little forgetful. Carlos, would you like to go next?

Carlos: Sure! I'm pretty sociable and generous. But I'll admit I can get a bit moody when I'm tired.

Alikhan: I understand that, Carlos. I'll go next. I'm calm and polite most of the time. I can be shy in new situations, but when I feel comfortable, I open up and enjoy being part of the group.

Yasemin: Let's also share something about our families. My father is an architect and he designs modern buildings. My mother is a teacher.

Carlos: That's lovely, Yasemin! My mother is a business person. She runs a clothing brand and promotes collections online. She often travels abroad for work. My father is a photographer, and he has his own studio. My sister is a nurse.

Alikhan: Wow, Carlos, I really admire your sister's work. My father is a computer programmer. He develops software at an IT company. My mother is a psychologist and she counsels people in a clinic.

Yasemin: Thanks everyone for joining. It was really nice talking to all of you. I hope we can do this again soon!

Alikhan: Yes, definitely!

Carlos: See you soon.

- a** Tell students that they will listen to the audio for specific words. Play *RV Audio 1* and ask students to listen and tick the words they hear. When they have finished the activity, check the answers with the class.

Answer Key

- 1 capital
- 2 landscapes
- 4 documentaries
- 5 family
- 6 photographer
- 8 software

- b** Before starting the activity, make sure that students have understood the categories. Play *RV Audio 1* again and ask students to listen for specific words or phrases related to each title. Encourage students to note down only keywords rather than full sentences.

Answer Key

Countries: Türkiye, Thailand, Kazakhstan

Capitals: Ankara, Bangkok, Astana

Tourist attractions: Sultanahmet Square, Dolmabahçe Palace, Grand Palace, Almaty

- c** Ask students to read the statements before listening to the audio so that they can be familiar with the words and phrases. Play *RV Audio 1* again and ask students to match the names to the descriptions. If needed, replay the audio. Then check the answers with the class.

Answer Key

- 1 Yasemin
- 2 Yasemin
- 3 Carlos
- 4 Carlos
- 5 Alikhan
- 6 Alikhan

- d** Ask students to read the sentences and circle the best option that completes them correctly. After they have completed the activity, check the answers with the class.

Answer Key

- 1 B
- 2 C
- 3 A
- 4 C
- 5 B

- e** Ask students to read the text again and write True (T), False (F), or Not Mentioned (NM) for the given statements. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 F
- 2 T
- 3 T
- 4 T
- 5 T
- 6 NM

- f** Ask students to work in pairs. Tell them that one student will ask a question, and the other will answer it according to *RV Audio 1*. Remind them that they can write the answers in their notebooks before starting to ask and answer the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.

Answer Key

- 1 She is from Türkiye, and the capital is Ankara.
- 2 He speaks Kazakh and English.
- 3 She watches films to relax or studies when she has many tasks.
- 4 He plans his study routine carefully and learns new vocabulary every day.
- 5 Carlos's mother travels abroad for work.
- 6 Alikhan's father develops software at an IT company.

- g** Ask students to read Aygül's profile, study the example, and make sentences. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 She is slim and medium-height with wavy dark hair.
- 2 She is cheerful, but sometimes forgetful.
- 3 She usually walks to school, attends classes, and checks her e-mails.
- 4 She usually watches documentaries and reads books.

- h** Ask students to make their own social media profiles in their notebooks and write sentences about their profiles as in *Exercise f*.

Answer Key

Students' own answers

- i** Have students work in pairs. Tell them to ask and answer questions about their social media profiles as in the example. Monitor them and give feedback.

Answer Key

Students' own answers

- j** Tell students to read the text quickly and tick the photo that describes it best.

Answer Key

2 ☒

- k** Have students read the text quickly and match the person or country to the correct description. Check the answers with the class.

Answer Key

- 1 b
- 2 d
- 3 a
- 4 e
- 5 c

- l** Have students read the text and write the information about the topics given.

Answer Key

Countries: India, Japan, Spain.

Cities: New Delhi, Tokyo, Barcelona.

Languages: Hindi, English, Spanish.

- m** Tell students to read the text about Priya's life and ask them to answer True and False questions about the text. Remind them to correct the false ones. When they have finished the activity, check the answers with the class.

Answer Key

- 1 T
- 2 F- Priya's native language is Hindi.
- 3 T
- 4 T
- 5 T
- 6 F- Luis lives in Barcelona.
- 7 T

- n** Have students read the text carefully and tick the correct answer.

Answer Key

- 1 ☒ Priya is friendly, cheerful, and enjoys meeting new people.
- 3 ☒ Luis was at the Hanami festival.
- 4 ☒ Hanami is a festival in Japan.

- o** Ask students to read the text quickly again and answer the questions in full sentences. Encourage them to include details from the text. Check the answers with the class.

Answer Key

- 1 She lives in New Delhi. She is Indian.
- 2 India Gate and the Lotus Temple.
- 3 English and history because she is good at them.
- 4 It was colourful and very enjoyable.

- p** Tell students to work in pairs. Have them choose one of their family members and talk about them, considering the questions given.

Answer Key

Students' own answers

- q** Tell students to write a diary entry in 100-150 words describing a typical day at school, answering the questions given.

Answer Key

Students' own answers

Teacher's Notes

RV Audio Script 2

Listen to the audio and read the dialogue aloud, paying attention to how the intonation rises and falls.

- Bill:** Wow, Carol, your house is lovely! It looks modern but still a bit traditional.
- Carol:** Thanks, Bill. Come in and make yourself at home. Sit wherever you like.
- Bill:** It is really cosy. I think the kitchen is the best part of a house. For me, "Home sweet home" means sharing a warm family meal.
- Carol:** Yeah, right! Food really brings people together. I'm not much of a cook myself. I can cook simple dishes. Last week, I was at a food festival and there were lots of different foods to taste.
- Bill:** What food was new for you?
- Carol:** Sushi. It was not my cup of tea but the kebab was fantastic.
- Bill:** Same here. By the way, your friend who works with animals, what is she doing these days?
- Carol:** Ah yes, you mean Alison! She is working on an article.
- Bill:** What is it about?
- Carol:** It is about sea turtles.
- Bill:** Sea turtles! Do you know their habitats are endangered?
- Carol:** Unfortunately, yes. Pollution, climate change and plastic waste are destroying their habitats.
- Bill:** That's awful. Is it too late to help?
- Carol:** Not at all! Even small actions can make a big difference, like recycling, using less plastic, or joining a beach clean-up. Every little bit helps.
- Bill:** I completely agree. Speaking of animals, there is a futuristic film at the cinema about saving animals with technology.
- Carol:** Oh, I love futuristic films because they make us think about the future.
- Bill:** Me too. They entertain us. They also show how our actions shape the future.
- Carol:** Sure!
- Bill:** Exactly, and I think films, food, nature, and even our homes are all connected. They reflect our culture, values, and future.

- a** Ask students to listen to *RV Audio 2* again and circle what it is about. Check the answer with the class.

Answer Key

- 1** Talking about home life, food, animals and films

- b** Tell students that they will listen for specific words. Ask students to *RV Audio 2* again and tick the words they hear. When they have finished the activity, check the answers with the class.

Answer Key

- 1** ☒ Cosy
- 2** ☒ Lovely
- 3** ☒ Endangered
- 5** ☒ Traditional
- 7** ☒ Futuristic

- c** Ask students to listen to *RV Audio 2* carefully again and complete the sentences. Give them enough time to finish the activity. Then check the answers with the class.

Answer Key

- 1** modern / traditional
- 2** kitchen
- 3** warm family
- 4** brings / together
- 5** sushi / cup
- 6** article / sea turtles
- 7** habitats
- 8** difference
- 9** beach clean-up
- 10** futuristic

- d** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the audio. When the pairs have taken turns asking and answering all questions, check the answers with the class.

Answer Key

- 1 Bill thinks the kitchen is the best part of a house.
 - 2 Sushi is not Carol's cup of tea.
 - 3 Carol likes kebab.
 - 4 Alison writes about sea turtles in her article.
 - 5 Pollution, climate change, and plastic waste are destroying the habitats of sea turtles and other animals.
 - 6 Carol likes watching futuristic films.
- e** Ask students to work in pairs, give each student a role (Bill or Carol) from the audio dialogue. Tell them to ask and answer questions in full sentences and to either act out the original dialogue or create their own version using similar ideas and expressions. After a few minutes, have the pairs switch roles so each student has a chance to play a different character. While you walk around, monitor, help if needed, and give feedback on language use and pronunciation. If time allows, invite some pairs to perform their role-plays in front of the class.

Answer Key

Students' own answers

- f** Ask the students to stand up and walk around the classroom. Their task is to interview at least five different classmates by asking questions based on the given prompts. These prompts will guide them to gather specific information about their classmates' experiences, preferences, or habits. After completing the task, have them report their findings back to the class.

Answer Key

Students' own answers

- g** Ask students to look at the photo and the title of the text about smart houses so that they can be familiar with the topic before reading. Encourage them to predict what the text is about and choose the correct topic.

Answer Key

- 1 New technology in different types of houses

- h** Ask students to work in pairs and discuss what features a smart house should have, then tick (✓) the ones they agree on. Then ask them to share their ideas with the class.

Answer Key

Students' own answers

- i** Ask students to read the text quickly and match the countries to the smart devices. When they have finished the activity, check the answers with the class.

Answer Key:

- 1 The United States – **d** smart mirrors
- 2 Singapore – **e** robots
- 3 Sweden – **a** glass walls
- 4 Dubai – **b** smart kitchens

Extra: **c** curtains

- j** Ask students to read the text carefully and answer the questions in full sentences. Encourage them to include details from the text. Check the answers with the class.

Answer Key

- 1 The first paragraph mentions four different types of houses. These are blocks of flats in cities, detached houses in the suburbs, spacious villas with gardens, and stylish penthouses at the tops of tall buildings.
 - 2 In Sweden, modern cottages have glass walls that change colour to control the temperature, and this makes the houses harmonious with the climate.
 - 3 People use voice assistants to control lights, heating, and doors in smart houses.
- k** Tell students to read the text more carefully to decide which statements can be inferred. Ask them to read the sentences carefully and tick the ones they can infer from the text. Check the answers with the class.

Answer Key

- 1 ☒ People can use smart technology in different types of houses.
- 3 ☒ Smart houses combine different technologies to make daily routines and household chores easier

- 4  The types of smart devices in smart houses differ between countries.
- 5  Devices such as smart mirrors and wardrobes can help people with their daily tasks.

- I** Ask students to complete the table by choosing the emoji that shows how they feel about each household chore. Remind them that the emoji only shows their personal opinion. Encourage students to write any smart device they think could help with each chore. It does not have to be from the text, and they can invent their own smart device. Students should also add two extra chores of their own. After completing the table, encourage them to share their answers with the whole class.

Answer Key

Students' own answers

- m** Ask students to work in pairs and look at the photos carefully. Encourage them to describe what they see by asking and answering questions as in the example. Remind them to use the Present Continuous Tense (e.g. She is cooking./They are watching TV.) Guide them on how to read a photo by focusing on machines, people, actions, and places. Check the answers with the class.

Possible Answers

- 1 **A:** What is the smart mirror doing?
B: It is showing the calendar, reminders, and the temperature.
- 2 **A:** What is the woman doing?
B: She is controlling the oven with her smartphone./She is operating the smart oven.
- 3 **A:** What is the robot cleaner doing?
B: It is cleaning the floor.

- n** Ask students to work in pairs and read the sentences about smart houses. Tell them to categorise each one as an advantage or a disadvantage. Then have them write at least one new idea for each category. Encourage them to think of real-life examples and discuss their ideas with their peers.

Answer Key

Advantages	Disadvantages
• They can save energy. • They make life easier and more comfortable. • It is easy to control home appliances remotely. • They provide an advanced security system. • Students' own answers	• They are expensive to install. • They require the internet to work properly. • Some smart devices are easy to hack. • Students' own answers

- o** Ask students to read the sentences and circle the correct linking word. Remind them that we use however and on the other hand to connect opposite ideas, and moreover to add similar or supporting ideas. Explain that however has a meaning similar to but. Encourage students to pay attention to punctuation. Check the answers with the whole class.

Answer Key

- 1 **(b)** Moreover
- 2 **(a)** However
- 3 **(b)** On the other hand
- 4 **(b)** Moreover
- 5 **(a)** However

- p** Ask students to plan their paragraph before writing. Remind them that planning a paragraph before starting to write is a key factor. Tell them to choose 2–3 advantages and 2–3 disadvantages from the previous exercise. Show them how to use linking words such as on the other hand, moreover, however to make their ideas flow smoothly. Ask students to read the given topic sentence, make a list of their chosen advantages and disadvantages, and finally write a short conclusion. Emphasise that the plan should only include short notes or phrases, not full sentences, as it is meant to guide their writing. After planning, students can compare their ideas in pairs before moving on to writing their full paragraph.

Possible Answers

Example Plan

Title

1 Topic Sentence: Smart houses are becoming more and more popular today. They have both advantages and disadvantages.

2 Advantages:

- Save energy/make life easier
- Increase security
- Control devices from a mobile

3 Disadvantages:

- Expensive
- Internet connection problems
- Technical/Security problems

4 Conclusion: In conclusion, smart houses offer security and comfort, but they also have some disadvantages.

- q** Ask students to use the plan they prepared in *Exercise p* to write a complete paragraph. Remind them to start with the topic sentence, then expand their notes on advantages and disadvantages into full sentences and finally finish with a conclusion. Encourage them to use linking words to connect ideas.

Answer Key

Students' own answers

- r** Ask students to change their papers with their peers' and check them. Encourage them to give constructive feedback to each other according to the checklist in *Exercise p*.

Answer Key

Students' own answers

Teacher's Notes

Teacher's Notes

Teacher's Notes

Scan or click
on the QR
code to access
Theme 1.



Warm-Up/Well-Being

Tell students that they are going to have fun with the activity in an enjoyable atmosphere. Have all students engage in the activity so that they can feel relaxed and motivated before starting the theme. Ask them to draw their hand on a blank piece of paper and write their name in the middle. Tell students to stick the paper on their backs, and let them know they can ask for your help if needed. Students will work as a whole class. They will move around the classroom and mingle with their classmates. Encourage them to write one positive adjective on their friend's paper. Remind them to be kind and respectful. When everyone finishes, ask students to take their papers and read aloud the adjectives. Finish your lesson by asking about how they felt when they read positive words about themselves.

Answer Key

Students' own answers



Lead-in

Establishing Links

Tell students that they will watch a short video clip. Before playing it, ask them to focus on what they see in the scene. Play *Clip 1* without giving any details about its content. After watching it, allow students to describe the scene with short sentences. Encourage them to mention where it takes place and what is happening. Guide them to use any relevant vocabulary they already know by making connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Ask them to look at the visuals quickly to make predictions about the topic of the whole theme. Then allow them to share their thoughts about the photos. Encourage them to describe what they see and make connections to their prior knowledge. Guide students to connect their ideas to the video clip they have watched and help them see possible links between the photos and the theme.

Answer Key

Students' own answers



Listening/Watching

- a Tell students that they will watch *Digital Story 1* and listen for specific words. Play the digital story and ask students to listen and tick the words they hear. When they have finished the activity, check the answers with the class.

Answer Key

- 1 ☒ upper secondary
- 3 ☒ coding club
- 5 ☒ badminton
- 6 ☒ anxiety
- 7 ☒ courtyard
- 8 ☒ canteen

Teacher's Notes

- b** Before starting the activity, make sure that students have understood the table categories. Play *Digital Story 1* again and ask students to complete the table with details about each stand. When they have finished the activity, check the answers with the class.

Country	Types of School	Activities/Facilities	National Holidays
Germany	Gymnasium-Academic Upper Secondary School	Coding, music, volunteering, and laboratory work	The Day of German Unity, October 3rd
Japan	Private, Boarding Upper Secondary School	Tennis and volleyball courts, art club and literature club	National Foundation Day, February 11th
Türkiye	Upper Secondary School	Courtyard, canteen, basketball court, chess room, food-tech room, prayer room	Republic Day, October 29th

- c** Play *Digital Story 1* again and ask students to tick the sentences that can be inferred. Before starting, briefly explain that inference means understanding something that is not directly stated in the text but can be logically concluded based on the given information. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations.

Answer Key

- 2** ☒ The German school offers both academic subjects and extracurricular activities.
- 3** ☒ Students in the Japanese school may feel stressed.
- 4** ☒ Turkish people feel proud of their national holidays.

- d** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the digital story. When the pairs have taken turns asking and answering all questions, check the answers with the class.

Answer Key

- 1** They usually take mathematics, science, literature, and PE.
- 2** They cope with stress by joining clubs, doing sports, and talking to a counsellor.

- 3** German students have more flexibility in their daily schedules, but Japanese students wear a uniform, follow rules, join clubs, and study in the evenings.
- 4** They can focus on science, social studies, languages, and vocational subjects.
- 5** It is friendly and supportive.

- e** Ask students to work in pairs. Have them look at the photos and discuss them. Give them time to think about the questions. Then, have them ask and answer the questions in pairs. Encourage them to form full sentences rather than single-word answers. Ask them to justify their predictions by referencing details they see in the photos and *Digital Story 1*.

Possible Answers

- 1** I think it is a boarding school.
- 2** There is a big garden or sports field, a student hall, and a large library.
- 3** They probably have regular lessons in the mornings and sports like football or rugby after school. They might also join clubs or study in the library.
- 4** They may study English, maths, science, history, and foreign languages.
- 5** Students' own answers

- f** Before starting the activity, make sure that all students understand the structure of the dialogue and the topics in the box. Explain that they will read a sample dialogue and then create a similar one, using the topics provided. You can read the sample dialogue with volunteers to model the dialogue if needed. Put students into pairs, assign them the topics from the box, and have them build a new dialogue. Emphasise that they should follow the same structure as the sample dialogue, but personalise their responses according to the information in the box. Monitor the activity by walking around the classroom, listening to students' dialogues, and offering help when needed.

Answer Key

Students' own answers

Teacher's Notes



Pronunciation

- a** Ask students to listen to the audio and read the dialogue aloud, focusing on the rising and falling intonation. Explain that positive statements, negative statements, and wh-questions usually have falling intonation, while yes-no questions usually have rising intonation. Question tags can have rising or falling intonation depending on whether the speaker is asking for confirmation or checking information. Rising intonation is used when the speaker is not sure and really wants an answer, while falling intonation is used when the speaker is sure and just wants confirmation. Replay the audio or model the sentences if students need extra support, and encourage them to repeat the sentences aloud to practise the rising and falling of intonation.

Audio Script 1.1

Listen to the audio and read the dialogue aloud, paying attention to how the intonation rises and falls.

- Emma:** I really love our international school.
Mete: Yeah, that's great! We have so many clubs.
Emma: But some classes are not that fun.
Mete: True! I always try to focus on and enjoy the lessons.
Emma: Do you go to the robotics club?
Mete: Yes, every Thursday.
Emma: What do you usually do there?
Mete: We build small robots and test them in the lab.
Emma: How do you deal with all these activities?
Mete: I plan my schedule carefully.
Emma: Really? They help you relax, don't they?
Mete: Yes, they really do. I enjoy them a lot.

- b** Ask students to listen to the audio and read the sentences aloud, paying attention to the intonation at the end of each sentence. Then have them put an upward arrow (↗) for rising intonation and a downward arrow (↘) for falling intonation at the end of each sentence. Remind students that positive statements, negative statements, and wh-questions usually have falling intonation, while yes-no questions and question tags usually have rising intonation. Replay the audio or model

the sentences if students need extra support, and encourage them to repeat the sentences aloud to practise the rising and falling of intonation.

Answer Key

- 1 ↘ (positive statement – falling)
- 2 ↘ (negative statement – falling)
- 3 ↗ (yes-no question – rising)
- 4 ↘ (wh-question – falling)
- 5 ↗ (tag question – Use ↗ rising when checking or unsure, and ↘ falling when sure and confirming.)

Audio Script 1.2

Listen to the audio and read the sentences aloud. Put (↗) for rising intonation and (↘) for falling intonation.

- 1 Look at all the new online courses; distance learning must be very popular.
- 2 They don't let us use mobiles at school.
- 3 Are you worried about the final exam?
- 4 When do students at boarding schools visit their families?
- 5 Our literature teacher assigns a lot of extra reading homework, doesn't she?

- c** Ask students to work in pairs and look at the sentence types in *Exercise b*. Have them create their own sentence for each type and write it down. Then tell them to use downward arrows (↘) for falling intonation and upward arrows (↗) for rising to mark the correct intonation for each sentence. Monitor the class, provide examples if necessary, and encourage students to read their sentences aloud while paying attention to the rising and falling intonation.

Answer Key

Sentence Type	Your Sentence	Intonation (↗ or ↘)
1. Positive Statement	Students' own answers	↘
2. Negative Statement	Students' own answers	↘

3. Yes-No Questions	Students' own answers	↗
4. Wh-Questions	Students' own answers	↘
5. Question Tags (Use (↗) rising when checking or unsure, and (↘) falling when sure and confirming.)	Students' own answers	↘

- d** Ask students to read the sentences in *Exercise c* aloud one by one and then assess each other's pronunciation, using *Rubric 2*. Encourage them to give constructive feedback to their peers.

Teacher's Notes

Vocabulary

- a** Ask students to watch *Digital Story 1* and complete the text with the given words and phrases. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 educational systems
- 2 upper secondary
- 3 extracurricular activities
- 4 anxiety
- 5 boarding school
- 6 perfectionist
- 7 presentation
- 8 courtyard
- 9 badminton

Extra: literature

- b** Ask students to work in pairs to complete the mind map by adding words and phrases about school life. After completing it, have them watch *Digital Story 1* again and compare their answers.

TYPES OF SCHOOLS: pre-school, primary school, lower secondary school, upper secondary school, boarding school

REGULAR ACTIVITIES (Lessons & Tasks):

mathematics, science, literature, Japanese, English, PE, moral education, language courses, laboratory work, time-management workshops

EXTRACURRICULAR ACTIVITIES:

badminton, tennis, and volleyball

SCHOOL CLUBS:

coding club, music club, volunteering club, art club, literature club

SCHOOL FACILITIES (Places):

courtyard, canteen, basketball court, tennis court, volleyball court, chess room, food-tech room, prayer room

- c** Ask students to read the text quickly, focusing on identifying details related to the topics discussed. Have them circle the topic that is not mentioned in the text. Check the answer with the class and discuss why the other topics are relevant to the text.

Answer Key

- 2** School meals and canteen

- d** Ask students to work in pairs and read their assigned paragraphs (A–B or C–D) as a jigsaw activity, then underline the words they do not know. When they finish reading, ask them to share their words with their peer, and try to infer the meanings without using a dictionary.

Answer Key

Students' own answers

- e** Have students work in pairs to find clues that help them understand the meanings of the words and phrases they have underlined in *Exercise d* for their own parts. Ask them to study the example and complete the table accordingly. Give them enough time to complete the activity. Then ask them to share their findings with their peers.

Answer Key

Students' own answers

- f** Ask students to work in pairs and share the meanings they have guessed for each word. Encourage them to discuss their ideas and agree on the most accurate meaning based on context clues. Monitor pairs and provide support only when necessary. Write these words on the board, sorting them into two columns: Active Vocabulary (for productive use) and Passive Vocabulary (for recognition). Give short and simple explanations for the passive words so students can recognise them. Explain the active vocabulary in detail using examples and drills. Give them time to write down the words in their notebook if necessary.

Answer Key

Students' own answers

- g** Ask students to work in pairs to complete the mind map in *Exercise b* by adding new words and phrases about school life they have learnt.

TYPES OF SCHOOL: nursery, secondary school

REGULAR ACTIVITIES (Lessons & Tasks): classwork, quiz

EXTRACURRICULAR ACTIVITIES: volleyball, gymnastics, rugby

SCHOOL CLUBS: spelling bee club, photography club, sculpture club

SCHOOL FACILITIES (Places): locker rooms, staffroom

- h** Ask students to read each description carefully. Tell them to guess the correct word and write it in the 'Word' column, then make one sentence using that word in the 'Your Sentence' column. After completing the given words, tell them to add two more words of their own, along with a description and a sentence. Encourage them to share their sentences with the whole class.

Answer Key

	Word	Your Sentence
1	Qualification	Sts' own answers
2	Nursery	Sts' own answers
3	Quiz	Sts' own answers
4	Lower Secondary School	Sts' own answers
5	Sts' own answers	Sts' own answers
6	Sts' own answers	Sts' own answers

- i** Have students think of the answers to the questions, then ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- Students' own answers
- Students' own answers
- Students' own answers

- j** Ask students to create a poster titled *My School Timeline*, showing their education

journey from nursery to upper secondary school. Tell them to add brief details for each school, including the name, type of school, regular activities, extracurricular activities, clubs, and facilities. Encourage them to use the vocabulary from the theme. When they finish, have students share their posters with peers and give simple feedback to each other. Ask them how they felt about writing about all the schools they attended and encourage them to share their thoughts briefly with the class or their peers.



Gamification

The name of the game is Musical Hot Potato. The materials you need are music and a list of the target words or phrases. You can use the words in *Exercise b*. Play the game with the whole class. Students stay in their seats. Play the music to begin the game. One student starts by choosing another student, saying "I choose" Students continue choosing one another in turn while the music is playing. When the music stops, the last chosen student comes to the board and explains a word or phrase to the class by giving a definition, acting it out, or describing it. When the class guesses correctly, start the game again. Continue until all students have had a turn.

Teacher's Notes



Language Awareness

- a** Ask students to look at the photos and the title of the text so that they can be familiar with the topic before reading the text. Have them describe the photos and circle what the text is about. Check the answer with the class.

Answer Key

Students' own answers

- b** Ask students to read the dialogue again quickly and circle the topics that are mentioned in the dialogue. Check the answers with the class and discuss why the other topics are irrelevant to the text.

Answer Key

1 School concert

2 Feelings before big events

4 Teachers' support

- c** The target grammatical structure will be taught using an inductive learning approach. Have students work in groups and focus on the bold parts of the example sentence to study how the structure is used.

Answer Key

You usually play football after school, but now you're preparing for the concert.

I often ask David to join me, but today he is attending a basketball tournament, isn't he?

- d** Ask students to work in pairs and have them examine the words in graphic. Then ask students to find and highlight the words in the dialogue as in the examples. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

You **usually** play football after school, but now you're preparing for the concert.

I **sometimes** feel anxious before big events, but I never back out.

It can't be an ordinary event, because you **rarely** join these events.

Students **always** perform songs and dances.

I **never** refuse to help my friends.

I **often** ask David to join me, but today he is attending a basketball tournament, isn't he?

I **never** miss school celebrations.

- e** Put students into groups and have them examine the example sentences first and draw their attention to the target grammatical structure without talking about it in detail. Ask them to focus on the words in bold. Then ask students to find and underline the sentences in the dialogue as in the examples. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

We have a school concert next week, **don't we?**

You're feeling a bit nervous, **aren't you?**

Your teachers support you, **don't they?**

We can go to the music hall, **can't we?**

... but today he is attending a basketball tournament, **isn't he?**

- f** Ask students to work in pairs and have them examine the example sentences first and draw their attention to the target grammatical structure without talking about it in detail. Ask them to focus on the words in bold. Then ask students to find and check out the similar words in the dialogue as in the examples. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

It **can't** be an ordinary event, because you rarely join these events.

The music hall **must** be busy now because I hear many instruments.

- g** Ask students to work in pairs and have them examine the example sentences first and draw their attention to the target grammatical structure without talking about it in detail. Ask them to focus on the words in circles. Then ask students to find and identify the words in the dialogue as in the examples. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

Is there **anything** stressful about preparing?

There's **nothing** too difficult, ...

Do you need me to help you with **something**?

Lucia, will you come to watch **us**?

- h** Have students watch *Digital Story 1* and take notes of the similar sentences in their notebooks they have already studied in *Exercises c, d, and e*. While watching the digital story, pause it at the scenes where the language with the target grammatical structures are used and ask them to write the similar sentences they hear. They do not have to write all the sentences in the digital story; three sentences they catch are enough. At the end of watching the whole digital story, elicit all the target sentences from the students and write them on the board.

Suggested Answers for Exercise c

Students often practice volleyball after school, but right now our team is attending a tournament in Tokyo.

I often turn my phone off during events, but today I'm waiting for an important call.

The school bus usually leaves at 3.30, but right now it is leaving in two minutes.

Suggested Answers for Exercise d

Students in our school **usually** take mathematics, science, literature, and PE.

They **usually** attend once or twice a week, but some are very keen and go every day.

Students **usually** feel anxious before exams, so we help them handle it through time-management workshops and guidance from our counsellor.

Classes **usually** start at 8.30 a.m. and finish at 3.30 p.m.

Our students **often** use their evenings for study and club activities.

Suggested Answers for Exercise e

They go to these clubs after school, **don't they**?

It sounds like we're not getting much free time, **are we**?

That's coming soon, **isn't it**?

- i** Ask students to discuss and find the common points of the sentences they have studied in groups, or pairs. Have them list the common features in those sentences, what kind of things are used repeatedly, and why they think they are used in that way. Then ask the groups to say what they have found and write them on the board and give the class time to look at them and think about them. Then they check the rule as a whole class and reflect on their experiences on how and how much they have learnt.

Answer Key

Students' own answers

- j** Ask students to complete the sentences with the correct form of words in parentheses. When they have completed the task, check the answers with the class.

Teacher's Notes



Let's Discover

Ask students to rethink the target grammar structures they have discovered together to do the activity. Ask them to complete the sentences to formulate the rules for the use of *The Simple Present Tense* and *The Present Progressive Tense*. If they have some difficulties with the use of the target grammar structure, create new contexts and explain the rules in detail. Check the answers with the class.

Answer Key

- 1 The Simple Present Tense
- 2 The Present Progressive Tense

Ask students to rethink the target grammar structures they have discovered together in the previous exercises. Ask them to complete the missing information and formulate the rules of given structures.

Answer Key

- 1 b Question Tags
- 2 e Indefinite Pronouns
- 3 c Object Pronouns
- 4 a Adverbs of Frequency
- 5 d Must/Can't

Answer Key

- 1 wakes up
- 2 goes
- 3 is staying
- 4 is raining
- 5 plays
- 6 is helping

- k** Ask students to work in pairs and create their own stress management routine by using adverbs of frequency. Remind them that they should write their sentences in their notebooks. Then have them exchange information with their peers.

Answer Key

Students' own answers.

- l** Ask students to complete the sentences with the correct form of the question tags. Tell them that they can work in pairs or individually. Check the answers with the class.

Answer Key

- 1 Our school often organises spelling bees, doesn't it?
- 2 The pupils aren't using the computers, are they?

- m** Ask students to work in pairs and change the observations into deductions using target grammatical structures *must* or *can't*. Give them enough time to complete the activity. Then check the answers with the class.

Suggested Answers

- 1 There can't be anyone praying right now.
- 2 There must be a game.

- n** Tell students to work in pairs and role-play a dialogue between two students, using the example questions and answers. Monitor the activity, walking around the classroom and listening to students' dialogues. You can ask a few students to role-play in front of the class.

Answer Key

Students' own answers



Gamification

Ask students to play the game in groups. Explain that each group will create a short school-life mini text of 4–5 sentences within five minutes. Remind students to focus on using the grammar structures naturally in a school-life context. After the time is up, groups share their texts aloud. Award 1 point for each grammatically correct sentence. The group with the highest score wins the game.

Teacher's Notes



Reading

- a** Have students look at the photos and encourage them to discuss what the text can be about.

Answer Key

Students' own answers

- b** Ask students to read the text quickly to find and write the names of the schools under the given photos. Give them enough time to complete the activity. Then elicit the answers.

Answer Key

- 1 Forest school
- 2 Vocational schools
- 3 Fine Arts schools
- 4 STEM schools

- c** Ask students to skim the text and match the statements to the correct school types from the text. Remind them that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Then check the answers with the class.

Answer Key

- 1 b
- 2 d
- 3 a
- 4 e

Extra: c

- d** Explain to students what the jigsaw reading strategy is in detail. Tell them that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then ask them to work in groups of four and read the text as a jigsaw, following the given steps.

Suggested Answers

Paragraph A

Main Idea: Forest schools give children outdoor learning with nature, movement, and freedom.

Paragraph B

Main Idea: Vocational schools teach job skills through practice and help students feel confident.

Paragraph C

Main Idea: Fine arts schools support creativity and let students show ideas through art, music, and drama.

Paragraph D

Main Idea: STEM schools are busy today, and students are solving problems, building robots, and testing ideas.

- e** Explain to students that they will retell their assigned paragraphs to their group members in their own words, taking turns. Remind them that they can take notes in their notebooks to organise their ideas and feel more relaxed before speaking. Monitor the activity, walking around the classroom. Offer help and feedback when needed.

Answer Key

Students' own answers

- f** Ask students to read the text again and write True (T), False (F), or Not Mentioned (NM) for the given statements. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 T
- 2 T
- 3 NM
- 4 T
- 5 F

- g** Have students work in pairs. Tell them to think of the answers to the questions and ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- 1 They learn outside, explore nature, climb trees, and build shelters.
- 2 In vocational schools.
- 3 Fine Arts schools.
- 4 They are building robots and testing ideas.

- h** Ask students to work in pairs and compare their own school to the ones in the text. Give them enough time to complete the activity. Then ask them to share their ideas with the class.

Answer Key

Students' own answers

Teacher's Notes



Writing

- a** Ask students to think of their dream schools. Encourage them to take notes under the given topics. This will help students organise their ideas before writing a paragraph.

Answer Key

Students' own answers

- b** Ask students to write a paragraph about their typical week that they took notes in *Exercise a*. Remind them to follow the checklist to help organise their paragraphs.

Answer Key

Students' own answers

- c** Tell students to swap their papers with their peers' and check them using *Rubric 12*. Encourage them to give constructive feedback to each other.

Answer Key

Students' own answers

- d** Ask students to revise and make necessary changes to improve their paragraphs based on the feedback they received from their peers. Explain that revising is an important part of the writing process. Monitor the activity, walking around the classroom and offer help when needed.

- e** Encourage students to share their paragraphs with the class on a voluntary basis and let them exchange ideas. Ask questions to let them give more details and examples about their ideas.



In-Theme
Activity 1



Roots and Routes

- a** Ask students to look at the photos and the title of the text so that they can be familiar with the topic before reading the text. Have them describe the photos and circle what the text is about. Check the answer with the class.

Answer Key

- 2** Global awareness at school
- b** Explain to students what the scanning reading strategy is in detail before they do the activity. Tell them that scanning is a reading strategy using rapid eye movements and keywords to move quickly through the text to get specific facts, such as pieces of information and a particular answer to a question. Then ask them to read the text quickly to circle which topic below is not mentioned. Check the answer with the class. You can also point out that the text shows empathy and compassion when students learn from others and share their culture, respect and responsibility when they join international projects and teamwork, and benevolence when they participate in volunteer or social activities.

Answer Key

- 3** The importance of local subjects in the curriculum
- c** Ask students to work in pairs. Explain to students what the careful reading strategy is in detail before doing the activity. Tell them that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Then ask them to read the given statements so that they can be aware of what they will focus on in the text. Have students read the text carefully, think about the answers, and ask and answer the questions in pairs. Check the answers with the class.

Answer Key

- 1** It means understanding the world and respecting different cultures.
 - 2** They help students through international projects, language learning, and digital communication.
 - 3** They can take part in Erasmus+, eTwinning projects and do internships abroad.
 - 4** They can improve their professional, social, and language skills.
- d** Ask students to work in groups to discuss how they can be global citizens, whether they would like to take part in an international project, and what thinking globally while acting locally means. Encourage them to share their personal ideas, explain their reasons, give examples from their school, home, or community. Then ask them to share their ideas with the class.

Answer Key

Students' own answers



Consolidation

- a** Have students look at the photos and encourage them to talk about them with their classmates.

Answer Key

Students' own answers

- b** Ask students to listen to the audio to identify the main topic of the conversation. Encourage them to listen for clues that indicate the central idea and circle the correct option from the given choices. Play the audio again if necessary. Finally, check the answer with the class and discuss why the chosen topic is the most relevant one.

Answer Key

- 2** An orientation meeting for exchange students

Audio Script 1.3

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

Ms Nowak: Welcome to Poland, everybody! I'm Ms Nowak Kowalski, the school coordinator. You are the top students from your countries, aren't you? We are happy to have you in our 10-month exchange programme at Warsaw Upper Secondary School. Students take part in a variety of regular activities. These include classwork, quizzes, presentations, and laboratory work. In addition to this, you must join at least two extracurricular activities. One must be a club, like literature, chess, coding, or volunteering, and the other can be a sports or art activity, such as tennis, gymnastics, rugby, photography, or sculpture. Nobody can ignore this rule. So, what are your first impressions? Maksime, you are sitting in front. What do you think?

Maksime: Thank you, Ms Nowak. The school is impressive. The tennis court outside looks great, too. But we don't have mandatory clubs in France. Now everything is so new, and I'm feeling anxious about all the new responsibilities.

Ms Nowak: I completely understand, Maksime. It's quite normal to feel that way at first. All right, everyone, let's take a short break. Chat with your classmates and get to know each other while I do some paperwork.

Osa: Hey, Maksime! I'm Osa. I'm glad you mentioned anxiety. I'm feeling it too. I think I miss my family. School clubs are optional in Nigeria, but these seem interesting. I can't wait to choose the volunteering club and tennis.

Bahar: Hi, everybody! I'm Bahar from Türkiye. Back home, we often work in groups, do projects, and join different clubs. Here, I plan to choose sculpture and literature. I'm excited to try new activities and meet new friends.

Ji-hoon: Hello! I'm Ji-hoon from South Korea. My school is very strict and disciplined, so I feel these clubs here make school life easier and more fun. I'd like to join the coding and photography clubs.

Maksime: I was a bit nervous at first, but I feel better now. I'm joining the tennis and chess clubs.

Ms Nowak: Okay, please come back to your seats. You all look much happier now. Does anybody have any questions?

Bahar: Thanks, Ms Nowak. I think everything's clear.

Ms Nowak: Okay then, how about a first-day selfie? This must be a great memory. Come on up here, everybody! Say Exchange!

- c** Have students read the three comprehension questions and answer them individually. Encourage them to write short answers. After they finish, check the answers with the class.

Answer Key

- 1 Ms Nowak
- 2 Ten months
- 3 anxious – better

- d** Tell students that they are going to listen to the audio again, focusing on details about the four characters and the extracurricular activities they choose. Ask them to complete the table with the students' countries and the two activities they plan to join. Encourage students to listen carefully and take notes. If necessary, replay the audio more than once. Once they finish, check the answers with the class.

Answer Key

Character	Country	Activities
Maksime	France	Tennis and chess
Osa	Nigeria	Volunteering and tennis
Bahar	Türkiye	Sculpture and literature
Ji-hoon	South Korea	Coding and photography

- e Ask students to work in groups. Explain that they will imagine themselves as exchange students at an international school. Each student should introduce themselves by saying their name, country, first impressions, feelings, and the extracurricular activities they would like to join. Remind students to use simple and natural language, paying attention to correct pronunciation and intonation. Give them a few minutes to prepare their short dialogues. Encourage groups to act out their conversations in front of the class. After each performance, invite the rest of the class to give positive feedback on pronunciation, fluency, and creativity. Provide brief teacher feedback focusing on clarity, natural expression, and correct use of vocabulary.

Answer Key

Students' own answers

Teacher's Notes



E-Portfolio

- a Give students enough time to prepare for the given task. Remind them that they should follow and consider the given steps while preparing their digital brochure. Encourage them to be creative. Make sure that they upload their tasks to the portfolio section on <https://www.eba.gov.tr/> after presenting them in the class.
- b Have students use *Rating Scale 11* to assess their classmates' brochures.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising their strengths and areas for improvement. Also, highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate their own learning in this theme. Have them read the section first and think about their answers before writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones. When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 1

Scan or click
on the QR
code to access
Theme 2.



Warm-Up/Well-Being

Tell students that they are going to have fun with the activity in an enjoyable atmosphere. Have all students engage in the activity so that they can feel relaxed and motivated before learning the theme. Then ask them to brainstorm the answers to the riddles with their classmates. Check the answers with the class.

Answer Key

- 1 Keyboard
- 2 A calendar
- 3 Your age
- 4 A comb



Lead-in

Establishing Links

Tell students that they will watch a short video clip. Before playing it, ask them to focus on what they see in the scene. Play *Clip 2* without giving any details about its content. After watching it, allow students to describe the scene with short sentences. Encourage them to mention where it takes place and what is happening. Guide them to use any relevant vocabulary they already know by making connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Direct students' attention to the photos on the double spread page. Give them enough time to observe the details. Then ask students to explain what they are about and encourage them to share their opinions with the class. Guide them by asking follow-up questions to highlight the connections between the photos, the video clip they have watched, and the topic of the theme.

Answer Key

Students' own answers



Listening/Watching

- a Tell students that they will watch a digital story and listen for specific words. Play *Digital Story 2* and ask them to listen and tick the words they hear. When they have finished the activity, check the answers with the class.

Answer Key

- 1 ☒ switch on
- 2 ☒ log in
- 3 ☒ summarise
- 5 ☒ visualise
- 7 ☒ upload

- b Before starting the activity, make sure that students have understood the categories in table. Ask students to watch *Digital Story 2* again and complete the table with the correct information. When they have finished the task, check the answers with the class.

Answer Key

Learning Activities in the Classroom	Learning with Technology in the Classroom
brainstorming role-play self-assessment analyse, summarise, note-taking, mind mapping, repetition, visualise, debate	switch on, log in, homepage, connection, file, AI, access, upload, folder, log out, switch off, PC

- c Ask students to put the events in the correct order while watching *Digital Story 2*. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- | | |
|-----|-----|
| a 4 | b 2 |
| c 6 | d 1 |
| e 5 | f 3 |

- d Have students work in pairs. Tell them to think of the answers to the questions and ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- 1 Omar checks the cables because his PC isn't switching on.
- 2 They are brainstorming, a role-play activity, and self-assessment.
- 3 The students brainstorm about how technology helps them learn.
- 4 They are going to continue the project tomorrow.
- 5 They will record their role-play.

- e Ask students to read the sentences below and circle the best option that correctly completes them. Explain that they should use clues from *Digital Story 2* to make inferences. After they have completed the activity, check the answers with the class.

Answer Key

- 1 B
- 2 C
- 3 A
- 4 C

- f Ask students to tick the activities that they want to do next year. Then ask them to write sentences about their plans for next year using the example sentence. Encourage them to use target grammar and vocabulary. When they have finished the activity, check the answers with the class.

Answer Key

Students' own answers

- g Ask students to work in groups. Tell them they are going to discuss suggestions to develop their learning skills. Ask them to look at the photos and encourage them to share their ideas within the group and give reasons for their preferences. Tell them to use the examples to guide their discussion. After the group discussions, invite a few groups to share some of their ideas with the class.

Answer Key

Students' own answers

**Pronunciation**

- a Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause at the end of each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 2.1

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

In our classroom, we learn with technology in different ways. Some students like using PCs to type and search online. Others prefer clicking through learning apps or watching videos. We often upload our work to the class page and use tablets to complete tasks. The teacher shows us how to use smart boards and gives clear instructions. Today, we are making a digital poster about climbing Mount Ağrı, a famous mountain near our city. Tomorrow, we will share our screens to present our posters.

- b Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause after each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 2.2

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

- 1 Barbara always bakes cakes with her classmates and shares them during breaks at school.
- 2 Amanda walks into science class with her tablet in hand and uses her thumb to tap the screen.
- 3 We will decorate the garden with colourful banners and cards for the open day tomorrow.

THEME 2

- c** Ask students to put the words in the correct category on the chart according to their pronunciation patterns. Give them enough time to complete the activity. Then play the audio and have them check the answers.

Answer Key

mind mapping	happy
assessment	visualise
artificial	smart
note-taking	game
draw	audio

share	careful
keyboard	book
comb	plumb
PC	device
connection	click

Audio Script 2.3

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

mind mapping: happy
assessment: visualise
artificial: smart
note-taking: game
draw: audio
share: careful
keyboard: book
comb: plumb
PC: device
click: connection

- d** Tell students to work in pairs. Ask them to make sentences with the words in *Exercise c* and practise them by focusing on intonation and stress patterns. Encourage them to pronounce the target sounds correctly.

Answer Key

Students' own answers

- e** Tell students that pair assessment helps them give feedback to each other and make progress at their own learning pace. Ask them to assess each other's pronunciation, using *Rubric 2*. Make sure that they give feedback to each other and reflect personally on their pronunciation, including all phonological features.

Answer Key

Students' own answers



Vocabulary

- a** Ask students to look at the photos and notice details. Tell them to share three things they see or think about with their classmates. Encourage them to use simple sentences and any vocabulary they already know.
- b** Ask students to watch *Digital Story 2* and circle the correct word or phrase. Ask them to listen carefully and follow the story. Encourage students to focus on meaning, not only on single words. Remind them that context helps them choose the correct option. Before playing the video, remind students to read the sentences first so they know what information to listen for. After completing the task, check the answers with the class.

Answer Key

- 1 log in
- 2 brainstorming
- 3 mind mapping
- 4 note-taking
- 5 role-play
- 6 AI
- 7 upload
- 8 self-assessment

- c** Ask students to work in pairs. Tell them to discuss what the text might be about, using the photo and the title as clues. Encourage them to make short predictions.

Answer Key

Students' own answers

- d** Ask students to read their assigned paragraphs (A–B or C–D) individually and underline the words they do not know. When they finish reading, ask them to share their words with their peers, and try to infer the meanings without using a dictionary.

Answer Key

Students' own answers

- e** Have students work in pairs to find clues that help them understand the meanings of the words and phrases they have underlined in *Exercise d* for their own parts. Ask them to study the example and complete the table accordingly. Give them enough time to complete the activity. Then ask them to share their findings with their peers.

Answer Key

Students' own answers

- f** Ask students to work in pairs and take turns describing and guessing the words in *Exercise e* as in the given example. Tell them that they should use their peers' words, not their own. This ensures they practise with a wider range of vocabulary. One of the students gives a simple description or definition without saying the word, the other student listens and tries to guess the word. By using their peers' words, they are exposed to vocabulary they didn't notice themselves. Then they exchange roles.

Answer Key

Students' own answers

- g** Before starting the activity, make sure that students have understood the categories in the table. Ask students to complete the table with the correct information. When they have finished the task, check the answers with the class.

Answer Key

Learning Activities	brainstorming, define, interactive activities, role-play, conclude
Personal Learning Styles	note-taking, mind mapping, repetition, self-assessment
Learning with Technology	switch on, computer, homepage, log in, access, click, keyboard, connection, AI, upload, delete, log out, switch off

- h** Ask students to look at the table they completed in *Exercise g*. Tell them to select three words or phrases from any of the three categories. Instruct them to write one clear sentence for each chosen word in their notebooks. Encourage simple but meaningful sentences that show the word in context. Once they finish, ask students to share their sentences with their peers. They check each other's sentences for accuracy and give short feedback (correct spelling, correct use of the word, clarity). Invite a few pairs to read their sentences aloud to the class for further reinforcement. Encourage students to avoid copying sentences from the text. Remind them that the goal is to show they can use the words independently.

Answer Key

Students' own answers

- i** Have students think of the answers to the questions and ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

Students' own answers

- j** Ask students to imagine creating an educational application. Tell them that they can take notes about it, considering the prompts. Then put students into pairs and have them take turns asking and answering questions about their apps. Monitor the activity, walking around the classroom. Offer help when needed.

Answer Key

Students' own answers

Gamification

Divide the class into teams of four or five. Explain that teams will take turns creating sentences, using a target vocabulary from the theme. Tell students that either the teacher or the group chooses a number randomly from 1 to 6 from the provided list.

This number determines the technology word and learning style word pair for the round. Give the Team Speaker 1 minute to describe a short classroom scenario using both words correctly. Other group members can suggest ideas, examples, or sentences if the Team Speaker forgets. Have students decide the first team to begin. If they produce an acceptable sentence within the time limit, award them 3 points and move on to the next team. If a team fails to produce a sentence in time, or gives an incorrect or illogical sentence, they earn no points and lose their turn. Continue the game until at least twelve different target words have been used. At the end, have students total their points and declare the group with the most points the winner. If multiple groups have the same scores, declare a tie. After the game, you can have students briefly discuss which technology or learning style vocabulary words were most challenging to use in context if time allows.

Teacher's Notes



Language Awareness

- a Explain to students that they will use both skimming and scanning at the same time in this activity. As they read the dialogue quickly, they will scan it to find and tick the specific words in the list, and they will skim the dialogue to get the general idea. Check the answers with the class.

Answer Key

- 2 ☒ mind map
3 ☒ project
4 ☒ battery
6 ☒ folder

The text is about planning science fair projects.

- b The target grammatical structures will be taught using an inductive learning approach. Ask students to work in groups to read and examine the sentences carefully. Encourage them to focus on the bold structures and discuss how they are used to express meaning.
- c Ask students to find and underline similar sentences in the text as in the examples in *Exercises b*. Draw their attention to these structures without explicitly explaining the grammatical rules. Finally, check the answers with the class.

Answer Key

This week, we **are going to choose** our project topics and start planning.

You **can work** in pairs or individually.

I **will give** you the computer password.

But you **mustn't share** it with anyone.

You **have to submit** your work by then.

Robert and I **are going to do** the Potato Battery project with a big mind map next weekend.

I'll draw it **myself** and upload the file on Sunday night.

Yes, I think I'll **record** a short video for our project.

It **might help** us explain our ideas better.

Might I borrow your microphone again, Mary?

It's yours, isn't it?

Yes, it's **mine**, but you **should check** the battery first.

It sometimes turns off by **itself**.

Also, we **ought to organise** our notes more carefully this time.

Ms Taylor, **can I do** a project about memory?

I'm going to download an interactive activity because I'll **use** it to test short-term memory.

You **will find** the Science Fair Resources folder on the desktop. You **will save** your file there, **won't you?** Be careful, you **mustn't delete** your **friends'** files. Don't forget to check the connection first; it **might not be** stable.

It's going to shut down.

Wait, I'll **help** you. **Mine** also does that sometimes.

You **ought to check** your work carefully, and you **should congratulate** yourselves on your effort today.

- d** Have students watch *Digital Story 2* and take notes of the similar sentences they have already studied in *Exercises b* and *c*. While watching the digital story, pause it at the scenes where the language with the target grammatical structures are used and ask them to write sentences they hear. They do not have to write all the sentences; four sentences are enough. After watching the digital story, elicit all the target sentences from the students and write them on the board.

Answer Key

WILL (The Simple Future Tense)

I think we'll have a great lesson today, won't we?
Of course, we will.

Today, we'll focus on the first two. You'll use AI to get ideas during brainstorming. Then, you'll analyse your results and summarise them yourselves at the end.

I think we'll all improve ourselves a lot this term, won't we?

You certainly will.

You'll reflect on your pronunciation and performance.

You will support the idea, and Omar, you will disagree.

BE GOING TO

Yes, we're going to do our best.

We are going to use artificial intelligence today, aren't we?

We're going to continue the project tomorrow, right?

SHOULD / OUGHT TO

You should check the cable first.

Should students use AI tools for learning?

You ought to take notes carefully.

They should think for themselves.

You should practise at home to prepare yourselves for tomorrow's role-play.

MUST / HAVE TO

I must press the right button this time.

We must keep moving in class all morning.

You must upload it to your group folder only.

You have to check your group's name carefully before uploading.

CAN

I can see it now.

How can students avoid that problem?

Can we upload a short video of our role-play later?

AI can help students access information quickly.

MIGHT

I might need to check the connection. Students might depend on AI too much.

It might go to the wrong place.

POSSESSIVE PRONOUNS

Mine won't switch on.

Mind mapping is yours; note-taking and repetition are mine.

Cemre, the moderator role is yours.

POSSESSIVE 'S

This week's project has three main parts.
He places his folder on the teacher's desk.
You have to check your group's name carefully.

REFLEXIVE PRONOUNS

You'll analyse your results and summarise them yourselves. I think we'll all improve ourselves a lot this term, won't we?
You should be proud of yourselves.
They should think for themselves.

- e Ask students to work in groups to discuss and identify common points in the sentences they have underlined in the dialogue. Have them list common features, focusing on the repeated structures and why they might be used that way. Then ask each group to share their findings with the class, writing them on the board. Give students time to study these grammatical structures. Finally, check the rule as a whole class and encourage students to reflect on how they have learnt and how much they have understood.

Answer Key

Students' own answers

Teacher's Notes**Let's Discover**

Encourage students to examine the sentences in *Exercise b* carefully and use them as a guide. Ask them to complete the missing information that describes the uses of *will* and *be going to*. After they have completed the activity, ask students to share their answers with the class and compare their ideas, ensuring they understand the use of the target structures. Guide them to notice the differences between *will* (for instant decisions, offers, and predictions without evidence) and *be going to* (for previous plans and predictions based on evidence). This approach will help students inductively discover the rule and deepen their understanding of how the target structures are used.

Answer Key

Look at the sentences in *Exercise b* and complete the missing information below.

- 1 will/The Simple Future Tense
- 2 be going to /The Future Tense with be going to

Complete the dialogue, using the information above.

- 1 am going to
- 2 will

Encourage students to examine the sentences in *Exercise b* carefully and use them as a guide. Then ask them to complete the missing information by referring to these sentences and analysing the use of the target structures. After they have filled in the blanks, have students share their answers with the class and compare their ideas. Guide them to notice that *should* and *ought to* are used for giving advice; *must* and *have to* express obligation; *mustn't* indicates prohibition; *can* is used for polite requests and permission; and *might* is used to ask polite questions in a formal or less direct way, as well as to express probability. This inductive approach will help students discover the rules themselves and deepen their understanding of how these structures are used.

Look at the sentences in *Exercise b* and complete the missing information below.

- 1 should
- 2 ought to
- 3 must
- 4 have to
- 5 mustn't
- 6 can
- 7 might

Complete the dialogue, using the information above.

- 1 have to/must
- 2 might
- 3 should/ought to
- 4 can
- 5 should/ought to
- 6 mustn't
- 7 might
- 8 mustn't

Encourage students to examine the sentences in Exercise b carefully and use them as a guide. Ask them to complete the missing information about the uses of possessive 's and possessive pronouns to express ownership (e.g. mine, yours, his, hers, ours, theirs), and reflexive pronouns to show that the subject and the object are the same person or thing (e.g. myself, yourself, himself, herself, ourselves, yourselves, themselves). After they have completed the activity, ask students to share their findings with the class, ensuring they understand the use of each target structure. This inductive approach will help students discover the rules themselves and deepen their understanding of how these grammatical structures are used.

Encourage students to examine the sentences in *Exercise b* carefully and use them as a guide.

- 1 's / s' (Possessive Form)
- 2 Possessive Pronouns
- 3 Reflexive Pronouns

Complete the dialogue, using the information above.

- 1 yourself
- 2 yours

- f** Ask students to work in pairs. Explain that they will take turns talking about their summer holiday by using the target grammar structures they have learnt. Tell them to use different structures while speaking: *be going to* for their planned activities, *will* for instant decisions in reaction to their peer's ideas, *must/have to* to talk about obligations, and *should/ought to* to give advice. Provide the example dialogue as a model and encourage them to use the target structures in context. Monitor the activity, walking around the classroom and offer help when needed. When pairs have finished speaking, ask them to share their dialogues with the class.

Answer Key

Students' own answers



Gamification

Ask students to work in groups of four and explain that they are going to build a sentence together. Student 1 starts the sentence using one grammar structure. Student 2 changes the sentence using a different structure with a similar meaning. Student 3 adds another suitable structure, and Student 4 completes the sentence. The activity continues until each student has contributed at least once. Tell them to give 1 point for each correct sentence.

Possible Answers

Student 1: My mum is going to see a doctor tomorrow.

Student 2: My mum will see a doctor tomorrow.

Student 3: She should see a doctor tomorrow because she doesn't feel good.

Student 4: She has to see a doctor tomorrow, so she won't go to work.

Scoring: 1 point for each correct sentence.



Reading

- a** Ask students to look at the title (How do you learn best?) and the photo about learning styles. Have them discuss with their classmates what the text might be about. Encourage them to make guesses about the topic and share their predictions with the class, giving reasons. This activity activates their prior knowledge and prepares them for reading.

Answer Key

Students' own answers

- b** Ask students to skim the text and match the headings to the paragraphs. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Then check the answers with the class.

Answer Key

- 1 **C** Auditory Learners
 3 **A** Kinaesthetic Learners
 4 **B** Visual Learners

Extra: 2 Shadow Learners

- c** Ask students to do the jigsaw activity in groups of three. Tell them to read the first paragraph and one other paragraph of the text (A, B, or C). While reading, they should underline the unknown words, guess their meanings using clues in the text, tick her/his paragraph and write the key features of their paragraph. Then complete the table. This helps students compare the significant and key elements of the content with each other in a meaningful way.

Answer Key**Key Features****Intro paragraph:** Learning differently, one stronger (dominant) style.

- A Kinaesthetic Learners:** Hands-on activities, role-play, movement, trial and error.
B Visual Learners: Seeing, organising, reading silently, charts & diagrams, and colourful notes.

C Auditory Learners: Listening, speaking, brainstorming, discussing, and repetition.

- d** Ask them to retell their assigned paragraph to their group members in their own words, share the key features and unknown words they found in their paragraphs.

Answer Key

Students' own answers

- e** Ask students to read the text again and mark each statement as true, false, or not mentioned. When they have finished the activity, check the answers with the class. You can have students correct the false statements according to the text.

Answer Key

- 1 F
 2 T
 3 T
 4 NM
 5 F

- f** Tell students to work in pairs and answer the questions. Remind them that these are inference questions. Explain that making inferences means understanding information that is not explicitly stated in the text, and that they should use their prior knowledge and clues from the text. Ask them to first write their answers in their notebooks using the clues in the text, then take turns asking and answering the questions with their peer. Finally, check the answers with the class.

Possible Answers

- 1 It helps them learn by doing.
 2 Because it helps them organise information clearly and remember it more easily.
 3 Reading and studying silently without discussion might be difficult for auditory learners.
- g** Ask students to take the quiz and answer the questions truthfully for themselves. Explain that the quiz helps them reflect on how they personally process information and understand texts. After the quiz, ask students

to count how many a, b, and c answers they have and identify their dominant learning style. In this way, students take part in a reflective activity related to the reading text.

Answer Key

Students' own answers

- h** Ask students to work in pairs and look at their quiz results. Tell them to discuss their learning styles, give examples from their own lives and studies, and compare their results with their peers. Through this activity, students compare key elements of learning styles, make meaningful inferences about their own learning, and use the target language to express and justify their own learning preferences. Then ask them to share their ideas with the class.

Answer Key

Students' own answers

Eng Writing

- a** Ask students to work in pairs. Tell them to think about their own learning style or about people they know. Have them brainstorm and complete the table about how they learn best in class and while studying. Encourage them to include different learning activities and complete the table by writing at least two learning activities for each learning style. Then ask them to share their ideas with the whole class.

Suggested Key

Visual	pictures, diagrams, mind maps, charts, tables, videos and presentations
Auditory	discussion, role-plays, listening activities, reading aloud, and repetition
Kinaesthetic	games, giving presentations, role-plays, hands-on activities, learning by doing, movement-based activities, and using real objects

- b** Ask students to read the paragraph written by a student carefully. Remind them that the paragraph contains several grammatical mistakes. Encourage them to underline the errors first and then correct them. Monitor them and provide support if they need. Check the answers with the whole class.

Answer Key

- 1 must to listen:** must listen (Modal Verb)
- 2 can sees:** can see (Modal Verb)
- 3 close me eyes:** close my eyes (Possessive Adjective)
- 4 will trying:** will try (Future Tense)
- 5 mine problem:** my problem (Possessive Adjective)

- c** Ask students to write a short paragraph in response to the corrected text. Have them identify the student's learning style (visual) and give appropriate advice. Encourage them to use the structures they learnt in this theme and the activities they have written in *Exercise a*. Remind them to support their ideas with examples. Monitor them and provide support if they need. Give them enough time to complete their paragraphs.

Answer Key

The student has a visual learning style.

Students are expected to write a paragraph in their own words, giving appropriate advice for a learner with this learning style.

- d** Have them change their papers with their peers' and check each other's paragraphs, using *Rubric 12*. Give them enough time to complete the activity. Then ask them to read their paragraphs to the class on a voluntary basis.

Answer Key

Students' own answers



In-Theme
Activity 2



Roots and Routes

- a** Ask students to read the text quickly to get a general idea of the content. Explain that they do not need to focus on every detail at this stage but should focus on the main topic. Then have them choose the most suitable title from the given options. Once they have made their choices, discuss the options with the class and confirm the best title.

Answer Key

- 3** A Digital Platform for English Learning

- b** Ask students to read the text carefully and match each paragraph to its corresponding topic. Explain that the careful reading strategy is reading the text in detail before doing the activity. Tell students that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Give students enough time to complete the activity. Then check the answers with the class. This activity offers a great opportunity for learners to guide their own study journey, which reflects self-reliance and confidence in learning independently. Also, the emphasis on personal progress and reflection underlines the importance of being responsible for their own learning path. You might highlight how the gradual nature of learning reminds students that improvement takes time and that patience is part of true growth as well.

Answer Key

- 1 B
- 2 D
- 3 A
- 4 C

- c** Ask students to scan the text and find answers to the questions. Explain that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When they have finished the activity, check the answers with the class. As you guide

this activity, point out the idea that the platform can be used freely by all learners, no matter where or when they study. This reflects fairness, equal opportunities, and justice in education. Also, it encourages steady effort and careful progress, reminding learners that consistent work and diligence lead to success. Highlight that the well-organised visual layout of the platform supports students' sense of harmony and appreciation for aesthetics in learning spaces.

Answer Key

- 1 The Ministry of National Education in Türkiye
- 2 Listening, reading, speaking, and writing skills
- 3 It helps teachers create interesting lessons.

- d** Tell students they will now read the text more carefully to decide which statements can be inferred. Remind them that inference means using clues from the text to understand something that is not clearly stated. Have students tick the correct items. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations. You might guide them in recognising the deeper values reflected in the text, such as how the platform's eco-friendly design encourages awareness of environmental care, thoughtful choices for the planet, sensitivity to ecological impact, and compassion for all living beings.

Answer Key

- 1 ☒ Dialekt helps users improve English at any time, not just at school.
- 3 ☒ Learners can improve their English while learning about Turkish culture.
- 4 ☒ Dialekt follows international standards for language learning.
- 5 ☒ The platform helps teachers create interesting lessons

- e** Ask students to work in pairs to discuss the advantages of digital learning platforms and how these tools help them study carefully and responsibly. Encourage them to share ideas with their classmates. As you guide

this activity, you might emphasise friendship and benevolence among learners foster a spirit of cooperation and mutual support, enriching the learning process through shared understanding and teamwork. After discussions, invite a few pairs to share some of their ideas with the class.

Answer Key

Students' own answers



Consolidation

- a** Have students look at the photos and talk about them with their classmates. Tell them that they can take notes in their notebooks before expressing their ideas about the photos to feel more relaxed. Encourage them to share their ideas with the class.

Answer Key

Students' own answers

Audio Script 2.4

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

Aybike: Annisa, Ms Carter says we must finish our observation before the break. I'll start now.

Annisa: Good idea. You can use the microscope and tell me the things you see inside the thin onion layer.

Aybike: Great. I can see some cells. They look like tiny boxes next to each other. There is a darker part inside each box. I think this is the centre of the cell. It will help me visualise how the cells stay together and work as a group.

Annisa: Oh, nice! I'll write that down. "Cells look like tiny boxes with a dark part inside." Are the cells rectangle-shaped?

Aybike: Yes, and they all connect to each other.

Annisa: Are they moving?

Aybike: No.

Annisa: Okay, I'll note that too. Give me a second. I am going to organise my notes before uploading them to the science class folder. We are going to analyse and summarise the main ideas.

CLASSROOM LIFE & LEARNING

Aybike: Sure. I'm going to switch on the PC and log in to the science class platform.

Ms Carter: Girls, are you ready to share your findings? Raise your hands to begin.

Aybike and

Annisa: Yes, Ms Carter! We will share our results.

Ms Carter: All right, tell me your results.

Aybike: We conclude that cells work together to form the structure of an organism.

Annisa: And pair work helps us in the same way. We work together and stay focused.

(school bell rings)

Ms Carter: Excellent. Please complete your self-assessment for the next lesson.

Annisa: Okay, Ms Carter.

Aybike: Yes, that will help us improve step by step and gain confidence in our work.

- b** Ask students to listen to the audio to identify the main topic of the conversation. Encourage them to listen carefully for clues that indicate the central idea and circle the correct option from the given choices. Play the audio again if necessary. Finally, check the answer with the class and discuss why the chosen topic is the most relevant one.

Answer Key

3 Interactive learning on a science task

- c** Ask students to listen to the audio carefully and tick the learning activities they hear. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 2** ☒ visualise
- 4** ☒ summarise
- 5** ☒ analyse
- 7** ☒ conclude
- 8** ☒ self-assessment

THEME 2

- d Ask students to listen to the audio again and mark each statement as true, false, or not mentioned. Replay the audio if necessary. Give them enough time to complete the activity. When they have finished the activity, check the answers with the class. You can have students correct the false statements according to the audio.

Answer Key

1	T	2	F	3	F
4	T	5	NM	6	T

When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 2



E-Portfolio

- a Give students enough time to prepare for the given task. Remind them that they should follow and consider the given steps while preparing their video. Warn them that they should not share their videos on social media or with their friends. Make sure that they upload their tasks to the portfolio section on <https://www.eba.gov.tr/> after presenting them in the class.
- b Tell students that giving feedback to each other in pairs helps them learn at their own pace. Ask them to assess each other's performances, using *Rating Scale 11*.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising their strengths and areas for improvement. Also highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate their own learning in this theme. Have them read the section first and think about their answers before writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones.

Teacher's Notes

Teacher's Notes

Teacher's Notes

THEME 3

Scan or click
on the QR
code to access
Theme 3.



Warm-Up/Well-Being

Tell students that they are going to have fun with the activity in an enjoyable atmosphere. Have all students engage in the activity so that they can feel relaxed and motivated before learning the theme. Then, play the audio. Ask them to listen and repeat the tongue twisters as quickly as possible with their classmates. Join them to create a friendly and supportive learning atmosphere, and give positive feedback.

Audio Script 3.1

Listen and repeat the tongue twisters below quickly with your classmates.

- 1 Jack's joyful journey to Japan begins in June.
- 2 Six slippery snakes slowly slide across the sand.
- 3 Peter packs purple paper planes for Paula.
- 4 Five funny foxes find four frozen fish.



Lead-in

Establishing Links

Tell students that they will watch a short video clip. Before playing it, ask them to focus on what they see in the scene. Play *Clip 3* without giving any details about its content. After watching it, allow students to describe the scene with short sentences. Encourage them to mention where it takes place and what is happening. Guide them to use any relevant vocabulary they already know by making connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Direct students' attention to the photos on the double spread page. Give them enough time to observe the details. Then, ask students what they notice about the people and encourage them to share what they know about physical appearance and personality traits with the class. Guide them by asking follow-up questions to highlight the connections between the photos, the clip, and the topic of the theme.

Answer Key

Students' own answers



Listening/Watching

- a** Tell students that they will watch *Digital Story 3* and listen for specific words. Play the *Digital Story 3* and ask students to listen and tick the words that are mentioned in it. When they have finished the activity, check the answers with the class.

Answer Key

- 1 ☒ measles
- 2 ☒ dizzy
- 3 ☒ fever
- 4 ☒ empathy
- 5 ☒ global citizenship
- 6 ☒ self-care
- 7 ☒ vintage
- 8 ☒ compassionate
- 9 ☒ leather
- 10 ☒ bow tie

- b** Ask students to watch *Digital Story 3* again and write True (T), False (F), or Not Mentioned (NM) for the statements given. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 T
- 2 NM
- 3 T
- 4 F
- 5 T
- 6 NM

- c** Play *Digital Story 3* again and ask students to focus on the details about the symptoms, fashion, and environmental well-being. Have them complete the table with the words or phrases for each category while watching. Remind students to listen carefully for these details, and encourage them to note down any words or phrases they hear. When students have finished the activity, check the answers with the class.

Answer Key

Body Parts/ Illnesses / Diseases	forehead tongue lips throat head headache sore throat
Fashion Preferences	stylish classy smart casual
Human Nature/ Human Well-Being	empathy happiness digital detox sustainability self-care compassion

- d** Tell students that they will watch *Digital Story 3* to put the events in the correct order. Remind them to pay attention to the sequence of events while watching and take notes. After they have completed the activity, check the answers with the class.

Answer Key

- a 6
- b 2
- c 3
- d 5
- e 4
- f 1

- e** Ask students to read the questions about *Digital Story 3* carefully and circle the correct option.

Answer Key

- 1 C
- 2 B
- 3 A
- 4 C
- 5 B
- 6 A
- 7 C

- f** Ask students to work in pairs. Have them first think about their answers and write them in their books. Then they should take turns asking and answering the comprehension check questions with their peers. When they have finished the task, check the answers with the class.

Answer Key

- 1 He should stay in bed and rest.
- 2 He feels worse than yesterday.
- 3 They are meeting at school at five.
- 4 He will wear a plain black suit.
- 5 This year's design is brighter than last year's.
- 6 They will have shown their courageous spirit.

- g** Ask students to work in pairs and talk about what they usually do to recover when they are ill. Encourage them to share at least one or two things they normally do to feel better. Walk around the class and monitor their conversations. Provide help if needed. At the end, share one or two good examples with the class.

Answer Key

Students' own answers



Pronunciation

- a** Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause at the end of each sentence to allow time for students to repeat after the speaker. Remind them to focus on pronunciation, intonation and stress patterns.

Audio Script 3.2

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

Next weekend, my friend and I are going to the gym together to stay fit and healthy. We are planning to get enough sleep and get rid of our stress after long school days. After a busy day, we usually take a moment to relax and talk about our goals for the future. I feel excited because these new habits are helping us feel happier and stronger. I will keep this good daily routine because I know it will change our life for the better.

- b** Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause after each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 3.3

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

- 1** Having a healthy lifestyle feels great and helps you stay positive.
- 2** My friend and I are going to develop a new habit of going for morning walks.
- 3** I get up early, feel energetic, and focus on having a good day.
- 4** I will change my daily routine to include healthier food and get enough sleep.

- c** Ask students to put the given words into the correct categories. Give them enough time to complete the table. Then play the audio for students to check their answers. After checking the answers, replay the audio by pausing after each word and have students repeat after the speaker if time allows.

Answer Key

breathe	teeth, knee
chest	neck, bed
problem	banana, malaria
finger	flu, foot
go	gloves, girl
hair	hat, hand
job	jacket, judge
chickenpox	forehead, pocket

Audio Script 3.4

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

breathe: teeth, knee
chest: neck, bed
problem: banana, malaria
finger: flu, foot
go: gloves, girl
hair: hat, hand
job: jacket, judge
chickenpox: forehead, pocket

- d** Tell students to work in pairs. Ask them to make sentences with the words in *Exercise c* and practise them. Encourage them to pronounce the target sounds correctly.

Answer Key

Students' own answers

- e** Let students assess each other's pronunciation, using *Rubric 2* on page 138. Inform them that giving and receiving feedback contribute greatly to the learning process. Give them enough time to complete the activity.

Answer Key

Students' own answers



Vocabulary

- a** Tell students that they will watch *Digital Story 3*. Play the digital story and ask them to complete the text as they listen carefully. Replay the digital story if needed. When they have finished the activity, check the answers with the class.

Answer Key

- 1 floral hairband
- 2 stylish
- 3 eco-friendly
- 4 digital detox
- 5 smart casual

Extra: denim

- b** Ask students to look carefully at the photos and identify the illnesses shown in each one. Remind them to think about the vocabulary they have learned related to health and illnesses. Ask students to write the correct name of each illness below the appropriate photo. When they have finished, check the answers with the class.

Answer Key

- 1 sore throat
- 2 stomach ache
- 3 allergy
- 4 earache
- 5 flu
- 6 toothache

Extra: backache

- c** Ask students to look at the photo and the title. Encourage them to make predictions about the possible content of the text and share their ideas with their peers before reading.

Answer Key

Students' own answers

- d** Tell students to read the text quickly to check if their predictions are correct.

Answer Key

Students' own answers

- e** Tell students to read the text carefully to

underline the words and phrases they do not know and have them guess their meanings.

Answer Key

Students' own answers

- f** Make students work in pairs to find the clues that help them understand the meanings of the words and phrases they have underlined in *Exercise e* as in the example below. Ask them to discuss their meanings with their peer.

Answer Key

Students' own answers

- g** Ask students to use a dictionary to check the meanings of the words and phrases you inferred from *Exercise f*. Encourage them to take notes in their notebooks and write clear definitions or explanations. Remind students to focus on understanding the meanings in context. Allow students sufficient time to complete the task individually. Then, ask them to work with a peer and share their findings. Encourage them to compare their answers and help each other understand the words. Monitor the class and provide clarification where necessary. Then, check key words together as a class and confirm the correct meanings.

Answer Key

Students' own answers

- h** Ask students to work in pairs. Tell them to look at the words they wrote in *Exercise g*. Instruct them to choose three words and write one sentence for each. Remind them that their sentences should be related to health, well-being, or fashion. After they finish, have pairs share their sentences with the class.

Answer Key

Students' own answers

- i** Ask students to work in pairs. Tell them to choose one word from each category in *Exercise h*. Explain that they should use each word in a spoken sentence and then explain to their peer why they chose that word and how it relates to the theme. Model the activity by giving an example, such as: *"I have the flu. I used this word because it*

is about health problems.” Allow students sufficient time to think and speak. Encourage them to use complete sentences and speak clearly. Monitor the pairs and provide support with vocabulary and sentence structure where necessary. After the activity, invite some students to share their sentences and explanations with the class and provide feedback.

Answer Key

Students' own answers

- j** Ask students to imagine a person who has some health problems. Have them work in pairs and discuss this person's problems and what he or she does to stay healthy. Tell them to follow the example as a model. Monitor their discussions and, when they finish, invite some pairs to share their ideas with the class.

Answer Key

Students' own answers

- k** Ask students to think about the new words they have learnt in this theme. Ask them to choose the words that describe them best and write a short paragraph about themselves. Encourage them to use a variety of vocabulary. Monitor their writing and, when they finish, ask some students to share their paragraphs.

Answer Key

Students' own answers

Teacher's Notes



Gamification

Divide the students into groups of three or four. Explain that each group will create a character by drawing its physical features as a group, and present it to the class. First, ask each group to draw their character. Then students describe their character using body parts vocabulary. Next, each group chooses one health problem for their character and describes two or three symptoms. After this, groups select one well-being trait such as happiness, courage, compassion, self-care, or social connection. They must also explain how their character develops this skill. Then, students choose at least two fashion vocabulary items to design an outfit for their character. When all groups are ready, ask them to present their characters to the class. Each group must include the four required categories in their presentation: body description, health situation, well-being trait, and fashion outfit. Tell groups to take turns presenting. After each presentation, invite the class to ask yes/no questions to learn more about the character. Explain to students that they will take turns presenting their character to the class. Each group will have 2–3 minutes to present. Encourage different students to participate and ask questions. After the question time, the class votes in four categories: best body description, best health explanation, best well-being trait, and best fashion outfit. Give 1 point to the group that gets the most votes in each category. Groups count their points. The group with the highest total points becomes the well-being champions. If two or more groups receive the same score, announce a tie.

Teacher's Notes



Language Awareness

- a** Have students look at the photos and encourage them to discuss what the text can be about.

Answer Key

Students' own answers

- b** Have students read the text and circle the title that best suits it. Give them enough time to complete the activity. Then elicit the answer.

Answer Key

- ① Carol's Sustainable Fashion Ideas

- c** Have students read the text carefully and ask and answer the questions in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- 1 She could create stylish combinations with basic clothes and accessories.
 - 2 She is wearing a plain cotton T-shirt with checked trousers.
 - 3 The fashion club meets again next Saturday.
 - 4 Carol's style is not the same as her mother's vintage style.
 - 5 She is presenting her ideas about sustainable clothing.
- d** Ask students to study the example sentences and discuss the common points in groups. Give them enough time to complete the activity.
- e** Have students find and underline the sentences in the text as in the examples in *Exercise d*. Give them enough time to complete the activity. Then encourage them to share their findings.

Answer Key

Her outfits are **as** neat **as** her mother's.

Her style is not **the same as** her mother's.

They are **alike** in their interest in sustainable fashion.

- f** Play *Digital Story 3* again and ask students to find three similar sentences to the ones they have underlined. Encourage students to use the sentence starters provided to help them form correct comparison sentences, such as *... is as ... as ...*, *... is more ... than ...*, and *... is the same as ...*. Then encourage them to share their sentences with the class.

Possible Answers

- 1 Emily's designs are **as** elegant **as** clothes from a fashion magazine.
- 2 Harry feels **more** confident **than** before because he is healthy again.
- 3 Emily and Asya's ideas are **the same as** Ms Jones's ideas about well-being.



Let's Discover

Have students think about the target grammar structure and circle the correct option for each. Provide further information and examples if needed. Then check the answers with the class.

Answer Key

- 1 ☒ b comparative adjectives
- 2 ☒ a short (one syllable or some two-syllable adjectives)
- 3 ☒ b long (two or more syllables)
- 4 ☒ b as...as
- 5 ☒ a alike
- 6 ☒ a the same as
- 7 ☒ a like

- g** Ask students to complete the sentences using the correct expressions (alike, like, more, as...as, the same as, -er) from the previous exercise. Remind them to choose the appropriate form based on meaning and structure. Monitor their work and provide support if necessary. When they finish, check the answers as a class.

Answer Key

- 1 alike
- 2 like

THEME 3

- 3 more elegant
- 4 as...as
- 5 more active
- 6 the same as
- 7 warmer



Let's Discover

Have students think about the target grammar structure and circle the correct option for each. Provide further information and examples if needed. Then check the answers with the class.

Answer Key

- 1 (a) -ed adjectives
- 2 (a) -ing adjectives
- 3 (a) the Simple Present
- 4 (b) the Present Progressive
- 5 (a) could
- 6 (a) can
- 7 (a) should

- h** Ask students to work in pairs. Tell them to take turns talking about their daily clothing style. Encourage them to describe what they usually wear and explain their preferences using appropriate vocabulary from the theme.

Answer Key

Students' own answers

Teacher's Notes



Gamification

Divide the class into 6 groups of 5 students. Ask each group to choose one Writer, one Timekeeper, one Speaker, and two Idea Contributors. Explain the roles clearly. The Writer will write the sentence, the Speaker will read it aloud, the Idea Contributors will help create the sentence and check the correct use of the cards, and the Timekeeper will monitor the time.

Before the activity begins, prepare four separate boxes of cards. These should include Adjective Cards (painful, ambitious, compassionate, courageous, stylish, trendy, classy, neat, healthy, confident), Verb Cards (feel dizzy, breathe, relax, exercise, wear, prefer, choose, sleep, support, plan), Structure Cards (comparative adjectives –er / more, as...as, alike, like, the same as, present progressive for future arrangements, and present simple for timetables), and Connector Cards (and, but, because, so, when, if). Place each category of cards in a separate box.

Ask each group to take one card from each box. Explain that students will have 2 minutes to create one correct and meaningful sentence about personal life and well-being using all four cards. Emphasise that they must use all the cards correctly in their sentence.

Monitor the groups while they work and provide support if necessary. After the time is up, ask the Speaker from each group to read the sentence aloud.

Award points based on the following criteria: 2 points for correct grammar, 2 points for correct use of the structure, 2 points for using all four cards correctly, 1 point for a clear and logical sentence, 1 point for clear pronunciation, and 1 point for finishing within the time limit. Each team can earn up to 9 points per round.

Repeat the activity for two rounds. Explain that the maximum total score is 18 points. At the end of the activity, announce that the team with the highest score is the winner and provide feedback on their language use.



Reading

- a** Have students look at the photos and encourage them to discuss what the text can be about.

Answer Key

Students' own answers

- b** Ask students to read the text quickly to circle the main topic. Give them enough time to complete the activity. Then elicit the answer.

Answer Key

- 3** Well-being in daily life

- c** Ask students to read the text quickly the text and identify what it is mainly about. Then have them decide which option best expresses the main idea.

Answer Key

Habits and well-being

- d** Divide the class into groups of three and give each student a different paragraph to read. First, tell students to work alone and read their own paragraph carefully. While reading, students should underline words or phrases they don't know and try to guess their meanings using ideas, examples, or explanations from the paragraph. Remind students not to use dictionaries. After reading, ask students to share the words they don't know with their group members and discuss their possible meanings together. Then, have each student tell their group members the main idea in one sentence and two important details.

Answer Key

Students' own answers

- e** Ask students to work in their groups, and each student to write new or unfamiliar words or phrases from their paragraph. Tell students to complete the three sentences by writing the new word or phrase, the clue from the text, and their own guessed meaning. Have each student explain the words or phrases to their group using the text as evidence. Remind students not to use dictionaries. Ask them to discuss the unknown words with their

group members and explain the meanings using context clues from the paragraph, not memorisation.

Answer Key

Students' own answers

- f** Have students stay in their groups of three. Tell students to share the information they learnt from their own paragraphs with their group members. Ask groups to complete the chart using the information they share with each other. Make sure that each student writes only the information related to their own paragraph in the chart. Monitor the groups and encourage students to: listen to each other carefully, ask for clarification when needed, and use their own words instead of copying sentences from the text.

Answer Key

Parts of Well-Being	Information From the Text
Physical Health	having good physical condition, paying attention to symptoms (cough, headache, stomach ache, sore throat, earache, backache, toothache, fever), not ignoring symptoms, dizziness as a sign of illness, stress, or allergy, exercising every day, breathing better and being more energetic, protecting the immune system
Mental Health	emotional balance, protecting mental state, not living with too much stress, feeling exhausted or worried (effects of stress), strong social connections (friends and family), feeling safe and supported, empathy

**Healthy Habits
& Self-Care**

self-care
digital detox, changing
daily routines, walking
or doing light workouts,
having hobbies, reducing
stress, making good daily
choices, taking care of
body and mind

- g** Ask students to work in pairs and read the text again carefully. Tell them to use the information in *Exercise f* while asking and answering the questions. Ask students to take turns asking and answering. Encourage students to answer in complete sentences and support their answers with information from the text. Monitor the activity and provide support with vocabulary or sentence structure when needed.

Answer Key

- 1** People can have symptoms such as a cough, a headache, a stomach ache, a sore throat, an earache, a backache, a toothache, a fever, or dizziness.
 - 2** Because mental health is as important as physical health and too much stress can have negative effects on the body and mind.
 - 3** It means having good physical condition and emotional balance.
 - 4** They can exercise, change their daily routines, do self-care, have hobbies, reduce stress, and build strong social connections.
- h** Ask students to discuss the questions with their classmates. Remind them to use ideas from the text and the chart in *Exercise f* when expressing their opinions. Encourage students to share their own ideas clearly, give reasons for their answers, and listen to different opinions respectfully. Monitor the discussion and support students with vocabulary or sentence structure when necessary.

Answer Key

Students' own answers

**Writing**

- a** Before starting the activity, remind students to review the relevant parts of the reading text. Ask them to complete the sentences using their own words based on the information in the text. Encourage students to focus on the main ideas and use appropriate target vocabulary. Explain that they should not copy sentences directly but express the ideas in a clear and meaningful way. Allow students to work individually. Monitor and support students as needed. Finally, check the answers together as a class and provide feedback.

Answer Key

Students' own answers

- b** Before starting the activity, explain to students that they will write a short post for their school magazine to raise awareness about well-being. Remind them to use the information, ideas, and vocabulary they have learned from the previous reading, discussions, and activities. Ask students to explain why well-being is important for young people and describe the effects of stress on the body and mind. Encourage them to suggest at least two healthy habits and explain how these habits can support their future and overall quality of life. Emphasise that students should use clear, meaningful, and connected sentences and organise their ideas logically. Allow students to work individually and give them enough time to plan and write their posts. Monitor the class, provide guidance when necessary, and support students with vocabulary and structure. After they finish, ask students to review their work and check for clarity, accuracy, and completeness. Then invite some students to share their posts with the class and provide constructive feedback on content, organisation, and language use.

Answer Key

Students' own answers

- c** Have them exchange their advice sentences from *Exercise b* with their peer. Tell them to read their friend's writing attentively, focusing on content, clarity, and language use. Remind students to use *Rubric 12* on *Page 148* as a guide while checking their peer's work. Encourage them to give constructive and respectful feedback, especially on the use of advice structures (e.g. *should*), and key vocabulary from the text. Give them enough time to complete the activity. Then ask them to read their advice sentences to the class on a voluntary basis. After peer checking, allow students time to revise or improve their own advice sentences based on the feedback they receive.

Answer Key

Students' own answers



In-Theme
Activity 3

Teacher's Notes



Roots and Routes

- a** Ask students to look at the photo of Mete Gazoz and share what they think about it. Encourage them to consider whether his story motivates them and to give reasons supported by examples or details from the text. Remind students that this activity helps them express their thoughts and feelings clearly. Tell them to use linking words such as "because", "although", and "as a result" to connect their ideas. As they read, highlight how Mete's journey shows perseverance through his determination to work hard, stay focused, and overcome challenges. Emphasise that his story also reflects self-confidence, since he believed in himself and trusted his own way of learning and improving. Finally, connect his example to responsibility by reminding students that reaching personal goals also requires effort, self-discipline, and commitment. After reading, ask each student to share their reflections with the class individually. Encourage them to listen respectfully to each other. Remind them how these values are not only important in sports but also in learning and personal growth.

Answer Key

Students' own answers

- b** Ask students to skim the text to identify its general topic and main idea. Remind them that skimming is a reading strategy that involves reading quickly to capture the overall meaning rather than focusing on details. Then direct students to read the given titles and circle the one that does NOT match the text. Emphasize that suitable titles should reflect the main idea, so the incorrect option will be irrelevant or misleading. After students complete the task, check the answers as a class. While reviewing, briefly discuss why the incorrect title does not fit and how the other titles better represent Mete Gazoz's journey, values, and message of perseverance.

Answer Key

- 1** A Fashionable Archer

- c** Ask students to read the text again quickly and circle the topics that are mentioned in the text. Check the answers with the class and discuss why the other topics are irrelevant to the text.

Answer Key

- 1 international achievements
- 3 outfit styles
- 4 relaxation methods
- 6 the balance between body and mind

- d** Ask students to scan the text carefully and find answers to the questions. Explain that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When the students have finished the activity, check the answers with the class. As you guide this activity, point out that both students and teachers can learn from Mete Gazoz's example of discipline and commitment. His story helps foster a shared sense of responsibility toward learning and self-improvement. You can also highlight how Mete's training process shows the importance of working at one's own pace, which promotes independence and patience, key values for both archery and lifelong learning.

Answer Key

- 1 He does physical exercises, takes art lessons, and practises a digital detox by turning off his mobile phone.
 - 2 He turns off his mobile phone. He listens to music or spends time drawing to relax his mind.
 - 3 A person's clothing style can show that they are confident and cheerful.
- e** Tell students they will read the text more carefully to figure out which statements can be inferred. Inform them that inferring means that you use clues from the text to understand something that is not obvious. Have students tick the correct items. When they have finished, discuss the answers as a class. Clarify any confusion or possible misinterpretations. You can guide them

to see how Mete Gazoz's journey reflects important values such as diligence through his hard work and continuous training, patience in reaching success step by step, and responsibility in staying dedicated to his goals. They also see how Mete's modesty is reflected in his humble attitude despite great achievements, how he shows respect towards others and his sport, and how his balanced lifestyle represents healthy living.

Answer Key

- 2 ☒ He remains humble despite his achievements.
- 3 ☒ Young archers around the world admire him.
- 4 ☒ Mete values creativity as much as physical training.



Consolidation

- a** Ask students to look at the photos and talk about them with their classmates. Tell them that they can take notes in their notebooks before expressing their ideas about the photos to feel more relaxed. Encourage them to share their ideas with the class.

Answer Key

Students' own answers

- b** Tell students to read the personal well-being words before listening to the audio so that they can become familiar with them. Ask them to listen to the audio carefully and circle the personal well-being topics mentioned. Then check the answers with the class.

Answer Key

- 1 physical health
- 2 sleeping well
- 3 daily routines
- 4 lifestyle
- 5 regular exercise
- 6 fashion

Audio Script 3.5

Listen to the audio and circle the personal well-being topics they talk about.

- Teacher (Miss Williams):** Hello, everybody! Today you're going to prepare a short presentation about personal well-being as a group. Organise your ideas for the next 20 minutes I'll check how you are doing later. Good luck!
- Matthew:** I think we should start with the importance of feeling good and being positive! It's connected to better mental health. People are happier and more productive when they feel satisfied.
- Helen:** Great idea! We can also mention daily routines like eating healthy food and getting enough sleep. They have a significant effect on our well-being.
- Judy:** We can give examples like doing regular exercise and relaxing every day. These simple habits can really make a difference in our lives.
- Helen:** How about fashion? We can mention something about outfit style! In fact, the way we dress often reflects our mood. It can boost our confidence.
- Matthew:** Absolutely! Feeling good inside and looking nice outside are both important parts of personal well-being.
- Teacher:** Good ideas, everyone! Now, put them into logical order to improve your presentation. I want you to make clear connections between them so your presentation flows naturally. I want you to remember that well-being is about balance among your body, mind, and lifestyle.
- Judy:** Thank you, Miss Williams! We'll pay attention to your suggestions. We'll start organising our presentation. I hope it will be a perfect presentation.
- Teacher:** Well! Let's see your final presentation. I'm sure it will be awesome!

- c** Ask students to listen to the audio again and write True (T), False (F), or Not Mentioned (NM) for the given statements. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

1 T 2 F 3 T 4 T 5 F 6 NM

- d** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the audio. Remind them that they can write the answers in their notebooks before starting to ask and answer the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.

Answer Key

- 1 It is about personal life and well-being.
- 2 She mentions about eating healthy food and getting enough sleep.
- 3 It can boost their confidence.
- 4 She asks the students to organise their ideas in a logical order.

- e** Ask students to work in groups and discuss their personal well-being habits. Give them enough time to think and take notes in their notebooks before expressing their ideas. Let them share their ideas with the class.

Answer Key

Students' own answers



E-Portfolio

- a** Before the activity, make sure that students understand the requirements of the task. Have them brainstorm ideas related to health, well-being, and giving advice. Ask students to work in pairs to create a digital well-being visual board that gives advice to students about personal life, and physical health illnesses, and fashion. Encourage them to include short advice sentences, motivational quotes, and relevant images. Remind students to clearly show how these topics are connected to overall well-being while focusing on creativity, collaboration, and correct language use.

- b** Have students use *Rating Scale 11* on page 147 to assess their classmates' digital well-being visual board, then share their views, give positive feedback, and reflect on how the rubric helps make assessment fair and clear while supporting learning and improvement.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising their strengths and areas for improvement. Also highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate their own learning in this theme. Have them read the section first and think about their answers before writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones. When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 3

Teacher's Notes

Teacher's Notes

Teacher's Notes

Teacher's Notes

Scan or click
on the QR
code to access
Theme 4.



Warm-Up/Well-Being

Tell students that they will work as a class to solve the logic puzzles by brainstorming possible answers. Read the first puzzle aloud and give them enough time to think before answering. Encourage students to share their answers and explain their reasons. Guide the activity with follow-up questions (e.g. Does this answer make sense? Can we think of another possibility?). After eliciting different ideas, give the correct answer and explain it if necessary. Do the same for the second and third puzzles. If students find a puzzle difficult, give them small hints rather than the correct answer.

Answer Key

- 1 Friday. The “day before tomorrow” is today; “the day before two days after” is really one day after. So if “one day after today is Saturday,” then it must be Friday.
- 2 Three. Two ducks are in front of the last duck; the first duck has two ducks behind; one duck is between the other two.
- 3 CABDE. Putting the first three in order, A finished before B but behind C, so CAB. Then, we know D finished before B, so CABD. We know E finished after D, so CABDE.



Lead-in

Establishing Links

Tell students that they will watch a short video and guess what it is about. Play *Clip 4* without giving any details about its content. After watching it, allow students to share their guesses through a brief class discussion. Encourage them to justify their ideas and make connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Ask students to look at the photos on the double spread page. Give them enough time to observe the details. Then allow them to share their thoughts about the photos. Encourage them to describe what they see and make connections to their prior knowledge. Guide students to connect their ideas to the video clip they have watched and help them see possible links between the photos and the lesson topic.

Answer Key

Students' own answers



Listening/Watching

- a Tell students that they will watch a video and listen for specific words. Play *Digital Story 4* and ask students to listen and tick the photos of the houses that are mentioned in it. When they have finished the activity, check the answers with the class.

Answer Key

- 1 ☒ farmhouse
- 4 ☒ cottage
- 5 ☒ treehouse
- 6 ☒ detached house

- b Tell students that they will watch *Digital Story 4* to put the events in the correct order. Remind them to pay attention to the sequence of events while watching and to take notes. After they have completed the activity, check the answers with the class.

Answer Key

- a 3
- b 4
- c 1
- d 2
- e 6
- f 5

- c** Play *Digital Story 4* again and ask students to write True (T), False (F), or Not Mentioned (NM). When they have finished the activity, check the answers with the class.

Answer Key

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T
- 6 NM

- d** Put students into pairs. Tell them that one student will ask the questions, and the other will answer them according to the story. Remind them that they can write the answers in their notebooks before asking and answering the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.

Answer Key

- 1 It was a cottage-style farmhouse by the river.
- 2 He showed him the garden, the chickens, and the treehouse his grandfather built.
- 3 Jack's mother and grandmother were making shepherd's pie.
- 4 They planned to ride horses and go fishing.
- 5 The family shared stories, jokes, and food while enjoying dinner together under the tree.

- e** Ask students to imagine they have a friend abroad, and they visit her/him for three days. Ask them to write an email to one of their family members and tell them about their days there. Tell them to write about the family of their friend, the places they visit, and the food they eat in their notebooks.

Answer Key

Students' own answers

- f** Tell students to work in pairs. Ask them to look at the photos of the houses from around the world. Then encourage them to talk, considering the given questions.

Answer Key

Students' own answers



Pronunciation

- a** Play the audio and ask students to listen and read the passage aloud by paying attention to the words with the letters in bold. Then play the audio again and pause at the end of each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 4.1

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

Hakan lives in a villa among the trees with his family. Every Saturday, he goes hiking or jogging with his parents as a routine. He also enjoys trekking by the river with his sister, Bengü. She likes skiing downhill and riding a horse as well. On Sundays, they set the table together for dinner. Then Hakan's father switches on the projector and they watch a film. Bengü usually wishes to watch more than one, but the next day is a school day. So, she and Hakan say "good night" to their parents and go to bed.

- b** Play the audio and ask students to listen and read the sentences aloud by paying attention to the words with the letters in bold. Then play the audio again and pause after each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 4.2

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

- 1 Ms Miller cleans her kitchen early and rides her bike to the college every Friday.
- 2 Mehmet enjoys cooking delicious meals, and his siblings love eating together at the table.
- 3 Klara and her friends like watching romantic comedies after school.

THEME 4

- c** Ask students to put the words in the correct categories on the chart. Give them enough time to complete the activity. Then play the audio and have them check the answers.

Answer Key

like	science, organise, behind
live	twin, drink, minute
routine	machine, unique, magazine

Audio Script 4.3

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

like: science, organise, behind

live: twin, drink, minute

routine: machine, unique, magazine

- d** Tell students to work in pairs. Ask them to make sentences with the words in *Exercise c* and practise them. Encourage them to pronounce the target sounds correctly.

Answer Key

Students' own answers

- e** Let students assess each other's pronunciation, using *Rubric 2*. Give them enough time to complete the activity.

Answer Key

Students' own answers

Teacher's Notes



Vocabulary

- a** Play *Digital Story 4* and tell students to watch and complete the text with the words and phrases given. Remind them that one word is extra. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

1 farmhouse

2 treehouse

3 go swimming

4 half-sister

5 detached house

6 go running

7 do archery

8 romantic comedies

9 sitcoms

Extra: set the table

- b** Ask students to read the text quickly and tick the photo that describes Steven's family type best. Remind them that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Give them enough time to complete the activity. Then check the answer with the class.

Answer Key

2 ☒ A Nuclear Family

- c** Ask students to read the text quickly and circle the best title. Give them enough time to complete the activity. Then check the answer with the class.

Answer Key

3 A Family with Different Interests

- d** Ask students to work in pairs and read the text carefully to underline the words and phrases they do not know. When they finish, ask pairs to share their underlined words and phrases with the class. As students share their underlined words and phrases, write them on

the board in two groups as key vocabulary and non-key vocabulary.

Answer Key

Students' own answers

- e** Have students work in pairs to find clues that help them understand the meanings of the words and phrases they have found in *Exercise d*. Ask them to study the example and complete the table accordingly. Let them discuss the meanings of the words and phrases they do not know. Then have them share their findings with the class. Write them on the board and add missing target vocabulary if there are any.

Answer Key

Students' own answers

- f** Ask students to check the meanings of the words and phrases they have written in *Exercise e*. They can confirm the meanings either by consulting you or by using a printed/digital dictionary. For incorrect definitions, tell them to note the correct ones next to those they have written.

Answer Key

Students' own answers

- g** Ask students to match the words and phrases they have found in *Exercises d* and *e* to the appropriate categories. Give them enough time to complete the activity. Then check the answers with the class.

Family Members	parents, siblings, father, mother, sister, cousin, son, distant relative, brother
Daily Routines	do the laundry, set the table, commute, run errands, do the dusting, do the ironing
Types of Houses	detached house, houseboat, hut, igloo
Sports	jogging, trekking, hiking, surfing, rafting, extreme sports, skating, playing badminton, going cycling, snowboarding, skiing

- h** Have students think of the answers to the questions and ask and answer them in pairs. Remind them to use the words and phrases they have studied. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers

- i** Ask students to work in pairs and talk about the advantages and disadvantages of having different hobbies and interests with their best friend, using the words and phrases they have learnt. Give them enough time to complete the activity. Then ask them to share their ideas with the class on a voluntary basis.

Answer Key

Students' own answers



Gamification

Divide the class into two groups. Have each group prepare five mystery cards. On each card, they will write a short clue or description of a word or phrase they have learnt. After that, ask each group to choose one spokesperson. Tell them the spokesperson of Group A selects a mystery card for the spokesperson of Group B. Then Group B's spokesperson reads the clues aloud to her/his group. Ask groups to listen carefully and try to guess the word or phrase in 30 seconds. Inform them that they win 1 point for each correct guess and the group with the most points wins the game.

Mystery card examples

Card 1:

"I love learning new things about the world. After a long day, I relax by watching real-life stories with true facts."

Card 2:

"I hate boring films. I enjoy fast-moving scenes, surprises, danger, and suspense. I always jump at the scary parts!"

Card 3:

"I enjoy futuristic stories with robots, space, and advanced technology. Anything about planets or aliens is exciting to me."

Teacher's Notes**Language Awareness**

- a** Ask students to look at the photos and discuss what the text can be about. Encourage students to describe the photos, make inferences, and share their thoughts with their classmates. Guide them with questions such as "What do you see in the photos?" or "Where do you think these photos were taken?" This activity activates students' prior knowledge and prepares them for the reading.

Answer Key

Students' own answers

- b** Ask students to read the text quickly to get a general idea of its content. Explain that they do not need to focus on every detail at this stage but should focus on the main topic. Then have them circle the most suitable title from the given options. Once they have made their choices, discuss the options with the class and confirm the best title. This activity helps students develop skimming skills and understand the main idea of the text.

Answer Key

- 2** Changes in Family Life

- c** Ask students to work in pairs. Have them think about the answers to the questions, then ask and answer the questions with their peers. Monitor the pairs as they speak.

Answer Key

- 1** They lived in a small village.
- 2** They used to sit with their family, have tea, talk, and tell stories.
- 3** Yusuf grew his own vegetables on the farm.
- 4** They sometimes watch a film together at home.

- d** Ask students to read and examine the given sentences. Draw their attention to the use of the target grammatical structure of the theme without telling them the grammatical rules in detail. Have students focus on the words in bold, then check the answers with the class.

Answer Key

Students' own answers

- e** The use of language with the target grammatical structure of the theme will be taught in the inductive learning process. Ask them to find and underline the sentences in the text, as in *Exercise d*. Then check the answers with the class.

Answer Key

- 1 My grandmother **used to wake up** before sunrise every day.
- 2 They **used to sit** together at home, **have** tea, **talk**, and **tell** stories.
- 3 She **could manage** all the household by herself.
- 4 He **could work** long hours outside and do many physical tasks on the farm.
- 5 My grandparents, Aygöl and Yusuf, **lived** in a small village.
- 6 Their life **was** simple and traditional, wasn't it?
- 7 My grandfather **was** a farmer.
- 8 They **did not have** modern hobbies such as playing sports or watching films.

- f** Have students watch *Digital Story 4* and take notes on the similar sentences they have already studied in *Exercises d* and *e*. While watching the digital story, pause it at the scenes where the language with the target grammatical structure is used and ask them to write the similar sentences they hear. They do not have to write all the sentences in the digital story; four sentences they catch are enough. At the end of watching the whole digital story, elicit all the target sentences from the students and write them on the board.

Possible Answers

- 1 My grandfather built it for me when I was little.
- 2 I used to hide up there with my books and dream of adventures.
- 3 When I was a youngster, I could row it for hours.
- 4 He came back with only one fish, so we had nothing to eat.

- g** Ask students to discuss and find the common points of the sentences they have studied in groups. Have them list the common features in those sentences, what kind of things are used repeatedly, and why they think they are used in that way. Then ask the groups to say what they have found and write them on the board and give the class time to look at them and think about them. Then they check the rule as a whole class and reflect on their experiences how much they have learnt.

Answer Key

Students' own answers

**Let's Discover**

Have students think about the target grammar structures and circle the correct option for each. Provide further information and examples if needed. Then check the answers with the class.

Answer Key

- 1 **a** the Simple Past
- 2 **b** past habits or states that no longer exist
- 3 **a** used to

- h** Ask students to match the sentences with the options they have circled above. Tell them that they may use one option more than once. Monitor students while they complete the task and check the answers together.

Answer Key

- 1 used to
- 2 the Simple Past
- 3 the Simple Past
- 4 used to

- i** Ask students to read the dialogue carefully. Explain that they should complete the dialogue using the correct form of the *simple past tense*, *used to*, or *could*, based on the words in parentheses. Remind students to think about the meaning of each sentence and decide whether it refers to a past habit,

THEME 4

past ability, or a completed action in the past. Monitor the activity and provide support if needed. Check the answers together as a class and briefly review why each form is used.

Answer Key

- 1 used to spend
- 2 used to play
- 3 won
- 4 used to ride
- 5 could not work

- j Ask students to work in pairs. Have them talk about family life in the past and today, focusing on their grandparents' and parents' lives. Then encourage students to take turns asking and answering the questions in order to practise past forms (used to, could, and the simple past). Remind them to contrast these forms with present-day routines using the present simple where appropriate. Monitor the activity and provide feedback on the correct use of verb forms and time expressions.

Answer Key

Students' own answers



Gamification

Before the lesson, prepare three sets of cards for each group: time expressions, verbs (base form only), and places or objects. Divide the class into groups of three and explain the aim of the activity: students will produce meaningful sentences by using a time expression, a verb, and a place or object. Mix the cards and place them face down on the desk. Remind students that the verb cards show the base form and that they must use the past simple form of the verb in their sentences. Set a time limit of 30 seconds for each turn. Ask students to take turns and pick one card from each category. The students must produce a clear and correct sentence before the time runs out. Monitor the groups while they are playing. Do not interrupt fluency, but note common errors, especially with irregular past verbs, for later feedback. Use the following scoring system to support

motivation and self-regulation: 1 point for a correct sentence using the past simple tense; +1 extra point if the sentence is completed within 20 seconds; 0 points for incorrect or incomplete sentences, or incorrect verb tense. Ensure that each student plays once per round and that groups add up their points at the end of each round. Stop the activity after five rounds. At the end of the game, announce the winning group. Lead a short reflection stage by asking students which verbs or sentences they found difficult and why. Provide whole class feedback, focusing on common mistakes and successful examples. Encourage students to self-correct and reinforce correct past simple forms.



Reading

- a Ask students to look at the title and the photos to discuss what the text can be about with their classmates. Encourage them to make guesses about the topic and share their predictions with the class, giving reasons. This activity activates their prior knowledge and prepares them for reading.

Answer Key

Students' own answers

- b Ask students to skim the text and match the photos to the paragraphs. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Check the answers with the class.

Answer Key

The Koskinens: 4

The Hidayats: 1

The Rashids: 2

The Vissers: 3

- c Ask students to work in pairs. Have them read the text again more carefully. Remind students to look for clues in the text and make inferences about the countries. Tell them to guess the countries using the clues in the

text, such as climate, location, lifestyle and housing types that help them make their guesses. Then ask them to write their answers in the table. This is an interdisciplinary activity that helps students learn about family cultures in different countries and develop their geographical knowledge while reading.

Answer Key

Family	Clues from the text	Country
The Koskinens	freezing far north, the northern lights, deep forests, skiing	Finland/Norway/Sweden
The Hidayats	Borneo Island, tropical rivers, houseboat, hot climate	Indonesia
The Rashids	wide deserts, villa, inner courtyards	the United Arab Emirates (Dubai)/ Saudi Arabia/Qatar
The Vissers	windmills, green fields, farmhouse	the Netherlands/Denmark

- d** Ask students to do the jigsaw activity. Tell them to work in groups of four. Each student reads one paragraph carefully, underlines any unknown words or phrases, and guesses their meanings using the clues in the text. Then they share their paragraph and findings with their group. Through this activity, students analyse the text, recognise relationships between words and meanings, and classify key information, which helps them make sense of the content in a meaningful way.

Answer Key

Students' own answers

- e** Divide the class into groups of four. Assign each student one specific family from the text: **Student A:** The Koskinens, **Student B:** The Hidayats, **Student C:** The Rashids, **Student D:** The Vissers. Students from the same family come together and read their parts carefully. Ask them to underline key clues about the home, family type, and family life. After a few minutes, students return to their original groups and share the information they have learnt. As a group, they complete the table.

Answer Key

Family	House Type	Family Type	Daily Life
The Koskinens	Detached house	Nuclear family	Skiing, hiking, resting at home
The Hidayats	Houseboat	Nuclear family	Spending time together, watching films, outdoor life
The Rashids	Luxury villa	Extended family	Family activities
The Vissers	Farmhouse	Blended family	Walking, cycling, quiet family time

- f** Ask students to work in pairs. Remind students that some of the questions require making inferences from the text using clues such as lifestyle, location, and daily routines, while others require personal reflection. Tell them to use the information in the text and their own ideas to answer the questions. Check the answers with the class.

Possible Answers

- 1** Students' own answers
- 2** The Koskinens: They live in a cold place, so they enjoy skiing or hiking.
The Hidayats: They live on a river in a tropical climate, so they live on a traditional houseboat, go fishing, and spend time outdoors.
The Rashids: They live in the desert, so they go camping and watch sunsets.
The Vissers: They live in the countryside, so they do farm work, walk and ride bikes.
- 3** Students' own answers
- 4** The Koskinens used to live in simple cottages and hunt in the snow. Now, they live in a modern detached house and enjoy skiing and hiking.
The Hidayats used to live a simpler life, and the father worked as a fisherman. Now, they live on a traditional houseboat, but have a modern life.
The Rashids used to work in traditional jobs. Now, many people commute to modern offices.
The Vissers used to spend evenings together, talking and sharing stories after work. Today, they prefer long walks, bike rides or relaxing at home after a busy day.

- g** Tell students to work in pairs and role-play a dialogue between one of the parents and their child about past experiences, using the given topics. Monitor the activity, walking around the classroom and listening to students' dialogues. Remind them to switch roles. You can ask a few pairs to role-play in front of the class.

Answer Key

Students' own answers

Writing

- a** Ask students to think about themselves or a family member and take notes about daily routines, hobbies, interests, and the type of home/house today and in the past below. This activity helps students reflect on personal experiences, compare past and present lifestyles, and organise information in a meaningful way, supporting their writing and speaking skills. Share the answers with the whole class.

Answer Key

Students' own answers

- b** Ask students to write a paragraph about themselves or a family member, comparing that person's life in the past and today, using the notes from *Exercise a*. Remind them to think about what they discussed in *Exercise a*. Tell students to follow the checklist to organise their paragraph. Draw their attention to the model paragraphs on *Page 74*. Encourage them to use the vocabulary and language structures they have learnt. Finally, ask students to review their work using *Rubric 12*.

Answer Key

Students' own answers

- c** Put students into pairs. Ask them to change their paper with their peer's and check it, using *Rubric 12*.

Answer Key

Students' own answers



In-Theme
Activity 4

Teacher's Notes



Roots and Routes

- a** Ask students to read the text quickly to get a general idea of the content. Explain that they do not need to focus on every detail at this stage but should focus on the main topic. Then have them circle the most suitable title from the given options. Once they have made their choices, discuss the options with the class and confirm the best title.

Answer Key

- 1** Alev Alatlı's Family and Early Life
- b** Ask students to read the text quickly to get the general idea. Then, tell them to read the sentences about Alev Alatlı's life and put them in the correct chronological order from 1 to 5. Check the answers with the class.

Answer Key

- 1** b
 - 2** c
 - 3** a
 - 4** e
 - 5** d
- c** Have students work in pairs. Ask them to read the text carefully and answer the questions. Give them enough time to complete the activity. Then check the answers with the class.
- Answer Key**
- 1** She was born in 1944 in Menemen, İzmir.
 - 2** She enjoyed French poetry, cinema, riding a horse, and handicrafts.
 - 3** She wrote 46 books, including novels and essays, focusing on society, culture, and national identity.
- d** Ask students to read the text carefully and match each value to the correct statement. Explain that the careful reading strategy is reading the text in detail before doing the activity. Tell students that reading carefully means that they should clarify their purpose before and during reading and they should

monitor their understanding to think about and have control over their reading. Give students enough time to complete the activity. Then check the answers with the class.

Answer Key

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

- e** Let students discuss the values with their peers. Encourage them to express themselves freely and ask them to give reasons.

Answer Key

Students' own answers



Consolidation

- a** Have students look at the photos and encourage them to talk about them with their classmates.

Answer Key

Students' own answers

- b** Have students listen to the audio and circle the topic of the conversation. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answer with the class.

Answer Key

- 2** Sports

Audio Script 4.4

Listen to the audio and circle the topic of the conversation.

Reporter: Hello, everyone! Welcome to *the Fames of the World Podcast*. I'm Kevin, and today we're meeting someone who turned her childhood hobbies into a global career. Please welcome Vildan Boran, a world-famous surfer from Alaçatı, Türkiye. Hi, Vildan!

Vildan: Hi, Kevin! Thanks for inviting me. I'm so happy to join your show. I actually used to listen to your podcast when I was a student, so being here now feels unbelievable.

Reporter: That's lovely to hear! You're one of the most talented surfers in Europe now, but you didn't start with surfing, did you?

Vildan: No, I didn't. When I was a teenager, I used to play badminton after school with my friends. It helped me stay active and competitive. Every winter, my family and I went skiing and snowboarding in Uludağ. Those trips were my favourite memories. They taught me balance and patience. They are important skills for surfing.

Reporter: You could already do many sports at a young age, couldn't you?

Vildan: Yes, I could! I loved trying new things. I also went skating in the park and hiking with my cousins in the mountains. Once, I even tried rafting, but it was a bit scary. I realised I preferred the sea to rivers!

Reporter: That makes sense! So, how did you discover surfing?

Vildan: One summer, my uncle took me to Alaçati. I tried surfing for the first time, and I fell in love immediately. I used to practise every morning before sunrise. It wasn't easy, but I never gave up. After years of training, I entered my first national competition, and I won second place. A year later, I became the Turkish Women's Surfing Champion.

Reporter: That's incredible! You travelled a lot, didn't you?

Vildan: I did! I competed in Spain, Portugal, and Australia. I even won a gold medal at the European Surf Masters last year. Those experiences changed my life completely.

Reporter: You're an inspiration to young athletes, aren't you?

Vildan: I hope so! Now, I teach surfing to children in Alaçati. Seeing them learn gives me more joy than winning medals.

Reporter: That's a beautiful thought. Thank you for sharing your story, Vildan. You've shown that passion and hard work really can shape a dream career.

Vildan: Thank you, Kevin. And remember, everyone can ride the waves if they keep believing in themselves.

- c** Ask students to listen to the audio again and tick the sports that are mentioned.

Answer Key

- 2 ☒ badminton
5 ☒ skating
6 ☒ snowboarding

- d** Ask students to listen to the audio again and write True (T), False (F), or Not Mentioned (NM) for the given statements. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- | | | |
|-----|-----|------|
| 1 T | 2 F | 3 T |
| 4 F | 5 F | 6 NM |

- e** Tell students to work in groups. Make them discuss the steps required to become a successful athlete worldwide. Monitor the class during the activity and give positive feedback occasionally.

Answer Key

Students' own answers

Teacher's Notes



E-Portfolio

- a Before the activity, make sure that students understand the requirements of the task. Have them choose a family member to feature in their video and brainstorm key aspects of daily routines, hobbies, and interests of their family members. Ask them to follow the steps in the checklist while making their videos. Give students enough time for their presentations. Then have students upload their videos to the portfolio section on <https://www.eba.gov.tr/> for teacher assessment.
- b Have students use *Rating Scale 11* to assess their classmates' videos. Ask them to give feedback to each other.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising their strengths and areas for improvement. Also, highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate their own learning in this theme. Have them read the questions first and think about their answers before they start writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones. When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 4

Teacher's Notes

THEME 5

Scan or click
on the QR
code to access
Theme 5.



the video clip they have watched, and the topic of the theme.

Answer Key

Students' own answers



Warm-Up/Well-Being

Tell students that they are going to have fun with the activity in an enjoyable atmosphere. Have all students engage in the activity so that they can feel relaxed and motivated before starting the theme. Then ask them to take turns describing short everyday situations for their classmates to react to with facial expressions. The chain continues with each student adding a new situation after reacting to the previous one. Encourage students to think quickly and keep the game moving. Give positive feedback and make sure everyone participates.

Answer Key

Students' own answers



Listening/Watching

- a** Tell students that they will watch a digital story and listen for specific words. Play *Digital Story 5* and ask students to listen and tick the words they hear. When they have finished the activity, check the answers with the class.

Answer Key

- 1 ☒ hospital
- 2 ☒ pharmacy
- 5 ☒ city
- 7 ☒ neighbourhood
- 8 ☒ the Underground
- 9 ☒ ferry
- 11 ☒ square
- 12 ☒ museum

- b** Ask students to watch *Digital Story 5* again and focus on what each character did during the week. Have them read the sentences first so they know what to listen for. Play the digital story and ask students to match each activity to the correct person. When they have finished the activity, check the answers with the class.

Answer Key

- 1 d
- 2 c
- 3 b
- 4 a



Lead-in

Establishing Links

Tell students that they will watch a short video clip. Before playing it, ask them to focus on what they see in the scene. Play *Clip 5* without giving any details about its content. After watching it, allow students to describe the scene with short sentences. Encourage them to mention where it takes place and what is happening. Guide them to use any relevant vocabulary they already know by making connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Direct students' attention to the photos on the double spread page. Give them enough time to observe the details. Then ask students to explain what they are about and encourage them to share their opinions with the class. Guide them by asking follow-up questions to highlight the connections between the photos,

Teacher's Notes

- c** Before starting the activity, make sure that students have understood the table categories. Ask students to watch *Digital Story 5* again and complete the table with the correct information, following the example provided. When they have finished the task, check the answers with the class.

Types of Transportation	Pros	Cons
tram	X	unreliable, crowded in the mornings
bus	convenient when there's no traffic	overcrowded, sometimes late, prone to delays
e-scooter	practical, eco-friendly	unsafe, uncomfortable
the Underground	reliable, time-saving	X
ferry	efficient	X
taxi	X	not affordable

- d** Ask students to tick the sentences that can be inferred. Before starting, remind them that inference means understanding something that is not directly stated in the text but can be logically concluded according to the given information. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations.

- 2 ☒ Hugh felt comfortable talking about his personal life with his friends.
- 4 ☒ The group trusted Buket's knowledge of the city.
- 5 ☒ The Underground was a more reliable transport option than the tram or bus.
- 6 ☒ The friends preferred affordable transport whenever it was possible.
- 7 ☒ They used digital apps to plan their trips quickly.

- e** Have students think of the answers to the questions, then ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- 1 She found the smell of coffee and pastries amazing.
- 2 Because the bus was overcrowded.
- 3 She met a friend from her old school.
- 4 The pharmacist checked her blood pressure and wrapped her wrist with a bandage.
- 5 She mentioned markets, cafés, a sports club, and a gym.
- 6 They planned to go to Sultanahmet Square and visit Topkapı Palace and the Basilica Cistern.

- f** Put students in pairs and ask them to discuss the questions. Encourage them to give reasons and examples in their answers. After they have finished their discussion, have several pairs share their ideas with the class so that they can compare different opinions and experiences.

Answer Key

Students' own answers

- g** Have students work in groups. Explain that they will imagine they are planning to move to a new neighbourhood to live in. Ask them to look at the photos and decide which place they think would suit them best. Once they have made their individual choices, encourage them to share their ideas within the group and give reasons for their preferences. Tell them to use the prompts to guide their discussion. After the group discussions, invite a few groups to share some of their ideas with the class.

Answer Key

Students' own answers

Teacher's Notes



Pronunciation

- a** Ask students to read the passage while listening to the audio. Explain that some letters are in bold to highlight specific sounds. Play the audio and ask students to focus on how these sounds are pronounced. Then have them read the passage aloud, paying attention to the words with the letters in bold. Encourage students to practise in pairs. If needed, replay the audio or model the correct pronunciation.

Audio Script 5.1

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

On Monday morning, Mariam went to the post office to send a box of clothes to a local charity. It was cold, but she enjoyed the short walk. When she got inside, she filled in a form and paid for the postage. The man at the desk was polite and helped her with the parcel. While she was leaving, her phone rang. It was her next-door neighbour, Rose. They met at a café and had hot chocolate and coffee before going home together.

- b** Tell students that they will hear three sentences with words that have specific sounds. Ask them to follow the sentences in their books and focus on the words with the letters in bold while listening to the audio. Then encourage them to read each sentence aloud. Replay the audio or model the correct pronunciation if necessary.

Audio Script 5.2

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

- 1** The postman stopped to have a short rest opposite the park and drank some cold water before going back to work.
- 2** Nina bought a bottle of body lotion, some soap, and medicine for mosquito bites at the pharmacy.

- 3 Molly saw a poster of a comedy show while she was on the road and took a photo to show her colleagues.

- c Ask students to put the words in the correct category. Then have them listen and check their answers. Replay the audio to help them repeat the target content several times. Check the answers with the class.

Answer Key

market	camel, charm, museum
next	alien, canal, nurse
parcel	clap, happy, place
box	lorry, off, rock
local	boat, global, radio

Audio Script 5.3

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

market: camel, charm, museum

next: alien, canal, nurse

parcel: clap, happy, place

box: lorry, off, rock

local: boat, global, radio

- d Have students work in pairs. Ask them to make sentences using the words in *Exercise c* and practise them. Encourage them to pronounce the target sounds correctly.

Answer Key

Students' own answers

- e Let students assess each other's pronunciation, using *Rubric 2*. Give them enough time to complete the activity.

Answer Key

Students' own answers

Teacher's Notes



Vocabulary

- a Ask students to work in pairs and have them describe the photos. Then ask students to write the words and phrases under the correct categories. When they have finished the activity, check the answers with the class.

Answer Key

Transport

ferry, tram, motorbike, e-scooter, lorry, ship

Services

hospital, pharmacy, bank, veterinary clinic, police station

Recreational Places

gym, cinema, café, sports club

- b Ask students to watch *Digital Story 5* and circle the correct words or phrases to complete each sentence. The sentences contain six blanks with three options each, focusing on verbs, adjectives, and nouns related to the theme (transport, neighbourhood places, services, and recreational activities). Before playing the video, remind students to read the sentences first so they know what information to listen for. After completing the task, check the answers with the class.

Answer Key

1 unreliable

2 on foot

3 eco-friendly

4 to ask for some advice

5 to attend a check-up later

6 joined a tournament

- c Ask students to read the text quickly and decide what it is about. Then explain that skimming is a reading strategy in which they move their eyes quickly over a text to understand the general idea of it. Next, have them write a short subject line for the email in the space provided. Remind them to use their notebooks if they need more space for notes. Check the answer with the class.

Suggested Answer

Public transport in London and life in Bethnal Green.

THEME 5

- d** Ask students to read the list of words and scan the text quickly to tick the words for different types of transport and the names of the places in the city that are mentioned. Remind them not to guess and to tick only the words that appear directly in the email. When they have completed the activity, check the answers with the class and clarify any unfamiliar items.

Answer Key

- 1 ☒ train
- 4 ☒ aeroplane
- 7 ☒ café
- 8 ☒ dentist

- e** Have students think of the answers to the questions and ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- 1 She plans to surf the Net with her to find a cheap ticket.
- 2 They can chill out at cafés or in Victoria Park, or they can study at the library.
- 3 There is a veterinary clinic, so she can take her dog easily for check-ups or ask the vet for advice.

- f** Ask students to read the text carefully to underline the words and phrases they do not know. Encourage them to guess their meanings based on the surrounding words and phrases. Give them enough time to complete the activity.

Answer Key

Students' own answers

- g** Tell the pairs that they are now supposed to find clues that help them understand the meanings of the words and phrases they have underlined in *Exercise f*. Ask them to examine the example before writing their own clues. When students have finished writing their clues, check their answers with the class.

Answer Key

Words/Phrases	Clues from the text
time-saving	faster than other options
prone to delays	due to heavy traffic
efficient	for longer distances
eco-friendly	do not cause air pollution
unsafe	safety rules
polluting	vehicles like diesel cars
not affordable	high prices
convenient	easy access to places

- h** Ask students to work in pairs and categorise the words and phrases in *Exercise g* under the headings "Positive" and "Negative". Encourage them to use the clues they found earlier to decide whether each word describes an advantage or a disadvantage. Monitor them and provide support if students are unsure about the meanings. When they have finished the task, check the answers with the class.

Answer Key

Positive

reliable
time-saving
efficient
eco-friendly
affordable
convenient

Negative

prone to delays
unsafe
polluting

- i** Ask students to find and write synonyms and antonyms of the given words and phrases from the text. Give them enough time to complete the table. Then check the answers with the class.

Answer Key

Synonym	cheap	=	affordable
	dangerous	=	unsafe
	practical	=	convenient
Antonym	polluting	x	eco-friendly
	ineffective	x	efficient
	reliable	x	prone to delays
	time-consuming	x	time-saving

- j** Ask students to work in pairs and discuss how and where they can use the words and phrases they have written in *Exercise i*. Walk around the classroom to monitor their discussions and offer help when needed.

Answer Key

Students' own answers

- k** Ask students to watch *Digital Story 5* again and write similar words and phrases to the ones in *Exercise i*. They should listen carefully to catch the words that describe transport advantages and disadvantages. After completing the list, have students discuss with a peer which mode of transport they like best and explain their reasons using the adjectives from the theme. Monitor their discussions and encourage full-sentence answers to reinforce vocabulary use.

Possible Answers

- 1 unreliable
- 2 time-saving
- 3 uncomfortable

Possible Sentences

- I like the underground because it is fast and reliable.
- I prefer walking because it is healthy and eco-friendly.
- I do not like buses because they are often overcrowded.

- l** Ask students to work in groups and role-play a short dialogue between friends. Explain that one student will ask about a recreational place or a service in or near the neighbourhood and the transport options for getting there. The other students will give suggestions and advice, using the target vocabulary from the theme. Draw students' attention to the example dialogue and remind them to include transport words, places, and adjectives such as convenient, time-saving, eco-friendly, or unsafe. Monitor the groups as they perform the task, offering support with vocabulary or pronunciation when needed. Invite a few groups to share their dialogues with the class.

Answer Key

Students' own answers



Gamification

Explain to students that they will play a game in two teams: Team A and Team B. Ask them to stand in two lines facing the board, with only one student from each team running to the board at a time. Tell students that when you call out a category, they should run to the board and write one correct word or phrase on their team's side. Give a few examples of the categories you will use, such as:

- Write a place where you can chill out, watch a film, etc.
- Write an eco-friendly/time-saving transport option.
- Write an activity you can do at the gym/sports club.
- Write a service where people get help.
- Write an adjective that describes transport problems.
- Write one thing you can buy at the cinema/café/pharmacy.
- Write the name of a transport option.

After writing their answers, students should run back and allow the next teammate to take a turn. The next student uses the word or phrase on the board to create a meaningful sentence, so students can practise vocabulary in context and develop their ability to form correct sentences based on the given category. Remind students that repeated words or misspelt answers will not earn points. Each correct answer earns the team 1 point. When all categories have been played, announce the team with the highest score as the winner.

Teacher's Notes



Language Awareness

- a** Ask students to look at the photos and describe what they see. Encourage them to talk about the photos, make inferences, and share their thoughts with their classmates. Guide them with questions such as "What do you see in the photos?" or "Where do you think these photos were taken?" to activate students' prior knowledge and prepare them for the reading.

Answer Key

Students' own answers

- b** Ask students to skim the text and circle the best title. Remind them that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Remind students that the correct title should reflect the overall topic of the text. When they have finished the activity, check the answer with the class.

Answer Key

- 3** My Journey from Town to City

- c** Have students read the text again and scan it quickly to find and write the appropriate words under each category. When they have completed the task, check the answers with the class.

Answer Key

Shops/Places: butcher, bakery, pharmacy, school, railway station

Transport: bus, train, bike, car

- d** Let students work in pairs. Have them first think about their answers and write them in their notebooks. Then they should take turns asking and answering the comprehension and inference check questions with their peers. When they have finished the task, check the answers with the class.

Answer Key

- 1** It reminded her of home and happiness.
- 2** Everyone knew each other, and there were familiar faces everywhere.
- 3** There were interesting objects in the laboratory./She enjoyed watching the pharmacist prepare medicines.
- 4** It gave her freedom./It was an easier way to get to school.

- e** Ask students to read and examine the given sentences. Draw their attention to the use of the target grammatical structure of the theme without explaining the rules in detail. Have students focus on the similar sentences in the given example, then check the answers with the class.

Answer Key

Students' own answers

- f** The target grammatical structure will be taught through an inductive learning approach. Ask students to find and underline the sentences in the text as in *Exercise e*. Then check the answers with the class.

Answer Key

- In the mornings, we **could** smell fresh bread while **we were walking** to school.
- I **was watching** her with interest while she **was** carefully **mixing** different substances to prepare medicines.
- All the mums in the neighbourhood **were using** those creams when we **had** a minor cut or burn.
- For instance, while our families **were preparing** dinner at home, we **were playing** outside safely until it got dark.
- We **were going** to school together with laughter and great excitement, and on some days one of our parents **was walking** with us.
- Most people **were using** buses while they **were going** to work or school.
- While I **was cycling** to school, I **dreamt** about travelling long distances with it.

- g** Have students watch *Digital Story 5* and take notes of sentences that are similar to the ones they have studied in *Exercises e* and *f*. While they are watching the digital story, pause it at the scenes where the language with the target grammatical structure is used and ask them to write similar sentences they hear. They do not have to write all the sentences in the digital story; four sentences are enough. At the end of the activity, elicit all the target sentences from students and write them on the board.

Suggested Answers

- 1 Ralf **was waiting** for the tram when I **called** him an hour ago.
- 2 You **were going** slowly, weren't you?
- 3 I **fell** down while I **was riding** it.
- 4 I **bought** some vitamins and medicine while I **was waiting**.
- 5 I **was working** on my history project, but the dorm Wi-Fi kept dropping.
- 6 While I **was doing** Pilates, I **ran** into a friend from my old school!

- h** Ask students to work in groups to discuss and identify common points in the sentences they have underlined. Have them list common features, focusing on the repeated structures and why they might be used that way. Then ask each group to share their findings with the class and write them on the board. Give students time to study these grammatical structures. Finally, check the rule as a whole class and encourage students to reflect on how they have learnt and how much they have understood.

Answer Key

Students' own answers

Teacher's Notes



Let's Discover

Encourage students to think about the sentences they have worked with in the previous activities. Ask them to circle the correct option that describes the common use of *The Past Progressive Tense*. After they have completed the activity, ask students to share their findings with the class, ensuring they understand the use of the target structure. This approach will help students inductively discover the rule and deepen their understanding of how *The Past Progressive Tense* is used.

Answer Key

- a** an action or other actions that are in progress in the past

Ask students to read the given sentences and find whether each of them is Simple Past or Past Progressive Tense. Remind students to write SP for Simple Past Tense or PP for Past Progressive Tense in the boxes next to each sentence. Check the answers with the class.

Answer Key

- 1 SP
- 2 PP
- 3 PP
- 4 SP

- i** Ask students to complete the sentences with the correct form of *The Past Progressive Tense* and the words in parentheses. Tell them that they can work in pairs or individually. Check the answers with the class.

Answer Key

- 1 were having
- 2 did not understand
- 3 were not speaking
- 4 explained
- 5 was not listening
- 6 was asking
- 7 focused

THEME 5

- 8 was pointing
- 9 looked
- 10 Were/looking

- j** Ask students to work in pairs. Have them discuss what their neighbourhood was like when they were children, using the photos on the double spread page of the theme. Then encourage them to ask and answer questions in turn to practise the use of *The Simple Past Tense* and *The Past Progressive Tense*, and contrast a completed action at a specified time in the past with an action in progress at an exact moment in the past.

Answer Key

Students' own answers

- k** Tell students that they will assess their peers' sentences using *Rating Scale 5*. Encourage them to provide constructive feedback to each other.

Answer Key

Students' own answers



Gamification

Divide the class into two teams: Team A and Team B. Ask students to think of a place and situation related to everyday life or the neighbourhood (e.g. a cinema, a café, a bus stop, or a street). Explain that one student from Team A will start a story using *The Past Progressive Tense* (e.g. While I was walking in the street, ... / I was walking in the street when ...). Inform them that the speaker should stop talking when you say "Freeze". Then one student from Team B will continue the story using *The Simple Past Tense* to show what happened next. Encourage them to continue the story by taking turns between teams. Tell students that each grammatically correct and meaningful sentence earns the team 1 point. When the time is up, the team with the most points wins the game.



Reading

- a** Ask students to look at the photos and the title of the text and discuss what the text can be about with their classmates. Encourage them to make guesses about the topic and share their ideas with the class. This activity activates their prior knowledge and prepares them for reading.

Answer Key

Students' own answers

- b** Let students read the text quickly to find the main idea of the text and choose the correct option that represents it best. Encourage them to focus on the overall message rather than the details. Then check the answer with the class.

Answer Key

- ② Eskişehir offers students easy transport, social activities, and academic opportunities.

- c** Ask students to read the text again quickly and focus on identifying details related to the topics discussed. Have them circle the topic that is not mentioned in the text. Check the answer with the class and discuss why the other topics are relevant to the text.

Answer Key

- ⑤ Part-time job opportunities for students

- d** Explain to students what the jigsaw reading strategy is in detail. Tell them that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then ask them to work in groups of five and read the text as a jigsaw, following the given steps.

Suggested Answers**Paragraph A**

Main Idea: Leaving a big city for a smaller city caused some anxiety, but Eskişehir offered a nice and safe environment for students from different places.

Paragraph B

Main Idea: Daily life in Eskişehir is easy and affordable because most places are nearby, and students can manage their budgets with reasonable prices.

Paragraph C

Main Idea: Public transport in Eskişehir is convenient and affordable with many options such as trams, buses, bikes, high-speed trains, and aeroplanes.

Paragraph D

Main Idea: Eskişehir provides various leisure activities for students, including visiting museums, historical houses, parks, and spending time by the Porsuk River.

Paragraph E

Main Idea: Eskişehir offers students a balanced and student-friendly environment with social and academic opportunities and easy access to services.

- e** Explain to students that they will retell their assigned paragraphs to their group members in their own words, taking turns. Remind them that they can take notes in their notebooks to organise their ideas and feel more relaxed before speaking. Monitor the activity, walking around the classroom. Offer help and provide feedback when needed.

Answer Key

Students' own answers

- f** Remind students that the questions are inference questions. Tell them that making inferences means understanding information that is not explicitly mentioned in the text, and they should use their prior language knowledge and recognise clues in the text itself. Ask them to work in pairs. Remind them that they can write their answers in their notebooks before taking turns asking and answering the questions.

Answer Key

- 1** The student felt anxious because everything in Eskişehir was new and unknown at first.
 - 2** The restaurants serve meals at reasonable prices, and most places are within walking distance.
 - 3** This helps students manage their time effectively, attend classes on time, take part in leisure activities easily, and visit their families conveniently.
 - 4** Because there are bike lanes in the city, and it is a practical and healthy way to move around.
 - 5** The city is safe, affordable, easy to travel around, and has lots of leisure options.
- g** Have students work in groups to discuss the pros and cons of living in a big and a small city. Ask them to take turns sharing their opinions and support their ideas using information from the text or their own experiences. Monitor the discussion and provide help or feedback when necessary.

Answer Key

Students' own answers

Teacher's Notes



Writing

- a** Ask students to think about a neighbourhood or a city that they like or would like to live in. Tell them to take notes under the following categories: location, atmosphere, recreational places and activities, available services, and transport options. Explain that using these categories will help them organise their ideas clearly and prepare them for the writing task.

Answer Key

Students' own answers

- b** Let students work in pairs. Ask them to describe their neighbourhoods or cities to their peers and to discuss the pros and cons of living there. Encourage them to use the notes they prepared in the previous activity.

Answer Key

Students' own answers

- c** Ask students to write short paragraphs about the ideas they mentioned in *Exercises a* and *b*, considering the given criteria. Give them enough time to complete their paragraphs.

Answer Key

Students' own answers

- d** Have students change their papers with their peers' and check each other's paragraphs using *Rubric 12*. Give them enough time to complete the activity. Then ask students to read their paragraphs to the class on a voluntary basis.



In-Theme
Activity 5

Teacher's Notes



Roots and Routes

- a** Have students look at the photos and title of the text. Encourage them to discuss what the text is about with their classmates.

Answer Key

- 2** The importance of traditional houses in Anatolian culture

- b** Ask students to read the text carefully and answer the questions in pairs. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1** They reflect the rich culture of Anatolia and the nature of their regions.
 - 2** They connected family life with the community and let neighbours meet and talk.
 - 3** They left their villages for better jobs in cities.
 - 4** It aims to protect traditional village life and architecture, and encourage the use of traditional materials.
- c** Ask students to read the sentences carefully and tick the ones that can be inferred from the text. Remind them that they need clue words, phrases, or sentences in the text to support any idea that is not directly stated or to reach a logical conclusion. Check the answers with the class and discuss any challenging points. When they have completed the task, encourage a short class discussion about the values embedded in the text. Ask guiding questions to help students reflect on how the activity relates to values such as respect for nature, responsibility for protecting cultural heritage, and friendship within the community. Encourage them to give examples of how these values can be shown in their own environment.

Answer Key

- 1** ☒ They used natural materials, such as stone or wood, to build traditional houses.

- 2  People in traditional Anatolian houses often spent time outdoors.
- 3  People cared about living in harmony with nature.
- 5  Modernisation changed not only houses but also people's social lives.

- d** Ask students to work in pairs and discuss how daily life was in cities or villages in the past and how it is today, focusing on the routines and social life of people. Encourage them to use examples from the text and their own experiences. Remind students to take turns while speaking. After the discussion, invite several pairs to share their ideas with the class.

Possible Answers

- In villages, people spent much of their time outdoors.
- In cities, people spend much of their time indoors.
- Families cooked, rested, and talked in courtyards.
- Neighbours met and chatted in village squares.
- Life was simple, and people knew each other well.
- In cities, people live in apartment blocks and have less contact with neighbours.
- Cafés became new meeting places instead of courtyards and squares.
- City life is faster and busier than village life.
- Modern life is faster, and people have less time to socialise.

Teacher's Notes



Consolidation

- a** Ask students to take a detailed look at the photos and talk about them with their classmates. Encourage them to use the sentences as clues to understand the context.

Answer Key

Students' own answers

- b** Ask students to listen to the audio carefully and circle the topic of the conversation. After they have finished the task, check the answer with the class and discuss why the chosen topic is the most relevant one.

Answer Key

- 4** Waiting for a delayed flight and talking about their day

Audio Script 5.4

Listen to the audio and circle the topic of the conversation.

Julie: Oh, Michelle! Hi there!

Michelle: Hi, Julie! Finally, I'm inside. It started raining heavily while I was getting out of the taxi. Luckily, I had my umbrella with me.

Julie: Oh, you came by taxi, didn't you? I took the airport bus, cheap but so crowded, as always.

Michelle: Yeah, the taxi's just more convenient for me. There's no shuttle near my house. By the way, where's Tony? You said he was coming with you, didn't you?

Julie: Yes, we planned to come together, but he called while I was leaving home. He said he'd take the underground instead.

Michelle: Good idea. It's much more time-saving. He'll probably be here any minute. Oh, and what about Desmond?

Julie: He's not joining the tournament this time.

Michelle: Really? Why not?

Julie: He had an accident last weekend. He broke his leg when he fell off his motorbike.

Michelle: Oh no, that's awful! Is he still in the hospital? Motorbikes are so unsafe; people take too many risks on them.

Julie: I know. He's at home resting now. Oh, look! There's Tony!

Tony: Hi, everyone!

Michelle: Hey, Tony! Are you okay? You look a bit pale.

Tony: I've got a terrible headache. I should find the airport pharmacy to buy some medicine.

Michelle: I think I have a first-aid kit in my bag. Let me check... Oh, sorry! I think I left it at home.

Tony: No problem. Thanks anyway.

Announcement: *Attention, all passengers. Flight 342 to Heathrow has been delayed. The estimated time of departure is now 19.30.*

Julie: Great! Our flight's delayed!

Tony: Well, we've got half an hour. Let's chill out at the café; I really need a coffee.

Julie: Sure. I'll buy some snacks too.

Michelle: Let's sit near the gate so we don't miss any updates.

Tony: Good idea. By the way, is the tennis tournament still at the sports club?

Michelle: No, it's at the tennis club in Wimbledon this year.

Julie: Are you looking it up?

Tony: Nope, I'm just reading this cruise ship advertisement on my phone. Look, it says, "Luxury Aegean Sea Cruise: 25% off!"

Julie: That still sounds expensive.

Tony: True, but it says they offer eco-friendly tours and local food. Imagine sailing around the islands; it sounds perfect.

Julie: Maybe after this flight!

Michelle: I don't know; I still get nervous about flying.

Julie: Don't worry, Michelle. Aeroplanes are the safest vehicles according to statistics.

Announcement: *Good evening, passengers. This is the pre-boarding announcement for Flight 342 to Heathrow. Please proceed to Gate 3 immediately.*

Tony: Finally, time to go!

Michelle: Let's grab our bags before it gets crowded.

- c** Tell students that they are going to listen to the audio again, focusing on details about the vehicles and their advantages or disadvantages. Explain that some vehicles will have only advantages or only disadvantages listed in the audio. Encourage students to listen carefully and take notes. If necessary, replay the audio more than once. Once they finish, check the answers with the class.

Answer Key

	Vehicle	Advantage/ Disadvantage
1	airport bus	cheap/crowded
2	the underground	time-saving/x
3	motorbike	x/unsafe
4	cruise ship	x/expensive
5	aeroplane	safe/x

- d** Ask students to listen to the audio again and write True (T), False (F), or Not Mentioned (NM) for the given statements. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 F
- 2 T
- 3 F
- 4 T
- 5 NM
- 6 F

- e** Ask students to work in groups to discuss the pros and cons of different types of transport and share their own travel experiences. Remind them to take turns while speaking, use expressions for giving opinions (e.g. I think ..., In my opinion ..., For me ...), and give reasons for their ideas. Walk around the classroom, monitor them, and help with vocabulary or pronunciation when needed.

Answer Key

Students' own answers



E-Portfolio

- a Give students enough time to prepare for the given task. Remind them that they should follow and consider the given steps while preparing their video. Warn them that they should not share their videos on social media or with their friends. Make sure that they upload their tasks to the portfolio section on <https://www.eba.gov.tr/> after presenting them in the class.
- b Tell students that giving feedback to each other in pairs helps them learn at their own pace. Ask them to assess each other's performances, using *Rating Scale 11*.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising one's strengths and areas for improvement. Also, highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate their own learning in this theme. Have them read the section first and think about their answers before writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones. When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 5

Teacher's Notes

Scan or click
on the QR
code to access
Theme 6.



Warm-Up/Well-Being

Tell students that they are going to have fun with the activity in an enjoyable atmosphere. Have all students engage in the activity so that they can feel relaxed and motivated before learning the theme. Then ask them to brainstorm the answers to the riddles with their classmates. Check the answers with the class.

Answer Key

- 1 A map 2 A cold 3 A cloud



Lead-in

Establishing Links

Tell students that they will watch a short video clip. Before playing it, ask them to focus on what they see in the scene. Play *Clip 6* without giving any details about its content. After watching it, allow students to describe the scene with short sentences. Encourage them to mention where it takes place and what is happening. Guide them to use any relevant vocabulary they already know by making connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Direct students' attention to the photos on the double spread page. Give them enough time to observe the details. Then ask students to explain what they are about and encourage them to share their opinions with the class. Guide them by asking follow-up questions to highlight the connections between the photos, the video clip they have watched, and the topic of the theme.

Answer Key

Students' own answers



Listening/Watching

- a Tell students that they are going to watch *Digital Story 6*. Remind them that they should read the given topics so that they can be familiar with the words and phrases. Ask them to watch the digital story and tick the topics that are mentioned. After they have watched it, check the answers with the class.

Answer Key

- 2 ☒ Continents
3 ☒ Countries
4 ☒ Nationalities
6 ☒ Food culture
8 ☒ Shopping for food

- b Ask students to read the required information in the table so that they can be aware of what they will focus on in the digital story. Then ask them to watch the digital story again and complete the missing parts of the table. Help them catch the information they need and give them enough time to write it in the table, pausing the digital story sometimes. Check the answers with the class.

Answer Key

Continents	Countries	Nationalities
Asia	Japan	Japanese
Africa	Egypt	Egyptian
Europe	Sweden	Swedish
	Denmark	Danish
	Finland	Finnish
	The Netherlands	Dutch
	Belgium	Belgian
South America	Brazil	Brazilian
	Argentina	Argentinian

- c** Have students work in pairs. Guide them to think of the answers to the inference questions according to the clues in *Digital Story 6*, telling them to make inferences about something that is not explicitly mentioned in the digital story. Explain to them that they therefore should use their prior language knowledge and recognise visual clues and implicit words and sentences in the digital story. Remind them that they can write their questions and answers in their notebooks before taking turns doing the activity. Check the answers with the class.

Answer Key

- 1 It shows audiences different food and food cultures around the world.
- 2 She asks them about their traditional food and food preferences.
- 3 She shops for food.
- 4 She feels freezing cold in Antarctica.
- 5 Students' own answers

- d** Ask students to watch the digital story carefully and write the features of the given foods in the photos. Help them catch the information they need and give them enough time to write them, pausing the digital story sometimes. Check the answers with the class.

Answer Key

- 1 **Sushi:** delicious, low-fat, gluten-free, dairy-free
- 2 **Falafel:** local dish, fried, spicy, delicious
- 3 **Apple cake:** baked, sugar-free, home-made

- e** Ask students to work in groups and talk about which food in the video they think is more popular. Remind them that they should give reasons why they think so. Tell them that they can take notes about their ideas and thoughts before speaking so that they can feel relaxed.

Answer Key

Students' own answers

- f** Tell students that they can take notes about the photos in their notebooks before speaking to organise their ideas and thoughts. Have them talk about the foods in the photos. While they are doing the activity, walk around the

class and guide them in the pronunciation and flow of the target content. Encourage them to share their thoughts with the class.

Answer Key

Students' own answers

- g** Ask students to work in pairs and talk about the food they prefer to eat the most and what makes it special for them. Tell them that they can take notes in their notebooks to organise their ideas and thoughts. Then encourage students to share their thoughts with the class.

Answer Key

Students' own answers

- h** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Ask them to assess their peers' performances in *Exercise g*, using *Rubric 8*.

Answer Key

Students' own answers

Pronunciation

- a** Ask students to listen to the audio and read the passage, saying the words with the bold letters carefully. Replay the audio until they learn the pronunciation of the words. Guide them to repeat each sentence, including the target words, and then each theme-specific sound in the given context several times as a whole class, in groups, and individually.

Audio Script 6.1

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

Food shopping is quite an enjoyable activity. I usually start my trip to the market in the afternoon. I push a trolley to collect some sweet, tasty, and fresh items. I always choose high-quality fruit and vegetables. To

THEME 6

save money, it is smart to check prices and compare quantities. After my tour through the aisles, I wait quietly in the queue at the checkout to pay. It seems a simple routine, but it feels satisfying to take home a bag full of nutritious and colourful food.

- b** Tell students that they are going to pay attention to the correct pronunciation, intonation, stress, and other phonological features again. Have them listen and say the words with the bold letters in each sentence.

Audio Script 6.2

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

- 1 Her quick response to the question was smart and impressive.
- 2 Tourists went sightseeing to explore unique historical ruins.
- 3 People queued at the French stall to taste some croissants.

- c** Ask students to put the words in the correct category. Then have them listen and check their answers. Replay the audio to help them repeat the target content several times. Check the answers with the class.

Answer Key

quality	equal, liquid, queen
sour	cashier, sugar, garlic
snack	Swiss, spicy, dress
dessert	dishes, Japanese, cuisine
steak	continent, tea, Italy

Audio Script 6.3

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

- quality:** equal, liquid, queen
sour: cashier, sugar, garlic
snack: Swiss, spicy, dress
dessert: dishes, Japanese, cuisine
steak: continent, tea, Italy

- d** Have students work in pairs. Ask them to make sentences with the words in *Exercise c* and practise them appropriately and effectively with the correct intonation and pronunciation when communicating with others in different contexts.

Answer Key

Students' own answers

- e** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Ask them to assess each other's pronunciation, using *Rubric 2*. Make sure that they give feedback to each other and reflect personally on their pronunciation, including all phonological features, after listening to individual conversations about the target content.

Answer Key

Students' own answers



Vocabulary

- a** Ask students to watch *Digital Story 6* and tick the words they hear. Check the answers with the class.

- 2 ☒ sugar-free
- 3 ☒ salty
- 4 ☒ dairy-free
- 6 ☒ gluten-free
- 8 ☒ savoury
- 9 ☒ grilled
- 10 ☒ home-made

- b** Ask students to work in pairs and match the words to the photos. Remind them that one is extra. Check the answers with the class.

Answer Key

1 c 2 e 3 d 4 a Extra: b

- c** Explain to students that skimming is a reading strategy using rapid eye movement to move quickly through the text to get general purposes, such as the main idea and type of the text. Then ask them to read the text quickly and circle its main topic. Check the answer with the class.

Answer Key

- 4** Cooking styles and food preferences around the world
- d** Explain to students what the scanning reading strategy is in detail before they do the activity. Tell them that scanning is a reading strategy using rapid eye movement and keywords to move quickly through the text to get specific facts, such as specific pieces of information and a particular answer to a question. Ask them to read the text quickly again and write the countries of the nationalities. Check the answers with the class.

Answer Key

- 1 Russian: Russia
 - 2 Italian: Italy
 - 3 Indian: India
 - 4 Thai: Thailand
 - 5 Croatian: Croatia
 - 6 Swiss: Switzerland
 - 7 Czech: Czechia
 - 8 Portuguese: Portugal
 - 9 Turkish Cypriot: The Turkish Republic of Northern Cyprus
- e** Explain to students what the jigsaw reading strategy is in detail. Tell them that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in pairs or groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then ask them to work in pairs and read the text as a jigsaw, following the given steps.

Answer Key

Students' own answers

- f** Ask students to complete the table according to their paragraphs. If needed, help them to find clues for unknown words. Tell them that they can write synonyms of the words to write the meaning of the words in the table.

Answer Key

Students' own answers

- g** Ask students to retell the paragraphs they are responsible for in *Exercise e* in their own words to their peers. Remind them that they can take notes about their ideas in their notebooks to organise their thoughts and feel more relaxed. While they do the activity, monitor them and help with the words and grammar structures they use if needed.

Answer Key

Words/Phrases	Clues from the text
time-saving	faster than other options
prone to delays	due to heavy traffic
efficient	for longer distances
eco-friendly	do not cause air pollution
unsafe	only rental e-scooters with safety rules
polluting	vehicles like diesel cars
not affordable	high prices
convenient	easy access to places

- h** Ask students to work in pairs and complete the table according to the text. Then have them discuss the role of the words and phrases in the sentences.

Answer Key

Cooking styles	grilled, fried, baked
Food preferences	vegetarian, vegan, halal, sugar-free
Special foods	<i>black risotto</i> , cheese fondue, stew, <i>pastéis de nata</i> dessert, <i>hellim</i> , <i>şeftali kebab</i>

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- i Ask students to write the vocabulary they have studied in *Exercises f* and *h* in their personal dictionaries. Have them write a definition or an example sentence for each word. Remind them that they should revise the vocabulary they have written in their personal dictionaries regularly.

Answer Key

Students' own answers

- j Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Ask them to exchange their dictionaries with their peers' and check each other's spelling and definitions, using *Rubric 3*. Make sure that they give feedback to each other.

Answer Key

Students' own answers

- k Ask students to work in pairs. Tell them that they are going to ask and answer questions as in the example. Remind them that they can write their questions and answers in their notebooks before taking turns doing the activity.

Answer Key

Students' own answers



Gamification

Ask students to play the game in two groups. Group A is the seller, and Group B is the shopper. Help them to prepare four different category cards, following the given steps. If they have difficulties with the steps of the game, explain them in detail. Encourage them to speak and use the target vocabulary during the game. At the end of the game, ask them to share their thoughts and ideas about their shopping experiences with the class.



Language Awareness

- a Ask students to look at the photo and the title of the text to circle what the text is about. Tell them that they can also take notes about the photo to describe them to the class but on a voluntary basis. Allow them to share their thoughts and ideas about the photo. Check the answer with the class.

Answer Key

- 2 Food preferences

- b Explain to students what the scanning reading strategy is in detail before they do the activity. Tell them that scanning is a reading strategy using rapid eye movement and keywords to move quickly through the text to get specific facts, such as specific pieces of information and a particular answer to a question. Then ask them to read the text quickly and write the required information. Check the answers with the class.

Answer Key

- 1 Food in childhood: soup, baklava
- 2 Food preferences: Mediterranean cooking
- 3 Shopping places: local markets
- 4 Cooking style: grilled, baked

- c Ask students to read and examine the given sentences. Draw their attention to the use of the target grammatical structure of the theme without telling them the grammatical rules in detail. Have students focus on the words in bold, then check the answers with the class.

Answer Key

Students' own answers

- d The use of language with the target grammatical structure of the theme will be taught in the inductive learning process. Ask them to find and underline the sentences in the text that are similar to the examples in *Exercise c*. Then check the answers with the class.

Answer Key

- 1 I **have felt** energetic after having a bowl of hot soup.
- 2 Mediterranean cooking **has drawn** my attention recently.
- 3 It **has helped** me discover new tastes and cooking styles.
- 4 Nowadays, my shopping places **have changed** as well.
- 5 I **have not visited** any supermarkets for six months.
- 6 I **have visited** the local markets that offer some fresh products.
- 7 I **have already changed** my cooking style.
- 8 Grilled and baked dishes **have become** my favourites after learning about healthier eating habits.

- e Have students watch *Digital Story 6* and take notes of similar sentences they have already studied in *Exercises c* and *d*. While watching the digital story, pause it at the scenes where the language with the target grammatical structure is used and ask them to write the similar sentences they hear. They do not have to write all the sentences in the digital story; four sentences they catch are enough. At the end of watching the whole digital story, elicit all the target sentences from the students and write them on the board.

Suggested Answers

- 1 I **have prepared** wonderful content from different parts of the world.
- 2 Our food **has already connected** us to the world.
- 3 The chef, Kiyoshi, **has just prepared** sushi for us.
- 4 We've **made** sushi with rice, fish, and seaweed.
- 5 We **have been** in Europe, Sweden, for two days.
- 6 Sandra **has hosted** us in her kitchen.
- 7 We **have also eaten** fried snacks and desserts.

- f Ask students to discuss and find the

common features of the sentences they have highlighted in groups. Have them list the common features in those sentences, what kind of things are used repeatedly, and why they think they are used in that way. Then ask the groups to say what they have found and write them on the board and give the class time to look at them and think about them. Then they check the rule as a whole class and reflect on their experiences on how and how much they have learnt.

Answer Key

Students' own answers

**Let's Discover**

Ask students to rethink the target grammar structure they have discovered together to do the activity. Ask them to write the missing parts in the sentence to formulate the rules for the use of *The Present Perfect Tense*. If they have some difficulties with the use of the target grammar structure, create new contexts and explain the rules in detail. Check the answers with the class.

Answer Key

- have/has and the past participle of a verb

- g Ask students to complete the sentences with the correct form of *The Present Perfect Tense* and the verbs in parentheses. Tell them that they can work in pairs or individually. Check the answers with the class.

Answer Key

- 1 have become
- 2 has had
- 3 have not tasted
- 4 have discovered
- 5 have been
- 6 have met
- 7 has not discovered
- 8 Have/been

- h** Ask students to read and examine the given sentences. Draw their attention to the use of the second target grammatical structure of the theme without telling them the grammatical rules in detail. Have students focus on the words in bold, then check the answers with the class.

Answer Key

Students' own answers

- i** The use of language with the target grammatical structure of the theme will be taught in the inductive learning process. Ask them to find and underline the sentences in the text that are similar to the examples in *Exercise h*. Then check the answers with the class.

Answer Key

- 1** We **have been able to** try many different foods from various cultures.
- 2** I **will be able to** grow my own vegetable garden.
- 3** I **am able to** grow a lot of greens on my large balcony.
- 4** I **was able to** cook too much fried food.

- j** Ask students to discuss and find the common features of the sentences they have highlighted in groups. Have them list the common features in those sentences, what kind of things are used repeatedly, and why they think they are used in that way. Then ask the groups to say what they have found and write them on the board and give the class time to look at them and think about them. Then they check the rule as a whole class and reflect on their experiences on how and how much they have learnt.

Answer Key

Students' own answers



Let's Discover

Ask students to rethink the target grammar structure they have discovered together to do the activity. Ask them to write the missing parts in the sentences to formulate the rules for the use of *be able to*. If they have some difficulties with the use of the target grammar structure, create new contexts and explain the rules in detail. Check the answers with the class.

Answer Key

- be able to
- tenses

- k** Ask students to complete the sentences with the correct form of *be able to* and the verbs in parentheses. Tell them that they can work in pairs or individually. Check the answers with the class.

Answer Key

- 1** am able to find
- 2** was able to buy
- 3** will be able to visit
- 4** have been able to choose
- 5** have been able to use

- l** The use of language with the target grammatical structure of the theme will be taught in the inductive learning process. Draw their attention to the use of the third target grammatical structure of the theme without telling them the grammatical rules in detail. If they have difficulties with the word quantity, you can help them remember the use of countable and uncountable nouns. Ask them to discuss and find the common features of the phrases they have underlined in pairs. Have them list the common features in those phrases, what kind of things are used repeatedly, and why they think they are used in that way. Then ask the groups to say what they have found and write them on the board and give the class time to look at them and think about them. Then they check the rule as a whole class and reflect on their experiences on how and how much they have learnt.

Answer Key

many bittersweet memories, many different foods, any supermarkets, some fresh products, any idea, a lot of greens, too much fried food

- m** Ask students to work in pairs. Encourage them to ask and answer questions about themselves as in the example. Remind them that they should use the target grammar structure. Tell them that they can take notes in their notebooks before speaking. Then ask them to give feedback to each other after the activity.

Answer Key

Students' own answers

- n** Ask students to work in pairs. Have them imagine that they are preparing the dishes in the photos for dinner. Remind them that they should use *need* and *needn't* in their sentences. The fourth target grammar structure of the theme is *need* and *needn't*. You can explain the structure with a few examples before they do the activity. After they do the activity, give them feedback, and also have them give feedback to each other.

**Gamification**

Ask students to play the game in groups of four. Ask them to brainstorm and take notes about a survival story on an island. Remind them that they should use all the target grammar structures of the theme. If they have difficulties with the steps of the game, explain them in detail. Encourage them to speak and use the target vocabulary during the game as well. At the end of the game, ask them to share their thoughts and ideas about their stories and the activity with the class.

Teacher's Notes**Reading**

- a** Ask students to look at the photos so that they can be familiar with the topic before reading the text. Have them describe the photos and circle what they are about. Check the answers with the class.

Answer Key

- 1** Food around the world
 - 2** Healthy nutrition
- b** Explain to students what the scanning reading strategy is in detail before they do the activity. Tell them that scanning is a reading strategy using rapid eye movement and keywords to move quickly through the text to get specific facts, such as specific pieces of information and a particular answer to a question. Then ask them to read the text quickly to write the information for the given topics. Check the answers with the class.

Answer Key

- 1** The name of the event: World Food Day
 - 2** The date of the event: 16 October
 - 3** The place of the event: Many countries
 - 4** The aim of the event: To raise awareness about hunger, food security, and healthy nutrition
- c** Explain to students what the careful reading strategy is in detail before doing the activity. Tell them that reading carefully means that they should read the text slowly and attentively to understand all details. Then ask them to read the given titles in the table so that they can be aware of what they will focus on in the text. Have them read the text carefully to complete the table. Check the answers with the class.

Answer Key

Celebration activities	conferences, school events, food campaigns, donations to charities
Discussion topics of the day	sustainable farming, the global food shortage, farmers and food producers, limited resources, global warming
Other important goals of the day	to draw attention to the importance of farmers and food producers, to support healthy eating, to respect regional food cultures, to avoid food waste

- d** Explain to students what the jigsaw reading strategy is in detail. Tell them that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then ask them to work in groups of three and read the text as a jigsaw, following the given steps.

Answer Key

Students' own answers

- e** Ask students to retell the paragraph they are responsible for in *Exercise d* in their own words to the group. Remind them that they can take notes about their ideas in their notebooks to organise their thoughts and feel more relaxed. While they do the activity, monitor them and help with the words and grammar structures they use if needed.

Answer Key

Students' own answers

- f** Remind students that the questions are inference questions. Tell them that making inferences means understanding information that is not explicitly mentioned in the text and they should use their prior language

knowledge and recognise clues in the text itself. Ask them to work in pairs. Remind them that they can write their answers according to the text clues in their notebooks before taking turns asking and answering the questions. Check the answers with the class.

Answer Key

- 1 People have celebrated it since 1979.
- 2 They want to draw attention to hunger and food waste around the world.
- 3 It is difficult to produce food for farmers in these conditions.
- 4 It means each culture has its own traditional dishes and eating habits. We should accept the different ways people around the world prepare, share, and eat food.
- 5 Students' own answers

- g** Ask students to work in groups. Ask them to look at the photos, then brainstorm and discuss the problems and solutions in the photos. Remind them that they can write their thoughts in their notebooks before taking turns doing the activity.

Answer Key

Students' own answers

Teacher's Notes

Eng Writing

- a** Ask students to discuss the topics that international food festivals or events cover best. Then have them complete the chart. Check the answers with the class.

Answer Key



- b** Ask students to examine the text on the left page. Then have them complete the outline with short information from the text. Check the answers with the class.

Answer Key

Paragraph 1

- **Introducing the topic:** World Food Day and its main aim
- **Main point:** People still do not have enough food to live a healthy life.

Paragraph 2

- **Topic idea:** the activities on that day
- **Supporting ideas:** the importance of farmers and food producers, developing healthy eating habits

Paragraph 3

- **Summary of the topic:** restating the importance and aims of the day
- **Stating personal opinion:** Food is not just something we eat on a daily basis; it is a vital part of human life and social connection.

- c** Ask students to write a short text about an imaginary food-awareness event or a food festival in their notebooks. Remind them that they should use the given checklist to organise their texts.

Answer Key

Students' own answers

- d** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Have them change their texts with their peers' and check each other's texts, using *Rubric 12*.

Answer Key

Students' own answers

- e** Ask students to share their texts with their classmates and answer any questions they may have.

Answer Key

Students' own answers



In-Theme
Activity 6

Teacher's Notes



Roots and Routes

- a** Ask students to look at the photos and the title of the text so that they can be familiar with the topic before reading the text. Have them describe the photos and guess what the text is about. Check the answer with the class.

Answer Key

It is about Eid al-Fitr.

- b** Explain to students what the scanning reading strategy is in detail before they do the activity. Tell them that scanning is a reading strategy using rapid eye movement and keywords to move quickly through the text to get specific facts, such as specific pieces of information and a particular answer to a question. Then ask them to read the text quickly to circle the values that are not mentioned. Check the answers with the class.

Answer Key

- ① Thriftiness ④ Justice ⑥ Diligence

- c** Tell students they will read the text more carefully to decide which statements can be inferred. Remind them that inference means using the clues from the text to understand something that is not clearly stated. Have students tick the correct items. Check the answers with the class.

Answer Key

- 1 ☒ People celebrate Eid al-Fitr at the end of the fasting period.
- 4 ☒ Families usually welcome their guests with some special food and offerings.
- 5 ☒ The festival also covers customs, traditions, and heritage of the country.

- d** Ask students to work in groups and discuss the importance of compassion and benevolence values at festivals or special events. Remind them that they can take notes in their notebooks before speaking to feel more relaxed. Let them share their ideas with

the class.

Answer Key

Students' own answers



Consolidation

- a** Ask students to look at the photos and talk about them with their classmates. Tell them that they can take notes in their notebooks before expressing their ideas about the photos to feel more relaxed. Encourage them to share their ideas with the class.

Answer Key

Students' own answers

- b** Tell students to read the phrases before listening to the audio so that they can be familiar with them. Ask them to listen to the audio carefully and circle the personal food preferences mentioned. Check the answers with the class.

Answer Key

- ① Dairy-free food ④ Vegan food
⑤ Home-made dishes ⑧ Vegetarian food

Audio Script 6.4

Listen to the audio and tick (✓) the personal food preferences they talk about.

Sales assistant 1: Hi! Are you looking for something special?

Selin: Hi! Yes, please. I'm a vegetarian, and my husband is a vegan. We need some vegetables.

Sales assistant 1: Oh, nice! Vegetarians don't eat meat, chicken, or fish. What is a vegan?

Thomas: Well, vegetarians usually eat eggs and dairy products, but not meat. Vegans, like me, don't eat any animal products. We never eat meat, eggs, milk, or cheese. We only eat plant-based food.

Sales assistant 1: OK! Then you'll both love our grocery department. And these tomatoes are quite fresh. They're perfect for salads or pasta.

Selin: Sounds good! Let's add them to our basket. We also need a few snacks for the film night later. Could you lend a hand for this?

Sales assistant 1: Sure. Fruit can be a good choice. There's a discount on them. You need to try these juicy pineapples and oranges.

Thomas: Excellent idea! We need to buy, not too many, only a few oranges and one pineapple.

Sales assistant 2: By the way, there's also a discount on vegan products today.

Selin: Really? That's great news. I think we need a trolley. This little basket is not enough for all.

Thomas: Don't worry. I'm able to bring it. We'll grab a few things then.

Selin: Thanks, dear. Tomatoes and fruit are OK. But we don't have any ingredients for the main course. Celery with orange can be a good choice for dinner.

Sales assistant 2: Yes, a bunch of celery is ready for you! Enjoy it!

Thomas: Thank you. It's nice to shop here; it supports both vegetarians and vegans.

Selin: Thomas, it's too late to cook for dinner. Let's eat out tonight!

Thomas: Good idea.

- c** Ask students to listen to the audio again and mark each statement as true, false, or not mentioned. Replay the audio if necessary. Give them enough time to complete the activity. When they have finished the activity, check the answers with the class. You can have students correct the false statements according to the audio.

Answer Key

1 T 2 F 3 NM 4 T 5 F 6 T

- d** Ask students to work in groups and discuss the given topic, justifying their ideas. Give them enough time to think and take notes in their notebooks before expressing their ideas. Let them share their ideas with the class.

Answer Key

Students' own answers



E-Portfolio

- a** Give students enough time to prepare for the given task. Remind them that they should follow and consider the given steps while preparing their videos. Warn them that they should not share their videos on social media or with their friends. Make sure that they upload their tasks to the portfolio section on <https://www.eba.gov.tr/> after presenting them in the class. Ask students to talk about the importance of healthy living value in the class.
- b** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Ask them to assess each other's performances, using *Rating Scale 11*.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising their strengths and areas for improvement. Also highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate their own learning in this theme. Have them read the section first and think about their answers before writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones. When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 6

Scan or click
on the QR
code to access
Theme 7.



Warm-Up/Well-Being

Tell students that they are going to have fun with the activity in an enjoyable atmosphere. Have all students engage in the activity so that they can feel relaxed and motivated before learning the theme. Then ask them to listen and repeat the tongue twisters as quickly as possible with their classmates. Join them and give positive feedback.

Audio Script 7.1

Listen and repeat the tongue twisters below quickly with your classmates.

- 1 Professional photographers prepare perfect portfolios.
- 2 Brave bakers bake buttery biscuits before the breakfast.
- 3 Brilliant biologists build bold breakthroughs.
- 4 Wealthy wholesalers watch worldwide markets.



Lead-in

Establishing Links

Tell students that they will watch a short video clip. Before playing it, ask them to focus on what they see in the scene. Play *Clip 7* without giving any details about its content. After watching it, allow students to describe the scene with short sentences. Encourage them to mention where it takes place and what is happening. Guide them to use any relevant vocabulary they already know by making connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Direct students' attention to the photos on the double spread page. Give them enough time to observe the details. Then ask students to explain what the photos are about and encourage them to share their opinions with the class. Guide them by asking follow-up questions to highlight the connections between the photos, the video clip they have watched, and the topic of the theme.

Answer Key

Students' own answers



Listening/Watching

- a Have students watch *Digital Story 7* and circle the environmental problems that are mentioned. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- ② loss of biodiversity
- ③ water shortage
- ④ deforestation
- ⑥ soil pollution
- ⑦ habitat destruction
- ⑧ global warming
- ⑨ floods
- ⑪ climate change
- ⑫ landslides

- b Ask students to put the events in the correct order while watching *Digital Story 7*. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- a 2
- b 3
- c 1
- d 6
- e 5
- f 4

- c** Have students watch *Digital Story 7* again carefully and take notes on the solutions to the given problems. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

Deforestation: Planting trees and flowers to lessen the dramatic effects of deforestation.

Loss of biodiversity: Digging ponds on lands so various animal species have a habitat to live in and this will help a lot to maintain biodiversity.

Excessive use of non-renewable energy resources: Using renewable resources like solar energy and wind energy in houses and farms to produce electricity without harming the environment.

- d** Have students work in pairs. Tell them to think of the answers to the questions and ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Answer Key

- 1 She called them to talk about environmental problems that affect their village.
- 2 She says the river is drying up, but it used to be full of fish.
- 3 Joseph faces soil pollution, weaker crops, and damage because of floods and landslides. He also lost his bees because plants and flowers disappeared.
- 4 He wants to say that villagers own more cars than they actually need and this leads to a larger carbon footprint and huge amounts of greenhouse gases.
- 5 Students' own answers

- e** Have students work in pairs. Tell them to compare the environmental problems in their city, town, or village with the ones in *Digital Story 7*. Ask them to take notes and discuss how they are similar or different. Give them enough time to complete the activity. Then let them share their notes with the class on a voluntary basis.

Answer Key

Students' own answers

- f** Have students work in pairs. Tell them to imagine that they are attending a meeting in their city, town, or village. Ask them to choose one problem from *Exercise e* and take turns offering solutions as in the example. Give them enough time to complete the activity. Then encourage them to role-play their dialogues in front of the class.

Answer Key

Students' own answers



Pronunciation

- a** Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause at the end of each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 7.2

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

Unfortunately, people forget to use natural resources wisely. Our universe is losing its natural balance. Plus, habitat destruction, overpopulation, and widespread poverty, which many people suffer from, make life difficult in many regions. To be environmentally conscious, we should reuse and recycle materials and reduce consumption. Volunteers around the world often try to raise awareness about protecting resources, but we need to work together and value nature and build a sustainable future for all living things.

- b** Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause after each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 7.3

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

- 1 Renewable resources like sun, wind, and water can provide us with the energy that we need.
- 2 Non-renewable resources are not useful enough as they cause serious environmental problems.
- 3 When we cut down too many trees or waste too much fuel, we will face landslides and dull skies.

- c Ask students to put the words in the correct categories on the chart. Give them enough time to complete the activity. Then play the audio and have them check the answers.

reuse	communicate, human, consume
destruction	construct, struggle, rubbish
poverty	save, village, survive
awareness	warming, wild, groundwater

Audio Script 7.4

Put the words in the correct categories. Then listen and check your answers.

- reuse:** communicate, human, consume
destruction: construct, struggle, rubbish
poverty: save, village, survive
awareness: warming, wild, groundwater

- d Tell students to work in pairs. Ask them to make sentences with the words in *Exercise c* and practise them. Encourage them to pronounce the target sounds correctly.

Answer Key

Students' own answers

- e Let students assess each other's pronunciation, using *Rubric 2*. Inform them that giving and receiving feedback contribute greatly to the learning process. Give them enough time to complete the activity.

Answer Key

Students' own answers



Vocabulary

- a Ask students to watch *Digital Story 7* and underline the words and phrases related to the environmental problems in the village and solutions to them. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

In the meeting at the City Hall, Susanne says that she worries about her homeland more than ever. Doğa emphasises that deforestation and habitat destruction cause a serious loss of biodiversity in the village. Joseph talks about soil pollution on his farm, which weakens his crops. Eric warns that using too many cars increases greenhouse gases, which leads to a larger carbon footprint. To protect their village, Doğa suggests using renewable resources such as solar energy and wind energy to save the environment.

- b Ask students to look at the photos and describe what they see. Encourage them to describe the photos, make inferences, and share their thoughts with their classmates. Guide them with questions such as "What do you see in the photos?" or "Where do you think these photos are from?" to activate students' prior knowledge and prepare them for the reading.

Answer Key

Students' own answers

- c Tell students to work in pairs and share the text. Ask them to read their sections silently. Then let them discuss the topic and check whether their predictions were correct. Give them enough time to finish the activity.

Answer Key

Students' own answers

- d** Ask students to read the text again and circle the words and phrases that they do not know. Give them enough time to complete the activity. Then ask them to share their findings with the class. Write the key (active) target words on one list on the board and the non-key (passive) target words on the other list to separate the target vocabulary in context.

Answer Key

Students' own answers

- e** Have students work in pairs to find clues that help them understand the meanings of the words and phrases they have circled in *Exercise d*. Ask them to study the example and complete the table accordingly. Let them discuss the meanings of the words and phrases they do not know. Then have them share their findings with the class.

Answer Key

Students' own answers

- f** Ask students to check the definitions of the words and phrases they have written in *Exercise e*. They can confirm meanings either by consulting you or using a printed/digital dictionary. For incorrect definitions, tell them to note the correct ones next to those they have written.

Answer Key

Students' own answers

- g** Have students read the text carefully and complete the missing parts with the words and phrases they have learnt. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 freshwater
- 2 groundwater
- 3 overpopulation
- 4 water shortage
- 5 to reuse
- 6 to limit
- 7 energy crisis
- 8 urbanisation

- 9 industrialisation
- 10 poverty
- 11 to use energy efficiently
- 12 to reduce consumption

- h** Have students think of the answers to the questions and ask and answer them in pairs. Give them enough time to complete the activity. Then let them share their answers with the class on a voluntary basis.

Suggested Answers

- 1 As a result of overpopulation, the number of people in need of water increases, and this affects the limited water resources.
- 2 Poverty prevents families from accessing energy sources or renewable alternatives.
- 3 Students' own answers

- i** Ask students to search on the Net and take notes on the environmental problems around the world in pairs. Give them enough time to complete the activity. Then ask them to share their findings with the class.

- j** Ask students to talk about the global environmental problems they have found in *Exercise i*, using the words and phrases they have learnt. Tell them to offer solutions. Give them enough time to complete the activity. Then ask them to share their solutions with the class.

Answer Key

Students' own answers



Gamification

Divide the class into four or five groups. Each group will send one player to the board when it is their turn. Ask one student from Group 1 to come to the board. Tell her/him that s/he has 30 seconds to draw and the group has to guess in that time. Quietly whisper one of the target vocabulary words you have chosen to the student. Remind her/him that s/he is not allowed to speak, write the word, use letters and numbers, or mime. Let the team guess the word loudly. The student on the board may

shake her/his head but cannot speak. If the team guesses correctly in time, they earn 1 point. Continue for several rounds. At the end, the group with the most points wins.

Teacher's Notes



Language Awareness

- a** Ask students look at the photo and describe what they see with their classmates. Encourage them to make inferences and share their thoughts. Guide them with questions such as “What do you see in the photo?” or “Where do you think this photo was taken?” to activate students’ prior knowledge and prepare them for the people in the reading.

Answer Key

Students’ own answers

- b** Ask students to read the text quickly to get a general idea of the content. Explain that they do not need to focus on every detail at this stage, but should focus on the main topic. Then have them circle the most suitable title from the given options. Once they have made their choices, discuss the options with the class and confirm the best title.

Answer Key

- ④** Forests That Save All Living Beings

- c** Ask students to work in pairs. Have them think about their answers first and write them down. Then ask them to take turns asking and answering the comprehension questions with their peers. When they have finished the activity, check the answers with the class.

Answer Key

- 1** Industrial activities release harmful chemicals into the environment.
 - 2** The chemicals pollute freshwater resources which are vital for people in rural areas.
 - 3** Animals lose their natural shelters, so their populations decrease, and some of them face extinction.
 - 4** They can be environmentally conscious, and they can recycle and reuse.
- d** Ask students to work in groups to read and examine the sentences in the example. Give them enough time to complete the activity.

- e Ask students to find and underline sentences in the text as in the example in *Exercise d*. Give them enough time to complete the activity. Then encourage them to share their findings.

Answer Key

They pollute freshwater resources **which** are vital for the people in rural areas as well.

Many organisations and volunteers **who** try to raise awareness about protecting forests organise campaigns.

The balance **that** nature needs has changed, so we do not live in a sustainable environment any more.

- f Play *Digital Story 7* and ask students to find similar sentences to the ones they have examined and underlined in *Exercises d* and *e*. Tell them to write their findings in their notebooks. Then encourage them to share their findings with the class.

Possible Answers

We are here to talk about environmental problems **that** affect our village.

I'm speaking as an ordinary villager **who** worries about her homeland more than ever.

As an example, the river **which** runs through the fields is drying up.

Our planet works like a well-oiled machine, but it breaks down when people use too many non-renewable resources **that** harm the environment.

You know, I am a farmer **who** depends on healthy soil and clean water.

The loss of biodiversity is a danger **that** threatens both our people and animals.

There are many things **that** we can do.

But we can use the resources **that** we have and produce electricity without harming the environment.



Let's Discover

Have students read the example sentences in *Exercise d*, think about the target grammar structure, and complete the missing information. Provide further information and examples if needed. Then check the answers with the class.

Answer Key

- 1 who
- 2 which
- 3 that

Ask students to complete the sentences using their previous information. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 who / that
- 2 which / that
- 3 which / that

- g Ask students to work in groups to read and examine the sentences in the example. Give them enough time to complete the activity.
- h Ask students to find and underline sentences in the text as in the example in *Exercise g*. Give them enough time to complete the activity. Then encourage them to share their findings.

Answer Key

They spend most of their time accessing drinkable water, **so** this situation leads to economic problems and poverty.

With deforestation, they lose their natural shelters, **so** their populations decrease.

The balance that nature needs has changed, **so** we do not live in a sustainable environment any more.

- i Have students work in groups to discuss the common points of the sentences they have underlined. Give them enough time to complete the activity. Then encourage them to share their ideas.

Answer Key

Students' own answers



Let's Discover

Have students read the example sentences in *Exercise g*, think about the target grammar structure, and complete the missing information. Provide further information and examples if needed. Then check the answers with the class.

Answer Key

so

Ask students to rewrite the sentences using *so*. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 People cut down trees, so animals lose their natural habitats.
- 2 Factories release waste, so water resources become dirty.

- j Ask students to complete the text with *who*, *which*, *that*, and *so*. Give them enough time to finish the activity. Then check the answers with the class.

Answer Key

- 1 who/that
- 2 so
- 3 which/that
- 4 so

- k Ask students to write a similar paragraph to the one in *Exercise j* about an environmental problem they observed before. Give them enough time to complete the activity.

- l Tell students to share their paragraphs with their peers and talk about the problems they both mentioned. Monitor the class during the activity. Then ask them to share their paragraphs with the class on a voluntary basis.

- m Let students assess each other's sentences, using *Rating Scale 5*. Give them enough time to complete the activity.



Gamification

Ask students to read the instructions carefully and divide the class into two groups. Tell them to write two grammatically correct and three incorrect sentences silently, using the language structures they have learnt. In turn, have them read their sentences one by one to the other group. Count thirty seconds for the answer after each sentence, and ten seconds more for each incorrect sentence. Give one point if the answer is correct and on time. At the end of the game, count the points and declare the winning group.

Teacher's Notes



Reading

- a** Put students into pairs and ask them to look at the photo and the title of the text. Have them share their predictions in pairs, giving reasons.

Answer Key

Students' own answers

- b** Ask students to skim the text and circle its main topic. Remind them that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Then check the answers with the class.

Answer Key

- ① A call to protect natural resources for the future

- c** Ask students to scan the text to find and tick the problems Ruby mentions. Remind them that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When they have finished the activity, check the answers with the class.

Answer Key

- 1 ☒ water shortage
3 ☒ soil pollution
4 ☒ food shortage
5 ☒ habitat loss

- d** Ask students to read the text carefully and complete the sentences with references from the text. Before they answer, tell them to pay attention to how words and phrases in a text can refer back to earlier (or sometimes later) ideas or expressions. Explain that understanding these references helps readers follow meaning more clearly. After students complete the activity, check the answers with the class. After that, have students return to their predictions from *Exercise a*. Ask them if

LIFE IN NATURE & GLOBAL PROBLEMS

their initial ideas about the text were correct or not and which parts of the text confirmed or changed their predictions. This helps students check the accuracy of their early assumptions after a more careful reading.

Answer Key

- 1 the future / the year 2060
2 the present / the 2020s
3 the world's resources
4 lab-grown foods
5 the power to make a change

- e** Ask students to read the text carefully again and complete the table by identifying each problem, its cause, and its result as Ruby describes them. For the *Problems* column of the table, you can refer them back to *Exercise c*. After students have written the problems, have them locate the causes and results directly in the text. Remind them to look for logical connections between events and tell them that causes and results may appear in different sentences. When students have finished, check the answers with the class and clarify any misunderstandings.

Answer Key

Problem	Cause	Result
Water shortage	People used too much water in the past.	Water is very scarce and hard to find.
Soil pollution	People had poor waste management.	People cannot grow enough food.
Food shortage	Farming is difficult.	People eat lab-grown foods that come from factories.
Habitat loss	Forests disappeared and rivers dried up.	Many species of animals have gone extinct.

- f** Put students into pairs and ask them to compare the problems in *Exercise e*. Tell them to decide which problem affects daily life more directly and to support their ideas by using one sentence from the text as evidence. Monitor the activity, walking around the classroom and offer help when needed. When they have finished the activity, have a few pairs share their answers with the class.

Suggested Answer

We think water shortage affects daily life more directly because Ruby says, "Families have to travel long distances to reach a clean water source." This means people spend hours every day just getting water, while soil pollution only affects the food that they eat.

- g** Ask students to read the sentences and cross out the ones Ruby might not say according to the text. Remind them that some sentences may sound possible at first but do not fully match the ideas, tone, or details in the letter. When students have finished the activity, check the answers with the class. For stronger classes, you can ask students to justify their choices by referring to Ruby's letter.

Answer Key

- 3**  I mostly prefer the food from factories for its flavour.
- 4**  We focus more on comfort than on basic needs.

- h** Divide students into small groups and ask them to discuss the questions. Encourage them to share their personal thoughts and experiences in relation to Ruby's letter. Monitor the activity, walking around the classroom and listening to students' discussions. Offer help and feedback when needed. After the discussion, have a few groups share their reflections with the class.

Answer Key

Students' own answers



Writing

- a** Put students into small groups. Ask them to discuss the problems Ruby mentions in her letter and brainstorm possible solutions. As you monitor the groups, encourage them to think carefully about how these future problems relate to daily habits today.

Answer Key

Students' own answers

- b** After the discussion, ask students to imagine that they are writing a reply to Ruby's letter from the future. Have them use the ideas generated during their group discussion to plan their letters. Ask them to take brief notes in the provided spaces by matching each problem with a personal promise to take action. Remind them to focus on realistic, simple actions rather than full sentences or long explanations.

Answer Key

Students' own answers

- c** Ask students to write a short response letter to Ruby using their notes from *Exercise b* and following the given checklist. Have them examine how the model text opens with a greeting, develops ideas in the body by describing problems, and ends with a hopeful closing in a logical order. Monitor the activity, walking around the classroom and offer help when needed. When students have finished writing, ask them to review their own work by examining the criteria in *Rubric 12* before exchanging papers.

Answer Key

Students' own answers

- d** Put students into pairs. Ask them to change their paper with their peer's and check it, using *Rubric 12*.

Answer Key

Students' own answers

- e Ask students to revise and make necessary changes to improve their letters based on the feedback they received from their peers. Explain that revising is an important part of the writing process and helps make their message clearer to the reader. Monitor the activity, walking around the classroom and offer help when needed. When they have finished revising, you can ask a few students to share their letters with the class.

Answer Key

Students' own answers



Teacher's Notes



Roots and Routes

- a Ask students to skim the text and circle the best title. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Remind students that the correct title should reflect the overall topic of the text. When they have finished the activity, check the answers with the class. As you go over the correct answer, briefly highlight how the project reflects Türkiye's long-term efforts to protect nature and improve the quality of life in rural areas, helping students appreciate the importance of responsibility and justice in national projects.

Answer Key

- ③ A Solar Future for Türkiye's Forest Villages
- b Ask students to scan the text and find answers to the questions. Explain that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When they have finished the activity, check the answers with the class. This is a good point to remind students how clean energy supports cleanliness by reducing pollution, and how helping rural families access electricity reflects benevolence and sensitivity to people's living conditions.
- Answer Key**
- 1 About seven million people.
 - 2 For firewood or farming.
 - 3 Solar panels.
- c Tell students they will now read the text more carefully to decide which statements can be inferred. Remind them that inference means using clues from the text to understand something that is not clearly stated. Have students tick the correct items. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations. You can guide them to

see how the project promotes values like independence by helping villagers produce their own electricity, thriftiness by making good use of natural resources, and patience through steady national implementation. Students can also reflect on the role of compassion and respect in supporting rural communities.

Answer Key

- 2 ☒ Families in forest villages will use less traditional fuels after this project.
 - 3 ☒ The main users of this solar energy project are forest villagers.
 - 4 ☒ Forest villagers do not use all the electricity that solar panels produce.
 - 6 ☒ Villagers who sell extra electricity work with local joint organisations.
 - 8 ☒ The project has been successful enough to encourage future expansion.
- d** Ask students to imagine that a solar energy project is starting in their town. Tell them to think of one suitable place in their neighbourhood to install solar panels and write a short suggestion. Remind students to explain why that place is a good choice, using the example suggestion as a model. Monitor the activity, walking around the classroom and offer help when needed. When they have finished, you can ask some students to share their suggestions with the class. Encourage them to consider locations that use a lot of electricity during the day, or public places that could benefit the wider community. This task offers a natural context to reinforce responsibility for the environment, thriftiness in energy use, and justice by making clean energy accessible to all.

Answer Key

Students' own answers



Consolidation

- a** Have students look at the photos and encourage them to talk about them with their classmates.
- b** Ask students to listen to the audio carefully and tick the environmental problems they hear. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 2 ☒ Air pollution
- 3 ☒ Industrialisation
- 5 ☒ Greenhouse gases
- 6 ☒ Energy crisis
- 7 ☒ Overpopulation
- 9 ☒ Water shortage
- 10 ☒ Climate change
- 12 ☒ Landslides

Audio Script 7.5

Listen to the audio and tick (✓) the environmental problems you hear.

— News Jingle —

Anchorman: Good evening, everyone. You're watching Ecotown TV. I'm Danny Parker, and tonight, we're focusing on some of the most serious environmental challenges that our planet is facing. Let's start with air pollution. As industrialisation continues, our sky is getting darker. Factories and vehicles release smoke and greenhouse gases into the atmosphere. In many big cities, people often wear masks to protect themselves from air pollution. Experts say it's time to take precautions and use cleaner industrial technologies before the problem gets worse.

— News Jingle —

Anchorman: Next, the global energy crisis. As the world population increases, the demand for electricity, fossil fuels, and natural gas is rising. However, most countries still depend on non-renewable energy sources like coal and oil. Scientists are warning that these sources, which also harm the planet, are running out. Renewable energy sources such as wind and solar power can be part of the solution, but investments are still too slow. We should use energy efficiently.

– News Jingle –

Anchorman: Speaking of population, the world's population is now more than eight billion people. Overpopulation leads to crowded cities, food and water shortages, and more consumption which cause more environmental problems. I think we all need to raise awareness before it's too late.

– News Jingle –

Anchorman: And how do all these affect our climate? To learn that, let's go to our climate specialist, Brian Müller. Brian?

Climate Thanks, Danny. Across the globe, we can

Specialist: see the signs of climate change clearly. Temperatures are rising year after year, and the effects are visible. Some regions are experiencing record-breaking heatwaves and droughts, while others are facing severe floods and landslides. The Earth's climate could change permanently in the near future. To prevent this, every step we take will make a huge difference. Back to you, Danny.

Anchorman: Thank you, Brian. That's all for tonight, everyone. Thanks for watching. Stay conscious, stay aware, and have a good evening.

- c** Ask students to listen to the audio again and circle the best option for each question. Replay the audio if necessary. Give them enough time to complete the exercise. Then check the answers with the class.

Answer Key

1 B 2 A 3 D 4 B

- d** Let students discuss the question with their classmates. Encourage them to express themselves freely and ask them to give reasons.

Answer Key

Students' own answers



E-Portfolio

- a** Give students enough time to prepare for the given task. Remind them that they should consider the given steps while preparing their presentation. Make sure that they upload their tasks to the portfolio section on <https://www.eba.gov.tr/> after presenting them in the class. Ask students to talk about responsibility and sensitivity values in the class.
- b** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Ask them to assess each other's performances, using *Rating Scale 11*.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising their strengths and areas for improvement. Also highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate their own learning in this theme. Have them read the section first and think about their answers before writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones. When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 7

Scan or click
on the QR
code to access
Theme 8.



Theme 8



Warm-Up/Well-Being

Tell students that they will work as a class to solve logic puzzles by brainstorming possible answers. Read the first puzzle aloud and make sure everyone understands the situation. Give students enough time to think and discuss possible answers. Encourage students to share their answers and explain their reasoning. Guide the discussion with follow-up questions (e.g. Does this fit all the clues? or What happens if we swap these two?). Help students check if their ideas break any given condition. After eliciting several suggestions, confirm the correct answer and briefly explain why it works if necessary. Do the same for the second and third puzzles. If students find a puzzle difficult, give them small hints rather than the correct answer.

Answer Key

- 1 **Tuğba:** today
Charlotte: tomorrow
Darren: next week
- 2 Juliette is in the middle.
(Order: Okan – Juliette – Mario)
- 3 **The mirror:** Locker 1
The watch: Locker 2
The key: Locker 3



Lead-in

Establishing Links

Tell students that they will watch a short video clip. Before playing it, ask them to focus on what they see in the scene. Play *Clip 8* without giving any details about its content. After watching it, allow students to describe the scene with short sentences. Encourage them to mention where it takes place and what is happening. Guide them to use any relevant vocabulary they already know by making connections to their prior knowledge.

Answer Key

Students' own answers

Interaction

Direct students' attention to the photos on the double spread page. Give them enough time to observe the details. Then ask students to explain what they are about and encourage them to share their opinions with the class. Guide them by asking follow-up questions to highlight the connections between the photos, the video clip they have watched, and the topic of the theme.

Answer Key

Students' own answers



Listening/Watching

- a Tell students that they will watch a digital story and listen for specific words. Play *Digital Story 8* and ask them to listen and tick the words they hear. When they have finished the activity, check the answers with the class.

Answer Key

- 1 ☒ Venus
- 2 ☒ Neptune
- 4 ☒ Earth
- 6 ☒ Mars
- 8 ☒ Saturn

- b Tell students that they will watch *Digital Story 8* again to put the steps of a space mission in the correct order. Remind them to pay attention to the sequence of events while watching. Play the video and pause it once the steps of the mission are all mentioned. When students have finished the activity, check the answers with the class.

Answer Key

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

- c** Ask students to look at the diagram and explain that they are supposed to use it to compare and contrast Mars and Saturn, using information from *Digital Story 8*. Clarify that the middle bubble is for a shared feature, and the left and right outer bubbles are for features unique to each planet. Resume the video where you have paused in *Exercise b* and play it through to the end. When students have finished the activity, check the answers with the class.

Suggested Answers

Mars:

It has a thin atmosphere.

Its days are very hot and nights very cold.

Shared:

They are in the solar system.

They revolve around the Sun.

Saturn:

It has (bright) rings.

Its rings are mostly ice with a little rock and dust.

- d** Play *Digital Story 8* again and ask students to find and underline the mistake in each sentence. Have them write the correct information in the blanks. Replay the video if necessary. When students have finished the activity, check the answers with the class.

Answer Key

- 1 Hatay – Leeds
- 2 a few – billions of
- 3 planet – galaxy
- 4 years – weeks
- 5 cannot – can
- 6 star – planet

- e** Have students read the sentences carefully. Explain that three of the statements can be inferred from *Digital Story 8* but one cannot. Remind them that inference means using clues to understand something that is not clearly stated but can be logically concluded based on the given information. Ask students to identify which statement cannot be inferred and cross it out. Once they have finished, discuss the

answers as a class to clarify any confusion or address possible misinterpretations. For stronger classes, you can have students explain why each statement can or cannot be inferred.

Answer Key

- 3  Martin believes his simulated spacewalk was exactly the same as a real one.
- f** Put students into pairs. Tell them that one student will ask a question, and the other will answer it, using information from the story. Remind students that they can write the answers before starting to ask and answer the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.
- Answer Key**
- 1 The universe, planets, space exploration, and the search for life in space.
- 2 To escape the Earth's pull/gravity.
- 3 A robot can fly and do the job instead.
- 4 It turns around the Earth again and again.
- 5 They are searching for signs of life there.
- 6 Mostly ice with a little rock and dust.
- 7 A moon gets too close to its planet, breaks apart, and its pieces spread out.

- g** Put students into groups of three or four and tell them that they are supposed to write a proposal for a new space mission. Ask them to write a short paragraph where they will answer the given questions by making use of the information they have learnt from *Digital Story 8*. Refer them back to *Exercise b* for the mission steps and *Exercise c* for the features of Mars and Saturn to help them choose their target planet and justify their choice. Monitor the activity, walking around the classroom and offering help and feedback when needed.

Suggested Answer

We will visit Mars. We have chosen it because scientists are searching for signs of life there. For our mission, engineers will build a rocket first, and we will launch it. Then the spacecraft will go into orbit and astronauts will run tests there. Finally, the spacecraft will turn for home

THEME 8

and land back on the Earth. We hope to find water or some form of life on Mars.

- h** When groups have finished writing, pair them with another group. Ask them to share their proposals with the other group and assess each other, using *Rating Scale 8*. Encourage them to provide clear and constructive feedback to help improve each group's work.

Answer Key

Students' own answers

Teacher's Notes



Pronunciation

- a** Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause at the end of each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 8.1

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

Scientists discovered a young planet far beyond our solar system. They wanted to explore it to learn more about the formation of planets. When they examined the pictures, they saw that the planet was almost completely frozen and showed zero signs of life. This discovery helped scientists to understand more about other worlds outside our own galaxy, the Milky Way.

- b** Play the audio and ask students to listen and follow along in their books by paying attention to the words with the letters in bold. Then play the audio again and pause after each sentence to allow time for students to repeat after the speaker. Remind them to focus on intonation and stress patterns.

Audio Script 8.2

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

- 1** The museum exhibits X-ray images of the six black holes that we discovered.
 - 2** Scientists have not been able to solve the mystery of the Y-shaped craters yet.
 - 3** Astronomers used a Z-fold map to show the size of the habitable zone.
- c** Ask students to put the given words into the correct categories according to their pronunciation patterns. Give them enough time to complete the table. Then play the audio for students to check their answers. After

checking the answers, replay the audio by pausing after each word and have students repeat after the speaker if time allows.

six	exercise, next
exhibit	exact, example
young	canyon, yellow
system	crystal, rhythm
discovery	Mercury, tiny

Audio Script 8.3

Put the words in the correct categories. Then listen and check your answers.

six: exercise, next
exhibit: exact, example
young: canyon, yellow
system: crystal, rhythm
discovery: Mercury, tiny

- d** Put students into groups of three or four. Ask them to talk about the planet mentioned in *Exercise a* and record their speech. Remind them to speak clearly by paying attention to correct pronunciation. Monitor the activity, walking around the classroom and listening to students' speeches. Offer help and feedback when needed.

Answer Key

Students' own answers

- e** Have students listen to their classmates' recorded speeches. Ask them to provide constructive feedback by using *Rubric 2* to assess their pronunciation according to the given criteria.

Answer Key

Students' own answers

- f** Put students into pairs. Ask them to talk about the planets in our solar system by using words and sounds they have learnt and paying attention to correct pronunciation.

Answer Key

Students' own answers



Vocabulary

- a** Put students into pairs and ask them to describe the photos. Then have students put the words and phrases into the correct categories. When they have finished the activity, check the answers with the class.

Answer Key

- Space and Universe:** galaxy, Milky Way, orbit, revolve, solar system
- Life in the Universe:** atmosphere, creature
- Space Exploration:** astronaut, go on a spacewalk, land, launch, robot, space mission, spacecraft, take off

- b** Tell students that they will watch *Digital Story 8*. Play the digital story and ask them to complete the text with suitable words from *Exercise a* as they listen carefully. Replay the digital story if needed. When they have finished the activity, check the answers with the class.

Answer Key

- solar system
- Milky Way
- launch
- orbit
- go on a spacewalk
- atmosphere
- creature
- spacecraft

- c** Put students into pairs and ask them to look at the photo and the title of the text. Then have them share their predictions in pairs, giving reasons.

Answer Key

Students' own answers

THEME 8

- d** Ask students to skim the text individually to check if their predictions are correct. Remind them that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Then have students compare their predictions from *Exercise c* with the actual content in pairs. Monitor the activity, walking around the classroom and check how accurate their guesses are.

Answer Key

Students' own answers

- e** Ask students to scan the text to find and circle the names of the planets that could host people in the future. Remind them that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When they have finished the activity, check the answers with the class.

Answer Key

Mars and Jupiter

- f** Put students into groups of three and assign each a different paragraph of the text. If the class size does not divide evenly, have the remaining students work in pairs. For these pairs, assign *Paragraphs A–B* to one student and *Paragraphs B–C* to the other. Ask them to underline the words and phrases they do not know. When they are finished, have groups (or pairs) share their underlined words with the class and write them on the board in two groups as key and non-key vocabulary.

Answer Key

Students' own answers

- g** Ask students to complete the table with the words and phrases from the text by taking how and where they are used into consideration. Monitor the activity, walking around the classroom and offer help when needed. When they have finished the activity, check the answers with the class.

Answer Key

Nouns and Noun Phrases	the Earth, space colony, Jupiter, Mars, rocket, space shuttle, space capsule, comet, asteroid, meteor, atmosphere, satellite
Verbs and Verb Phrases	conduct experiments, collect data
Adjectives	celestial, unknown, weird, mysterious, tiny, rare

- h** Ask students to match the topics with the corresponding paragraphs. Tell them they need to use paragraph-level context clues to identify the topics of the paragraphs. Explain that identifying paragraph topics is very helpful in guessing the meaning of the unknown words. When they have finished the activity, check the answers with the class.

Answer Key

Discovery and Science: Paragraph C

Living and Travelling: Paragraph A

Sights and Safety: Paragraph B

- i** Tell students that they need to find the clues for the target words and phrases they have underlined in their assigned paragraphs in *Exercise f*. Ask them to examine the example before writing their own clues. Remind them that context clues are words or phrases surrounding an unknown word that help readers understand its meaning. When students have finished writing their clues, review their answers with the class.

Answer Key

Students' own answers

- j** Group or pair students with their peers from *Exercise f* and have them share their clues with each other to discuss the possible meanings of the target words and phrases. Monitor the activity, walking around the classroom and offering help when needed.

Answer Key

Students' own answers

- k** Put students into groups of six (i.e., two groups of three). Ask them to compare their proposed meanings for the target words and phrases to determine the most accurate. Tell them that once they agree on a meaning, they need to write a definition for each word in their notebooks. Encourage them to keep their definitions short and clear. Monitor the activity, walking around the classroom and offering help when needed. When groups have finished writing, have them share their definitions with the class. As groups share them, confirm the correct meanings or provide corrections if needed.

Answer Key

Students' own answers

- l** Tell students that they will role-play a dialogue between a scientist at a space colony and a curious visitor from the Earth. Put them into pairs and assign them their roles. Ask students to use their role cards to ask and answer questions about life in space, celestial discoveries, and space travel. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help and feedback when needed.

Answer Key

Students' own answers



Gamification

Divide the class into teams of four or five. Explain that teams will take turns creating sentences, using target vocabulary from the theme. The first team has 30 seconds to create a grammatically correct and meaningful sentence with one of the target words/phrases in *Exercises a* and *g* in the context of space, space exploration, or life in the universe. For example, "Scientists use *satellites* to learn about distant planets." is a valid sentence, but "I saw a *satellite* yesterday." is not. Explain that each target word or phrase may be used only once during the entire game and that you will keep a list of "Used Words/Phrases" on the board to prevent repetition. Have students decide which team will begin. If they produce an acceptable

sentence within the time limit, award them one point and move on to the next team. If a team fails to produce a sentence in time, repeats a previously used word/phrase, or gives an incorrect or meaningless sentence, they earn no points and lose their turn. Continue the game until at least fifteen different target words and phrases have been used. At the end, have students total their points and declare the group with the most points the winner. If multiple groups have the same scores, declare a tie. After the game, you can have students briefly discuss which words/phrases were most challenging to use in context if time allows.

Teacher's Notes



Language Awareness

- a** Ask students to skim the text to circle the best title. Remind them that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. When they have finished the activity, check the answer with the class.

Answer Key

- 3** The Human Body in Space

- b** Ask students to scan the text to circle the topic that is not mentioned. Remind them that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information. When they have finished the activity, check the answer with the class.

Answer Key

- 2** Diets that are suitable for space missions

- c** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the text. When the pairs have taken turns asking and answering all questions, check the answers with the class.

Answer Key

- 1** Space conditions (especially weak gravity) affect the body in weird ways.
 - 2** Without gravity, their spine relaxes and stretches.
 - 3** By exercising on special machines (for two hours every day).
 - 4** Developing artificial gravity.
- d** Put students into groups and have them examine the example sentences first and draw their attention to the target grammatical structure without talking about it in detail. Ask them to focus on the words in bold.
- e** Ask students to find and underline the sentences in the text as in the examples in *Exercise d*. When they have finished the activity, check the answers with the class.

Answer Key

- If gravity **is** weak, fluids **float** up to the head.
- If someone **spends** time in space, they **grow** up to five centimetres taller.
- If muscles **do not work** against gravity, they **get** very weak.
- If engineers **develop** artificial gravity, astronauts **will not lose** their muscle strength.
- If humans **build** colonies on or near other planets, our bodies **might adapt** to lower gravity over generations.
- If we **solve** these biological puzzles, we **will be** able to travel further into the universe safely.

- f** Tell students that they will watch *Digital Story 8* to find four similar sentences to the ones they have found and underlined in *Exercise d*. Play the digital story and have students listen carefully for the target grammatical structure. Remind them that they do not have to write all the sentences in the digital story and they just need to find four. Replay the digital story if needed. When students have finished the activity, check the answers with the class.

Answer Key

- There **can be** astronauts inside it **if** the mission **has** a crew.
- If no people **go**, a robot **can fly** and **do** the job instead.
- If a spacecraft **stays** in orbit, it **follows** a path around the Earth again and again without falling.
- If we **discover** a tiny creature, even a microbe, on Mars, we **ll have** to rewrite the science books.
- If she **is** that curious, maybe she **ll become** a great astronomer one day.
- We **ll be** so proud **if** that **happens**.
- If a planet **has** a thin atmosphere, its days **get** very hot and nights very cold.
- If you **look through** a telescope at Saturn, you **see** a small ball with bright rings.
- If a moon **gets** too close to its planet, it **breaks apart**.

- g** Put students into groups of three or four and ask them to discuss the common points of the sentences they have found in *Exercises e* and *f*. To guide their discussion, tell them that they need to determine how, why, and where the words in bold in *Exercise e* are used.

Answer Key

Students' own answers



Let's Discover

Have students read the example sentences in *Exercise d*. Ask them to think about the target grammar structure and complete the missing information. Clarify the usage of *Zero* and *First Conditionals* with further examples if needed. When students have finished the activity, ask them to share their answers with the class.

Answer Key

- 1 If + Present Simple, Present Simple
- 2 If + Present Simple, will/may/might/can

Have students read the situations and ask them to decide whether each situation needs a *Zero Conditional* or a *First Conditional* sentence. Ask them to justify their choices. When students have finished the activity, check the answers with the class.

Answer Key

- 1 ZC – It describes a general rule.
- 2 FC – It describes a possible future result.
- 3 ZC – It explains a scientific fact.

- h** Tell students that they are supposed to complete the dialogue by filling in the blanks with the correct form of the verbs in parentheses. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 turns
- 2 means
- 3 locks
- 4 moves

- 5 is not
- 6 will/may/might/can test
- 7 will/may/might/can cancel
- 8 gets

- i** Put students into pairs. Tell them that they are supposed to imagine they are two scientists who have discovered a mysterious planet. Ask them to write a short paragraph to describe it. Have them examine the example before they start to write their own paragraphs. Monitor the activity, walking around the classroom and offer help when needed.

Answer Key

Students' own answers

- j** When pairs have finished writing their paragraph, ask them to exchange it with another pair's. Have the pairs check it, using *Rating Scale 5*.

Answer Key

Students' own answers



Gamification

Divide students into groups of three and assign roles: two students are the "Duellers", and one is the "Referee". Explain that the Referee will say a space-related word or phrase from the theme and shout either "Fact!" or "Possibility!". The Duellers must compete to form a sentence within ten seconds. If the prompt is "Fact!", they must use the *Zero Conditional* (e.g. If a meteor is in the atmosphere, it burns.), and if it is "Possibility!", they must use the *First Conditional* (e.g. If a meteor hits the rocket, we will repair it.). The first student to produce a grammatically correct and relevant sentence earns a point. Remind students that the Referee decides whether the sentence is correct and relevant. If the first Dueller makes a mistake or uses the wrong conditional, the other Dueller can correct the sentence to earn the point instead. Have groups switch roles after five rounds so everyone takes a turn as the Referee. Ask students to keep track of their

individual scores. Monitor the groups as they play, ensuring that students understand and implement the rules and are using English throughout. After 15 rounds in total, declare the student with the highest score in each group as the winner. If there is time left, you can have group winners compete in a final championship round.

Teacher's Notes



Reading

- a** Put students into four groups. Ask them to look at the photos and title of the text, and discuss what the text can be about in groups. Give them enough time to complete the activity. Then encourage them to share their ideas on a voluntary basis.

Answer Key

Students' own answers

- b** Tell students to stay and work in groups. Give each group a paragraph (A, B, C, or D) and ask them to read their assigned paragraph silently to discuss and circle its main idea. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

Group A: ③ If people launch objects into space, they do not disappear by themselves.

Group B: ② Space missions leave rubbish behind such as rocket parts, satellites, and small particles.

Group C: ④ Pollution and crowding in space also affect our daily lives and research on the Earth.

Group D: ① If humans treat space carelessly, space missions and life in space will be impossible.

- c** Tell students to talk about their paragraphs' main idea in turns and ask them to listen to each group carefully. Then let them discuss the meanings of unfamiliar words in the text if they find any. Help and guide them to discover the meanings, and write them on the board if needed. Give them enough time to complete the activity.

Answer Key

Students' own answers

- d** Ask students to read the whole text carefully and find examples in the text to the given categories. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

Category	Examples
Space Junk	broken satellites, old spacecraft, rocket parts, small particles, other technological junk
Problems	space pollution, space junk, crashes, overcrowding in space
Consequences	satellite damage, communication and navigation problems, unsafe space travel, difficulties in future missions

- e Ask students to read the text carefully again and circle the correct options. Give them enough time to complete the activity. Then check the answers with the class.

Answer Key

- 1 (B)
- 2 (C)
- 3 (A)
- 4 (C)

- f Have students ask and answer the questions with their classmates. Encourage them to share their ideas. Ask further questions to let them express themselves freely.

Answer Key

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers

Teacher's Notes



Writing

- a Ask students to work in pairs, discuss the problems mentioned in the text, and think about the precautions people should take to prevent space pollution. Encourage them to brainstorm and take notes about them. This will help students organise their ideas before writing a paragraph.

Answer Key

Students' own answers

- b Ask students to write a paragraph about the precautions they discussed in *Exercise a* in their notebooks. Remind them to follow the checklist to help organise their paragraphs.

Answer Key

Students' own answers

- c Tell students to swap their papers with their peers' and check them using *Rubric 12*. Encourage them to give constructive feedback to each other.

Answer Key

Students' own answers

- d Have students revise their paragraphs to improve them according to their peers' feedback. Give them enough time to complete the activity.

- e Encourage students to share their paragraphs with the class on a voluntary basis and let them exchange ideas. Ask questions to let them give more details and examples about their ideas.



In-Theme
Activity 8



Roots and Routes

- a** Have students look at the photos and encourage them to discuss what the text is about with their classmates.

Answer Key

Students' own answers

- b** Ask students to skim the text and circle the best title. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Give them some time to finish the activity, then elicit the answer.

Answer Key

- 3** The Eye of Türkiye in Space

- c** Ask students to read the sentences carefully and tick the ones that can be inferred from the text. Remind them that they need clue words, phrases, or sentences in the text to support any idea that is not directly stated or to reach a logical conclusion. When they have finished, check the answers with the class and discuss any challenging points.

Answer Key

- 1 ☒ İMECE is a joint project by Turkish engineers from different institutions.
- 2 ☒ Engineers did not produce a space-compatible camera before the İMECE project.
- 4 ☒ İMECE orbits the Earth in a way that helps to take daylight images.
- 5 ☒ Türkiye can use the detailed images to help people after disasters.
- 6 ☒ New scientists and engineers will learn a lot from İMECE's data.

- d** Tell students to work in pairs and role-play an engineer working on the İMECE project and a reporter, asking questions as in the example. Give students 2–3 minutes to think about their questions and answers and take brief notes. Monitor the activity, walking around the classroom and listening to students' dialogues. Remind them to switch the roles. You can ask a few students to role-play in front of the class.

Answer Key

Students' own answers

- e** Let students discuss the question with their classmates. Encourage them to express themselves freely and ask them to give reasons. Ask them if they have heard about Türkiye's National Space Programme and how patriotism could be possible through space technologies. Guide them to see how İMECE promotes values like diligence and independence.

Answer Key

Students' own answers



Consolidation

- a** Tell students that they will do a sequencing activity while listening. Ask them to look at the photos and read their speech bubbles. Remind them to listen carefully for these sentences. Play the audio and have students number the photos in the correct order. Replay the audio if necessary. When they have finished the activity, check the answers with the class.

Answer Key

- 1 If a planet has liquid water, it has the potential for life.
- 2 If that robot lands safely on Mars, what will it do?
- 3 If you want to find living organisms, you must follow the water.
- 4 If we only do the easy thing, we will never find the most exciting answers!

Audio Script 8.4

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

Victor: Hello and welcome! Today, we're talking about the future of robotic exploration in space. Two guests are joining us live: Dr Ortega, an astrobiologist, and Dr Miller, a mission planner. Welcome to you both.

Dr Ortega: Hello, Victor.

Dr Miller: Thank you, Victor. It's great to be here.

Victor: Well, let's get straight to the point. We have limited resources for each new space mission, so where should we look for signs of life? Dr Ortega, you believe we must continue to focus on Mars, right?

Dr Ortega: Absolutely. We know Mars had liquid water and a thicker atmosphere billions of years ago. It was very similar to the Earth. We have a clear rule in astrobiology: if a planet has liquid water, it has the potential for life. We believe tiny life forms possibly originated on Mars, so we need to send a new robot that can dig deep beneath the surface.

Victor: So, if that robot lands safely on Mars, what will it do?

Dr Ortega: It will conduct experiments on the soil deep underground, away from the cold surface. If we find evidence of past life there, it will change everything we know about the solar system.

Victor: I see. But Dr Miller, you think we should look somewhere else, somewhere more mysterious, don't you?

Dr Miller: I do. Mars is fascinating, but I'm excited about the outer planets, like Jupiter. Specifically, one of its satellites, Europa. Europa is a celestial body with a thick layer of ice. And if a moon has an icy cover like that, it often hides a huge, liquid-water ocean under the surface.

Victor: A secret ocean!

Dr Miller: Exactly. Mars is dry today, but Europa has water right now. And if you want to find living organisms, you must follow the water. If we send a mission to Europa, our robot will be able to drill through that ice. Then it will collect data to find signs of life in that dark, unknown ocean.

Dr Ortega: But Dr Miller, developing such technology is very challenging, and Europa is far away. However, Mars is right next door.

Dr Miller: That's true. But if we only do the easy thing, we will never find the most exciting answers!

Victor: A very good point. Dr Ortega, Dr Miller, thank you both for joining us. That's all we have for today. We'll be back soon with more. Goodbye.

- b** Play the audio again and ask students to mark each statement as true, false, or not mentioned. When they have finished the activity, check the answers with the class. For stronger classes, you can have students correct the false statements according to the audio.

Answer Key

- 1 T
- 2 T
- 3 NM
- 4 T
- 5 F
- 6 F

- c** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the audio. Remind them that they can write the answers in their notebooks before starting to ask and answer the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.

Answer Key

- 1 The future of robotic exploration.
- 2 They have limited resources.
- 3 On the soil deep underground, away from the cold surface.
- 4 There is water in Europa now.
- 5 He thinks developing such technology is very challenging and Europa is far away.

- d Put students into pairs and ask them to write a dialogue about planning a robotic space mission by considering the given prompts in their notebooks. Give students enough time to complete their dialogues and have them practise reading their dialogues aloud. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help and feedback when needed. Then have pairs act out their dialogues in front of the class.

Answer Key

Students' own answers

their own learning in this theme. Have them read the section first and think about their answers before writing. Emphasise that this is a personal reflection, so there are no right or wrong answers. Encourage them to write detailed responses rather than short ones. When students have finished the activity, you can ask some volunteers to share their reflections with the class.



End-of-Theme
Activity 8



E-Portfolio

- a Before the activity, make sure that students understand the requirements of the task. Have them brainstorm future possibilities regarding robots, aliens, space colonies, space travel, etc. Ask students to follow the steps in the checklist while preparing their posters. Tell them that they can use Web 2.0 tools to prepare their posters if they want. Give each student enough time for her/his presentation. Once the presentations are over, have students compare the proposed possibilities about the future to identify commonalities. Then have them upload their posters to the portfolio section on <https://www.eba.gov.tr/> for teacher assessment.
- b Have students use *Rating Scale 11* to assess their classmates' posters.



Self-Reflection

Before starting the activity, make sure that students understand what self-reflection is and why it is important. Explain that it is the process of thinking about someone's own learning progress and recognising their strengths and areas for improvement. Also highlight that self-reflection will help them become independent learners who take responsibility for their own learning, making them more confident in their lifelong learning process. Tell students that they will evaluate

Teacher's Notes

a

WB Audio Script 1.1

Think about and write activities and places at school for each sound below. Then listen and check.

Hi, I'm Mustafa, and I'm a 10th-grade student in Kırıkkale. Our school is interesting because it's both a boarding school and a day school. I live in the school dormitory during the week. Our dormitory is on the top floor of the main building. However, many of my friends are day students. They come to school every morning from their homes. We usually have breakfast in the canteen on the ground floor with our friends. It's nice and fun to have breakfast together because they're like my second family. After breakfast, we usually go to the school courtyard. We meet our friends there and talk for a short time before the lessons start.

It's half past eight now. *(school bell ringing)* The school bell is ringing. Our friends are walking through the gate right now. They are chatting in the corridors and greeting each other. I'm heading to my first class, too. *(pages turning)* We're opening our books, and the lesson is beginning. In some lessons, we go to the library. We read our books there. Our library is very big and comfortable. It's on the first floor, next to the science lab.

My favourite places at school are the sports hall and the basketball court. We usually go there during break times or after lessons. The sports hall is behind the main school building. The basketball court is next to the sports hall, in the courtyard. Today is a very important day because there is a school tournament. Two school teams are getting ready. Students are coming to the court to watch the match. *(a loud whistle blowing)* Listen! The physical education teacher is blowing the whistle, and the match is starting. We are sitting and standing around the court, and everyone is cheering loudly. *(students cheering loudly, hurrah!)*

Suggested Answer

Sounds	Places	Activities
the school bell	school corridor/ school courtyard/school entrance	starting a lesson/ending a lesson
cheering	sports hall/ school courtyard/school hall	a football/ basketball/ volleyball/ tennis match/a school competition
page turns	classroom/ library/staffroom	reading/ studying
a whistle blowing	sports hall/ school courtyard	PE lesson/ sports practice

b

- 1 c
- 2 d
- 3 b
- 4 e
- 6 a

Extra: 5 courtyard

c

- 2 ☒ Friends are walking through the gate.
- 3 ☒ Students are chatting in the corridors.
- 5 ☒ Two school teams are getting ready for the match.
- 6 ☒ The teacher is blowing the whistle.

d

- 1 He stays in the school dormitory.
- 2 They meet their friends and talk for a short time.
- 3 It rings at half past eight.
- 4 His favourite places are the sports hall and the basketball court.
- 5 Because there is a school tournament.

e

WB Audio Script 1.2

Listen to the dialogue and put an upward arrow (↗) for rising intonation and a downward arrow (↘) for falling intonation.

Aden: Hi! You are Demir, aren't you? (↘)

Demir: Yes, I am. Are we both in the volunteering club? (↗)

Aden: Yes, but I am not sure about the meeting point. It is at the library, isn't it? (↗)

Demir: Oh, no, Aden. Ms Özcan is holding the meeting in the staffroom. (↘)

Aden: Thanks. When is the meeting? (↘)

Demir: It's during lunchtime tomorrow. Are you coming? (↗)

Aden: Of course, I am. (↘)

f

- 1 are worrying
- 2 am sitting
- 3 (am) trying
- 4 are going
- 5 is beating
- 6 is coming
- 7 go
- 8 calls
- 9 feel
- 10 says
- 11 is studying
- 12 is not answering

g

- 1 d
- 2 a
- 3 e
- 4 c
- 5 b

Extra: f

h

- 1 doesn't it
- 2 don't you
- 3 aren't they
- 4 is he
- 5 can't we

i

- 1 a
- 2 b
- 3 c
- 4 a
- 5 a
- 6 b
- 7 c
- 8 a
- 9 b

j

- 1 E
- 2 A
- 3 C
- 5 D
- 6 B

Extra: 4 Learning Beyond Our World

k

- 1 C
- 2 E
- 3 B
- 4 D
- 5 A

l

- 1 T
- 2 F
- 3 T
- 4 T
- 5 F

m

- 1 Pre-school
- 2 Extracurricular activities
- 3 Secondary education
- 4 Boarding schools
- 5 Educational system

Extra: Private Schools

n

- | | | | |
|---|------------|----|----------------|
| 1 | staffroom | 8 | art club |
| 2 | dormitory | 9 | coding club |
| 3 | courtyard | 10 | locker room |
| 4 | anxiety | 11 | food tech room |
| 5 | chess | 12 | qualification |
| 6 | badminton | 13 | prayer room |
| 7 | volleyball | 14 | classwork |

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

o

- 1 a Rise and shine for school, dear!
- 2 e Don't miss the school bus!
- 3 b Don't skive off too often!
- 4 c Don't be in a rush!
- 5 f Let's catch up during lunch time!

Extra: d Pass with flying colours.

p

Students' own answers

a

- 1 ☒ videos
- 2 ☒ games
- 4 ☒ mind maps
- 5 ☒ analysing
- 7 ☒ summarising

WB Audio Script 2.1

Listen to the audio and tick the words or phrases you hear.

Bella: Good evening, everyone, and welcome to *Education Today*. Tonight, we will discuss the Internet and artificial intelligence in education. Our guest is Luke, an English teacher. He uses these tools in his classroom. Welcome, Luke.

Luke: Thank you, Bella. It is great to be here.

Bella: Luke, many teachers talk about the Internet in education, but how do you use it in your classroom?

Luke: The internet supports learning in many ways. In my classes, students log in to their personal accounts on the platform, and they access exercises, videos, quizzes, games, and files. The connection is very important. Without a good connection, students cannot upload their homework or download materials.

Bella: That sounds useful. How do students use their PC during lessons?

Luke: They switch on the PC, click on the platform, and open the homepage. As they enter the platform, they see questions from our previous lesson. This helps them repeat and practise. Then they type their answers with the keyboard.

Bella: You also plan future activities with the platform, don't you?

Luke: Yes. Next week, I am going to introduce a new vocabulary game on the platform. The students will practise their grammar with short quizzes after each lesson. We are going to create digital mind maps together to prepare for the exam.

Bella: So the internet makes learning more interactive, doesn't it?

Luke: Exactly. Some students are analysing texts online, and some are summarising ideas. AI also supports them. For example, a student tries to define a word, and AI shows examples. Another student repeats vocabulary, and AI checks pronunciation.

Bella: That is very interesting. Students enjoy this way of learning, don't they?

Luke: Yes, they do. They log in, click, upload, delete, and conclude tasks. The Internet helps them to connect with information, and AI helps them to improve their skills.

Bella: Thanks, Luke. This is a great look at how the internet and AI support education.

Luke: Thank you, Bella.

b

- 1 A
- 2 B
- 3 D
- 4 B

c

- 1 Luke is the teacher.
- 2 Students can access exercises, videos, quizzes, games, and files.
- 3 They type their answers with the keyboard.
- 4 He is going to introduce a new vocabulary game next week.
- 5 It shows examples.

d

WB Audio Script 2.2

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

- 1 In the classroom, students can actively discuss their books and share their ideas.
- 2 Children enjoy going to the cinema in city schools.
- 3 Every classmate writes their name on the paper before the exercise.
- 4 Learners take a short pause while the author shows how to climb the ladder of technology.

e

- 1 Brad grabs a black bag; a plump cat dances around the desk.
- 2 Clare cares for a large chair; Bob dares to climb the stairs.
- 3 Ben balances on a big bank; Anna's thumb taps on the map.

f

1

- 1 must
- 2 must
- 3 have to
- 4 should/ought to
- 5 can
- 6 might
- 7 might
- 8 should/ought to

2

- 1 must
- 2 should/ought to
- 3 have to
- 4 should/ought to
- 5 must
- 6 Can
- 7 Can
- 8 might

g

- 1 You should ask yourself about your homework.
- 2 The tablet on the desk is mine, but the phone is yours.
- 3 The teacher's instructions are clear about the task.
- 4 The group teaches themselves how to use the tool.
- 5 The notebook is hers, but the pen is mine.

h

- 1 is going to have
- 2 will order
- 3 is going to get married
- 4 is going to rain
- 5 am going to buy
- 6 will answer
- 7 will take my coat
- 8 am going to see

i

- 3 Different ways of learning and studying

j

- 1 self-assessment
- 2 mind mapping
- 3 note-taking

k

- 1 T
- 2 F
- 3 T
- 4 T
- 5 NM



- 1 c Let's keep moving in class all morning!
- 2 d It's time to crack open a book!
- 3 a Don't sleep in!
- 4 b The first lesson is early!

Extra: e Let's keep our heads down to finish our homework!



Students' own answers

a

2 Digital detox and outdoor activities

WB Audio Script 3.1

Listen to the audio and circle what it is about.

Peter: You look a bit worried, Pam. Is everything okay?

Pam: Hi, Peter. I'm okay, but I have a terrible headache from looking at screens. I'm on my phone and computer all the time. My eyes feel sore. It's exhausting. I think I really need a digital detox.

Peter: That's a good idea! You should definitely plan one. What are you going to do?

Pam: Well, I'm joining my new cycling group on Saturday at 9 a.m. in the city park. I'm wearing comfortable cotton clothes for cycling. It's a weekly activity, and after that, I am going to meet my friends. No phones, just nature and friends.

Peter: Perfect! If you like, you could also join our jogging group next Friday.

Pam: Oh, I'd love that! It can help me feel energetic.

Peter: Sure. Jogging also helps me feel calm. After jogging, I sometimes feel dizzy, but then I feel very relaxed.

Pam: That's nice. You and my brother are alike. You are both very calm.

Peter: Thanks! Small things help. So, your detox starts on Saturday?

Pam: Yes, I'm leaving my phone and computer at home! Self-care is important for happiness. Do you have any plans?

Peter: Yes! I'm going to the coast on Sunday. My bus leaves at 10 a.m. I'm visiting my cousin. We're going to walk along the sea. Sea air is better than city air for breathing.

Pam: That sounds lovely! Well, I should go.

Peter: Good luck with your detox on Saturday! Tell me how it goes. Enjoy your weekend!

Pam: Thanks! Enjoy your trip to the coast

b

- 2 Two people discuss health, activities, and feeling better.

c

- 1 Pam - she looks at screens all the time.
- 2 Peter - jogging
- 3 Pam - Saturday at 9 a.m.
- 4 Pam - a digital detox / self-care
- 5 Peter - sunday

d

- 1 Because she wants to have a digital detox and reduce screen time to feel better.
- 2 Jogging helps him feel calm and relaxed.
- 3 She meets in the city park.
- 4 Being in nature, fresh air, and doing activities without phones help people relax and feel better.

e

WB Audio Script 3.2

Read the text aloud. Focus on the pronunciation of the letters in bold. Then listen to the audio and compare your pronunciation with what you hear

People often try to live a healthier life. They believe that green places help them feel calm and happy. Taking care of health is important for everyone. For example, people feel good in the fresh air on a fresh morning. Some of them like walking or jogging. However, it is a matter of habit. People feel good every day when they are active and happy. What do you do to feel healthy?

f

bed	fresh, healthy, example
me	people, feel, green
fed	feel, fresh
leg	green
hen	healthy, happy, habit, health
gem	jogging
around	often, example, however

g

- 1 opens
- 2 starts
- 3 are having
- 4 arrive
- 5 am meeting
- 6 am helping
- 7 are having
- 8 finish
- 9 leaves
- 10 am finishing
- 11 is travelling

h

Problems

- 1 a
- 2 b
- 3 d
- 4 c
- 5 e

Advice

- a should
- b shouldn't
- c should
- d shouldn't
- e shouldn't

i

- 1 boring
- 2 amazed
- 3 exhausting
- 4 stressed
- 5 relaxed
- 6 exciting

j

- 1 as...as
- 2 like
- 3 alike
- 4 the same...as
- 5 alike

k

- ② Healthy Living for a Better Life

l

- 1 ☒ Fashion and clothing styles
- 2 ☒ Medical history and treatments

m

- 1 self-care
- 2 well-being
- 3 dizzy
- 4 painful
- 5 ambitious

Extra: sustainability

n

- 1 Because it helps prevent illnesses and allows people to respond to warning signs early.
- 2 Feeling dizzy and having trouble breathing.
- 3 Because people want more happiness and balance for both their body and mind.
- 4 Getting enough sleep, drinking plenty of water, and eating regular meals.
- 5 They will help people live better, happier, and more fulfilling lives.

o

- 1 a l l e r g i c r e a c t i o n
- 2 d i a b e t e s
- 3 a c n e
- 4 m a l a r i a
- 5 c h i c k e n p o x
- 6 m e a s l e s
- 7 a l l e r g y
- 8 s o r e t h r o a t

p

- 1 At last, you're here in the flesh
- 2 bad books
- 3 fit as a fiddle
- 4 Let's break a leg

Extra: e feeling in the pink

q

- 1 c be in someone's bad books
- 2 a feeling in the pink
- 3 d Let's break a leg
- 4 b At last, you're here in the flesh

Extra: 5 fit as a fiddle

r

Students' own answers

a

- 2 Going rafting in the mountains
5 Cooking traditional family recipes

WB Audio Script 4.1

Listen to the audio again and write at least two words or phrases for each category below.

- Lucy:** Granddad, look at this old photo album. Who's that in front of the farmhouse?
- Grandfather:** That's your great-grandmother. She used to wake up very early and do the laundry by hand. We lived in a single-parent family. Life was harder then.
- Lucy:** It was. My aunt told me she used to set the table every evening. You didn't have a dishwasher, did you?
- Grandfather:** No, we didn't. Later, our family moved into a detached house near the town. We had a dishwasher then, and I used to empty it after dinner.
- Lucy:** That sounds nice. And here's a photo of you. You were young here.
- Grandfather:** Yes, I was twelve. Do you see that medal?
- Lucy:** Oh yes! You won it in a badminton competition, didn't you?
- Grandfather:** I did. I used to play badminton every weekend with my brother. I also went cycling and jogging, but badminton was my favourite.
- Lucy:** That's amazing. Did you ride a horse, too?

Grandfather: Yes, sometimes. But I never did archery. Your mum could do it.

Lucy: And look at this photo of me watching TV! I used to be crazy about films.

Grandfather: You were a film buff!

Lucy: I used to watch thrillers and horror films almost every Saturday. I didn't miss any new releases at the cinema, did I?

Grandfather: No, you didn't. I remember you even watched documentaries late at night.

Lucy: True. My brother preferred sitcoms. He laughed a lot, didn't he?

Grandfather: He did. Families used to spend evenings together watching films. Now everyone watches on their own phone or laptop.

Lucy: Life is not the same now, but these photos remind us of old routines and hobbies.

b

Types of Family	a single-parent family, nuclear family
Types of House	farmhouse, detached house
Hobbies and Interests	badminton, cycling, jogging, ride a horse, archery
Film Genres	thrillers, horror films, documentaries, sitcoms

c

- 1 B
2 D
3 C
4 A
5 D

d

WB Audio Script 4.2

Listen to the tongue twisters. Pay attention to the words with letters in bold.

- 1 Jolly joggers and kind kids love family film nights.
- 2 Granddad's badminton racket jumps and jingles while Lucy laughs.
- 3 Keen cousins join clubs, play cycles, and enjoy thrillers together.
- 4 In nuclear families, joyful children keep traditions alive.

e

Students' own answers

f

- 1 there was
- 2 were
- 3 were
- 4 There was
- 5 There was
- 6 there were
- 7 was
- 8 was

g

- 1 b
- 2 a
- 3 c
- 4 b
- 5 c
- 6 b
- 7 c
- 8 a
- 9 a
- 10 c

h

- 1 could play
- 2 ✓
- 3 use to
- 4 saw
- 5 ✓
- 6 had
- 7 ✓
- 8 swim
- 9 ate
- 10 run

i

- ③ Family Life

j

- 1 ☒ Family members
- 2 ☒ Daily routines and household chores
- 3 ☒ Different types of houses
- 5 ☒ Hobbies and free-time activities

k

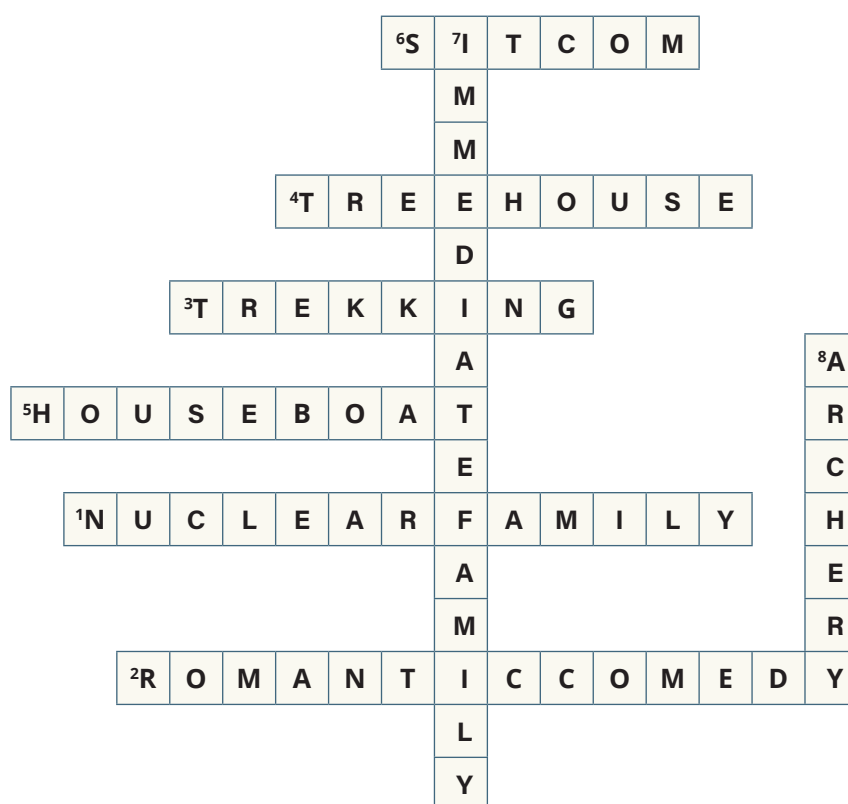
- 1 sibling
 - 2 detached house
 - 3 household chores
 - 4 farmhouse
 - 5 commute
- Extra:** distant relatives

l

- 1 She lives with her parents and her older brother.
- 2 They lived in a detached house in the countryside.
- 3 Her father enjoys surfing, and her mother practises archery.
- 4 Her favourite hobby is horse riding.

Family Members	Past	Now
Sue	badminton	horse riding
Father	jogging	surfing
Mother	gardening	archery
Brother	badminton	horror films / thrillers

n



O

- 1 e The exam was just a doodle!
- 2 f You always pull my leg!
- 3 a Cheers for helping me!
- 4 c She's under the weather because of her problems!
- 5 b Keep your chin up!

Extra: d A friend in need is a friend indeed!

p

Students' own answers

a

Suggested Answer

It is about places, activities, and help services in a neighbourhood.

b

- ① Cost of living in the neighbourhood
- ④ Rules for residents in shared spaces

WB Audio Script 5.1

Listen to the audio and circle the topics that are not mentioned.

Interviewer: Today, we're talking about life in a modern residential complex. With me is Mr Davis, the manager of this project. Welcome, Mr Davis. You call your project a small-scale neighbourhood. Is it really a neighbourhood?

Mr Davis: Thank you. I am very happy to be here. Well, we call it a neighbourhood because it brings homes, services, and social spaces together in one area, and residents can meet most of their needs without leaving the area.

Interviewer: So, let's first talk about the facilities. Your project includes facilities for both seniors and young people. What activities can people do in the neighbourhood?

Mr Davis: Well, we offer various options. First of all, the modern cinema brings neighbours together. It shows films for different interests, from classics to new releases. There is also a small shop and a café inside. People usually stop by the shop to buy snacks and drinks before the film starts, or they sit at the café to socialise with friends.

Interviewer: That sounds good.

Mr Davis: In addition to a large supermarket, there's also an open market area with organic fruits and vegetables. We offer three cafés and two restaurants for different tastes. There are shared spaces with internet connections too. Residents may surf the net or chill out there at any time.

Interviewer: Are there any sports and fitness facilities?

Mr Davis: Yes, there's a gym with modern equipment. All residents can attend fitness classes or do Pilates. The sports club also organises various kinds of tournaments for all ages, so neighbours can join them and stay active and connected.

Interviewer: Wow, that's great! And what important services are available to help residents with their daily needs?

Mr Davis: They can find everything they need at the main square. They may ask for health advice or attend check-ups at the hospital, or they can buy medicine, vitamins, and health products from the pharmacy opposite the hospital. Additionally, the neighbourhood includes a veterinary clinic for pets, as well as a kindergarten and a library, so families and students can meet their daily needs easily.

Interviewer: Perfect! Finally, what do residents like most about this place?

Mr Davis: It's a comfortable place for people of all ages because the neighbourhood supports social life and healthy living. We also place importance on eco-friendly transport options such as e-scooters and bikes. There are pick-up points all around the neighbourhood.

Interviewer: The neighbourhood sounds like a great place to live in. Thank you, Mr Davis, for joining us.

Mr Davis: Thank you for having me. It was a pleasure.

c

Social Spaces: cinema, cafés, restaurants, gym, sports club

Services: hospital, pharmacy, veterinary clinic, kindergarten, library

Activities: buy snacks and drinks, socialise with friends, watch films, attend fitness classes, do Pilates, join tournaments, surf the net, chill out

d

- 1 A
- 2 C
- 3 A
- 4 B
- 5 D

e

WB Audio Script 5.2

Listen to the tongue twisters. Pay attention to the words with the letters in bold.

- 1 Penny and Paul picked up a ball to play ping-pong in the park.
- 2 Bob often stops at the local coffee shop close to the old road.
- 3 New members mention meeting monthly on Monday mornings.

f

Students' own answers

g

- | | |
|------------------|-----------------|
| 1 decided | 11 looked |
| 2 decorated | 12 filled |
| 3 were cooking | 13 began |
| 4 were carrying | 14 shared |
| 5 were playing | 15 talked |
| 6 were chatting | 16 thanked |
| 7 were waiting | 17 cleaned |
| 8 was setting up | 18 brought |
| 9 got | 19 strengthened |
| 10 turned on | |

h

Jill: Hi, Sarah.

Sarah: Hi, Jill. You look tired. What's wrong with you?

Jill: Well, I **had** a chaotic morning. It was quite bad!

Sarah: Oh, what happened?

Jill: While I **was walking** my dog, Lucky, it **started** to rain heavily. Then I **stopped** at a café to have a hot drink and get warm. I **was waiting** for my tea when he saw a cat and started to chase it. I tried to catch him when he **ran** into a rubbish bin. People were shouting at him, and I was apologising to everyone continuously. I was embarrassed and left quickly.

Sarah: That sounds terrible! You didn't hurt yourself, **did you**?

Jill: No, but he didn't stop. He jumped over the fence and ran into the playground.

Sarah: Oh no! The children were playing in the park, **weren't they**?

Jill: Luckily, no! There were no children because of the rain. While I was trying to grab him, I **slipped** and fell into a puddle. I got completely wet.

Sarah: Wow! Lucky gave you a morning to remember. What happened next?

Jill: He was digging in the flowerbeds when I finally caught him.

Sarah: Haha! It was a hard day, **wasn't it**?

Jill: Yes, it really was!



- 1 While I was reading a book, a bird landed on the window. / I was reading a book when a bird landed on the window.
- 2 Harry was watching a film when someone knocked on the door. / While Harry was watching a film, someone knocked on the door.
- 3 When Tim arrived home, his wife was sleeping on the sofa. / Tim arrived home while his wife was sleeping on the sofa.
- 4 I was watering the plants while my neighbour was painting the fence. / While I was watering the plants, my neighbour was painting the fence.
- 5 They forgot to take the keys when they left the house.



4 How to Travel Wisely in Big Cities

City	Mode of Transport	Pros	Cons
Istanbul	ferry	comfortable journey, impressive views of the Bosphorus, reduce the need to use crowded city roads	prone to delays and cancellations
Amsterdam	bicycle	eco-friendly, time-saving, affordable, fun, avoids traffic	inexperienced cyclists feel unsafe, long rides can be uncomfortable
New York City	car the underground	X efficient, convenient, connects major parts of the city	time-consuming, stressful some people find it unsafe, some lines experience delays

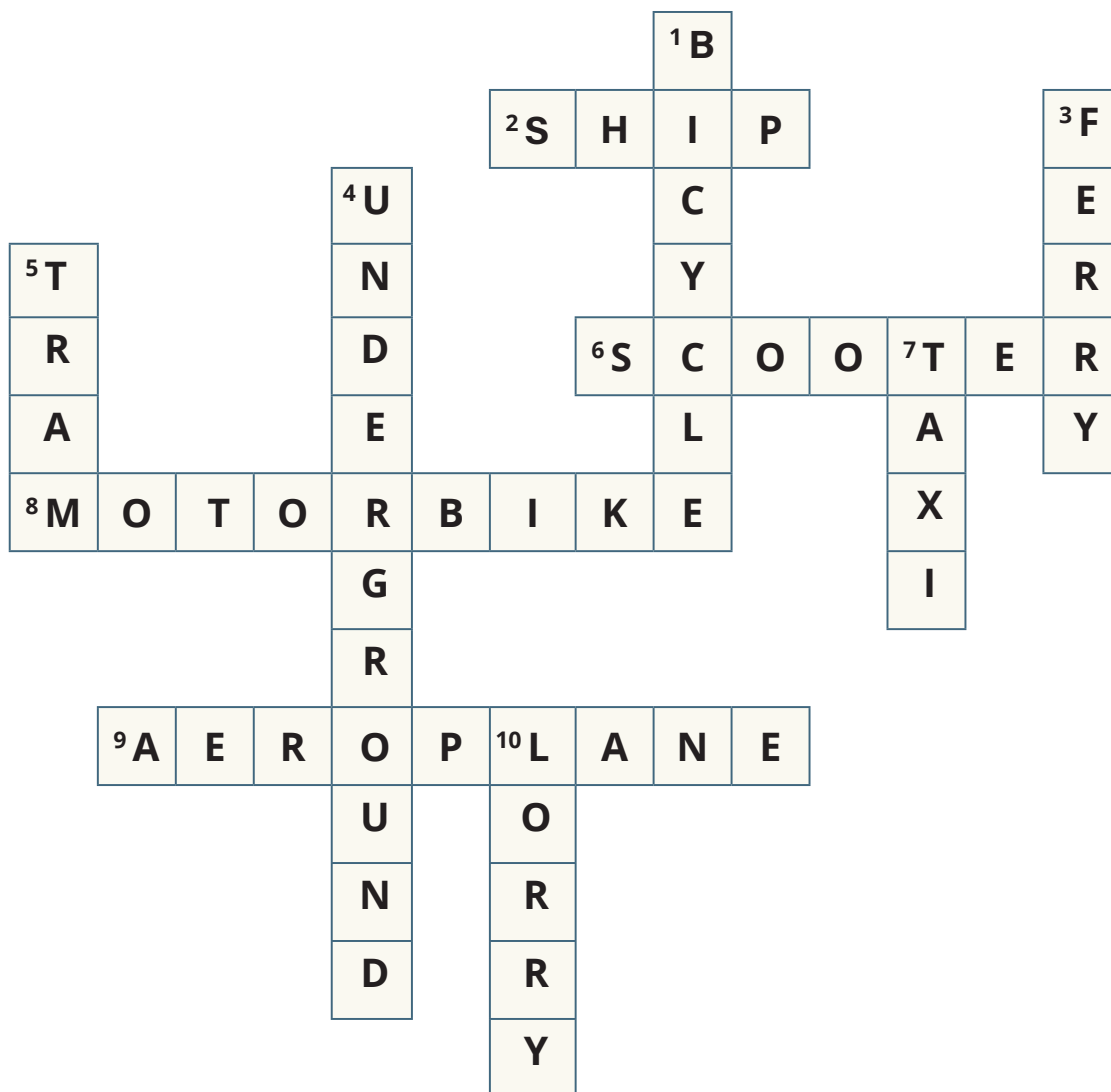


- 1 Because each city has different conditions and transport options.
- 2 Because weather conditions can affect ferry services.
- 3 The city has up to 400 kilometres of bike lanes that lead to almost every part of the city.
- 4 They feel unsafe very late at night or early in the morning.



- 1 time-consuming
 - 2 prone
 - 3 affordable
 - 4 eco-friendly
 - 5 time-saving
 - 6 efficient
 - 7 uncomfortable
- Extra:** convenient

n



o

- 1 e This city is full of cool sights!
 - 2 c I need to pop to the bakery!
 - 3 f Let's catch the funicular!
 - 4 b It's a must-see in Paris,
 - 5 a What a traffic jam!
- Extra: d** We should buy gifts for friends.

p

Students' own answers

q

Students' own answers

a

Suggested Answers

- 1 Rice is a Japanese or Chinese food. People from Asian countries usually eat rice dishes. There have been many cooking styles around the world. The ingredients in the photo are chicken, sweetcorn, pepper, tomato, and spice.
- 2 Tacos are Mexican food. The ingredients in the photo are meat, onion, parsley, tomato, and lime.
- 3 The green bean dish with olive oil is a Turkish dish. The ingredients in the photo are green beans, tomatoes, onions, olive oil, and parsley.
- 4 Curry is an Indian dish. People have cooked different types of this food. The ingredients in the photo are chicken, parsley, ginger, tomato, curry, and hot pepper.

b

- 1 Food cultures
- 4 Serving ways

WB Audio Script 6.1

Listen to the audio and tick the words or phrases you hear.

Hazel: Hello, friends! What do you think about food and culture?

Ruby: Hazel, I think they are closely related to each other. In particular, traditional dishes reflect our history, traditions, and values.

Jason: I agree with Ruby. The ingredients and cooking styles of food change from country to country.

Hazel: Yes, Jason. For example, the dishes with olive oil, vegetables, and seafood are more common in Mediterranean culture, aren't they?

Ruby: Yes. And can we say Mediterranean countries give importance to healthy eating?

Jason: Absolutely! Of course, the climate and geographical conditions have also influenced the types of food, haven't they?

Hazel: Good point! For example, rice is a staple food in East Asian cultures. Warm temperatures and heavy rainfall are ideal for growing rice there.

Ruby: I think rice also must be a symbol of their traditions, mustn't it? They always serve it at festivals, ceremonies, and in daily life.

Jason: Well! Rice also highlights the importance of their community.

Hazel: I'd like to add one more point here. Religion and traditions also shape food choices in some cultures, like Indian culture.

Ruby: I heard that many Hindus choose a vegetarian diet because of their belief. You know some animals are valuable in their religion, so they avoid eating meat.

Jason: I think Muslims there also don't eat every type of meat. It should be halal first.

Hazel: Not only Muslims there; in general, Muslims follow the halal food rules.

Ruby: Oh! We shouldn't forget Mexican culture. Their food has strong flavours and simple ingredients.

Jason: Mexican food also carries deep cultural meaning. It has effects on tradition, social life, and identity in a very powerful way.

Hazel: To me, Mexican cuisine reflects creativity. With the same simple ingredients, people create many different meals and cooking ways.

c

Cultures	Effects on Food	Food Types
Mediterranean culture	healthy eating habits, climate, geographical conditions	dishes with olive oil, vegetables, seafood
East Asian culture	climate, geographical conditions	rice
Indian culture	religion, traditions	vegetarian diet, halal food
Mexican culture	tradition, social life, identity	strong flavours, simple ingredients

d

- Many different factors affect their food.
- Warm temperatures and heavy rain are ideal for it.
- They avoid eating meat.
- It has many different meals and cooking ways with simple ingredients.
- Students' own answers

e

quiet	quantity, require
garden	park, hard
school	lesson, simple
reason	busy, design
city	table, time

WB Audio Script 6.2

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

quiet: quantity, require

garden: park, hard

school: lesson, simple

reason: busy, design

city: table, time

f

WB Audio Script 6.3

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

- Quick queens quietly quit asking quick questions.
- Seven slippery snails slowly slide down sidewalks.
- Two tiny tigers take two taxis to town.

g

- has lived
- has changed
- have spent
- have had
- have grown
- has prepared
- have enjoyed
- has not missed
- has not felt
- Have/adapted
- has brought

h

Suggested Answers

- I need to check the ingredients on the package.
- The customers needn't bring their own shopping bags.
- You needn't add more salt to the soup.
- She needs to follow the recipe carefully.
- Melisa needn't have a snack now.

i

Suggested Answers

- She is able to drive a car now.
- He was able to cook simple meals when he was young.
- They have been able to do online shopping recently.
- She will be able to ride a bicycle well in the future.

j

4 Cultural breakfast habits

k

Traditional Foods	Local Foods	Values
cheese, olives, eggs, honey, jam, bread, tea	<i>otlu peynir</i> , <i>tandır</i> bread, samovar tea	togetherness, hospitality, family unity

l

- 1 They want to share their culture, traditions, and customs.
- 2 It is famous for its variety, freshness, and rich culinary heritage.
- 3 The ingredients can change because of the cultural traditions and local products.
- 4 It reflects the region's natural resources and farming traditions.
- 5 It emphasises togetherness, hospitality, and family unity.

m

- 1 receipt
- 2 shelf
- 3 snack
- 4 trolley
- 5 cashier
- 6 shop
- 7 discount

Extra: starter

n

LRFNEUTEEG

G L U T E N - F R E E

EARFYIERD

D A I R Y - F R E E

ESFUERAGR

S U G A R - F R E E

ALLHA

H A L A L

LDIIESOCU

D E L I C I O U S

DMOEHAEM

H O M E - M A D E

EGRVANTIEA

V E G E T A R I A N

NGVEA

V E G A N

RILDLEG

G R I L L E D

IDRFE

F R I E D

MESSAGE:

F O O D B R I N G S P E O P L E

T O G E T H E R .

o

- 1 d Do you want to grab a bite?
 - 2 f Let's eat out tonight!
 - 3 c I'm not into spicy food!
 - 4 a I'll pick up a salad!
 - 5 b Could you lend a hand for this?
- Extra:** e It's a piece of cake!

p

Students' own answers

a

- 1 global warming
- 2 Deforestation
- 3 poverty
- 4 environmentally conscious
- 5 raise awareness

WB Audio Script 7.1

Listen to the audio and complete the text below.

Host: Good evening, friends of the Earth. You're listening to the Greenie Duckling Podcast. Today, we're going to talk about the effects of the loss of biodiversity, and our guest is Hüseyin Kartal, who is a beekeeper. Welcome, Hüseyin.

Hüseyin: Hi, thank you for inviting me. It's great to be here.

Host: It's great to have you here, too. Hüseyin, we all know that global warming is a serious problem, but how does it affect bees?

Hüseyin: Well, global warming raises temperatures worldwide and changes the climate. As a result, bees which need stable weather conditions to live cannot survive easily.

Host: Oh, that's worrying to hear.

Hüseyin: Plus, deforestation and industrialisation harm their natural living areas and cause a loss of biodiversity. Bees which lose food and shelter cannot pollinate effectively and produce honey. For this reason, their numbers decrease.

Host: I see. How does this problem affect humans?

Hüseyin: Human actions against nature come back to humans quickly. When pollination decreases, it directly reduces the quantity of crops. People may struggle to meet their basic food needs in the near future. Sooner or later, this may lead to poverty.

Host: That's alarming, and it shows there is in fact a close connection between bees and humans. What would you like to say to our listeners before we finish?

Hüseyin: I want them to be environmentally conscious. Nature is a balance that needs responsible human behaviour, so protecting it means protecting our future. I simply want to say: no bees, no crops, no food.

Host: "No bees, no crops, no food!" I'll repeat that slogan from time to time in my podcasts. Thank you, Hüseyin, for sharing your valuable information and opinions.

Hüseyin: The pleasure was mine. Thanks for the chance to raise awareness.

Host: And thank you, friends of the Earth, for joining us today. Stay green!

b

- 1 T
- 2 F
- 3 NM
- 4 F
- 5 T

c

- 1 B
- 2 D
- 3 C

d

WB Audio Script 7.2

Listen to the tongue twisters, paying attention to the words with the letters in bold. Then try to say them as fast as you can.

- 1 The world suffers when humans overuse water.
- 2 Young bees visit warm wild woods in summer.
- 3 Farmers very often waste valuable flowers.
- 4 Bees survive where wise humans live.

e

Students' own answers

f

- 1 b
- 2 d
- 3 a

Extra: c

g

- 1 We face... Reason
We use ... Result
We face a serious energy crisis, so we use renewable resources.
- 2 They have... Result
Their car ... Reason
Their car uses a lot of fuel, so they have a big carbon footprint.
- 3 The vegetables ... Result
The soi ... Reason
The soil on the farm is healthy, so the vegetables grow very well.
- 4 We need ... Reason
We must ... Result
We need to save groundwater, so we must have shorter showers.

- 5 There are... Result
The region... Reason
The region has lost its forests, so there are more landslides.

- 6 We reuse... Result
We want... Reason
We want to limit waste, so we reuse glass jars and paper.

- 7 Global warming... Reason
Ice at... Result
Global warming is getting worse, so ice at the poles is disappearing.

- 8 People cut... Reason
Animals lose... Result
People cut down too many trees, so animals lose their habitats.

h

- 1 who/that
- 2 which/that
- 3 who/that
- 4 who/that
- 5 who/that
- 6 which/that
- 7 who/that
- 8 which/that
- 9 which/that
- 10 which/that
- 11 who/that
- 12 who/that

i

- 3 Switching to renewable energy sources is essential for a cleaner, healthier planet.

j

- 1 wind energy
- 2 geothermal energy
- 3 solar energy

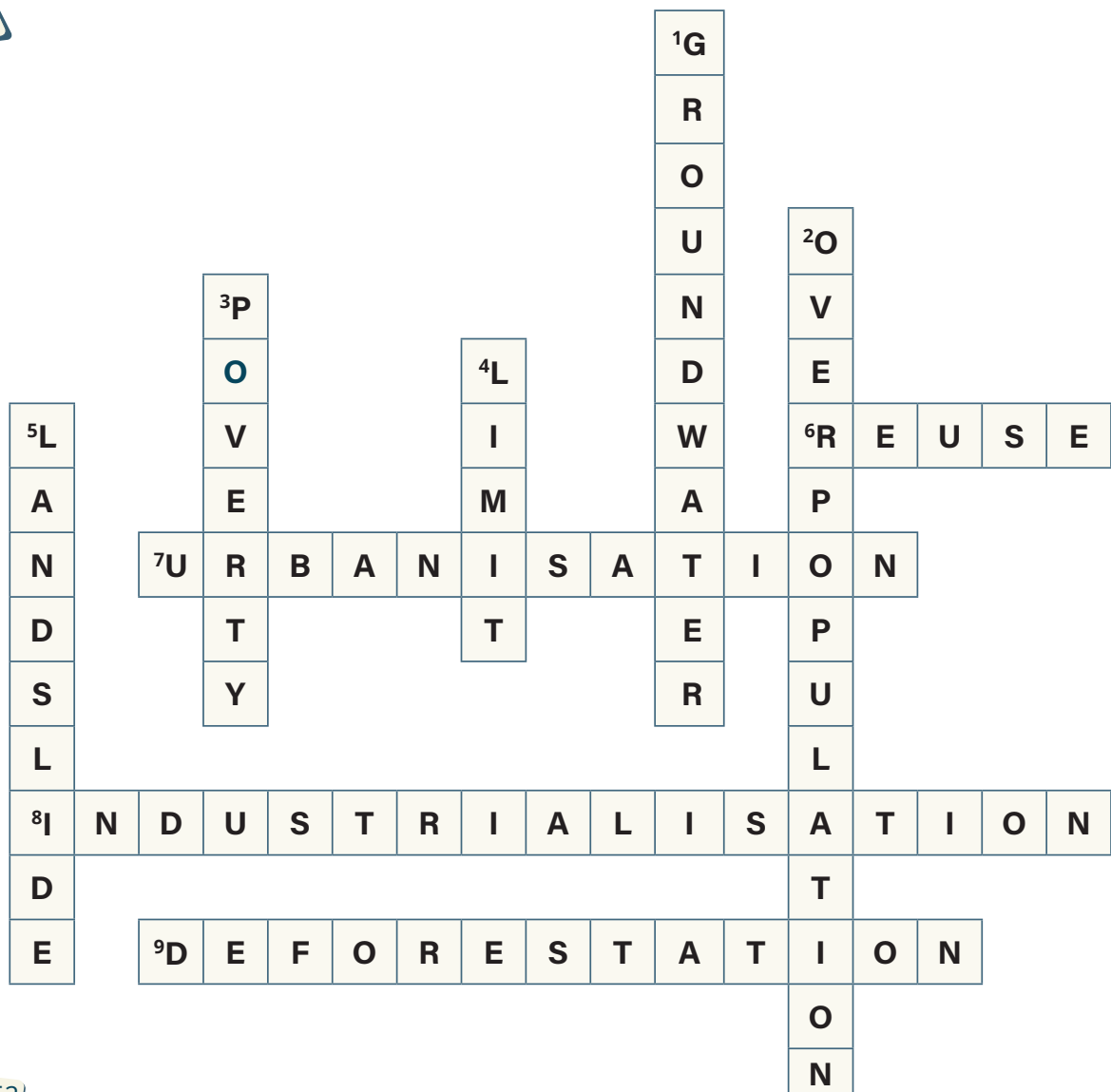
k

- 1 T
- 2 T
- 3 NM
- 4 F
- 5 F

l

- 1 greenhouse gases
 - 2 global warming
 - 3 climate change
 - 4 raise awareness
 - 5 carbon footprint
- Extra:** take precautions

m



n

- 1 c Our planet works like a well-oiled machine.
- 2 e We're at the tipping point with the loss of our ecosystem.
- 3 a Let's be green thumbs and plant trees!
- 4 b Let's save our planet!

Extra: d People need to take care of Mother Nature's bounty.

o

Students' own answers

a

1 b

2 d

3 a

Extra: c

WB Audio Script 8.1

Listen to the audio and match the days to the events below. One is extra.

Day 1

After a long journey, we finally reached the space station. We spent the first few hours preparing our equipment and setting up the main telescope. Everything is working well now. The team is tired but eager to begin the space mission. We are ready to collect data and start our work in orbit.

Day 11

Our mission is getting exciting. This morning, we launched a satellite to take better pictures of the dark side of the planet. Just as we were reviewing the first images, we spotted a passing celestial object. At first, we thought it was a meteor, but it was moving too slowly and glowing blue.

Day 27

We saw the mysterious blue object once again and were able to catch a piece of it with a robotic arm. However, when it entered the space station, it turned a weird purple colour! Tomorrow, the team will begin conducting experiments on it to analyse its components. We hope it contains rare minerals that we can send back home.

Day 41

After two weeks of careful study, the experiments on the purple object are complete, and our findings are unbelievable. It is not just a rock; it contains crystals that glow on their own. That means these crystals generate and give off a form of energy. This discovery might completely change the way we produce energy on our home planet. The team is preparing to send samples with the next space shuttle. We are proud to be part of this historic mission.

b

First Sighting: 11**First Thought:** meteor**Key Visual Features:** blue – purple**Sample Taking:** robotic**Analysis Result:** crystals**Importance:** produce

c

- 1 To take better pictures of the dark side of the planet.
- 2 On Day 28. (The day after Day 27.)
- 3 For two weeks.

d

3 Years ago, the idea of a space colony was just a 4 myth. Now, scientists 2 examine planets like Mars to see the potential 2 existence of life. They conduct 1 experiments on soil and air samples from the planet. Their work shows the air is 1 toxic and the planet has 1 extreme weather. These 5 highly dangerous conditions make building a 5 colony very difficult. To find a safe home, we may need to look 3 beyond Mars, perhaps even beyond our solar 4 system.

WB Audio Script 8.2

Read the text aloud and write the number of the matching sound (1–5) in each box. Then listen to the audio to check your answers.

Years ago, the idea of a space colony was just a myth. Now, scientists examine planets like Mars to see the potential existence of life. They conduct experiments on soil and air samples from the planet. Their work shows the air is toxic and the planet has extreme weather. These highly dangerous conditions make building a colony very difficult. To find a safe home, we may need to look beyond Mars, perhaps even beyond our solar system.

e

WB Audio Script 8.3

Listen to the tongue twisters, paying attention to the words with the letters in bold. Then try to say them as fast as you can.

- 1 Six extra experts exist to examine the next excellent toxic example.
- 2 Yesterday, the city's mystery system had many tiny yellow symbols.
- 3 Dozens of hazy gazes zigzagged across the horizon's blazing zones.

f

- 1 explodes / forms
- 2 detect / will investigate
- 3 do not survive / do not get
- 4 will need / live
- 5 stops / creates

g

- 1 has / does not support
- 2 enters / burns
- 3 will become / develop
- 4 float / is
- 5 do not wear / will face

h

- 1 If a satellite detects unusual movement, it sends the data to the Earth.
- 2 Space missions fail if researchers do not test the spacecraft properly.
- 3 Astronauts lose contact with the mission centre if communication systems break.
- 4 If engineers use innovative materials, spacecraft will become lighter in the future.

i

Possible Answers

- 1 they need oxygen and water to survive (ZC) they will have to grow their own food (FC)
- 2 demand for flights increases (ZC) more people will travel to space for their holidays (FC)

- 3 their muscles become weak and soft (ZC) they will have serious health problems (FC)
- 4 they study its atmosphere carefully (ZC) they will search for signs of life (FC)

j

- 3 Strange Planets in Our Solar System

k

- 1 J
- 2 M
- 3 J
- 4 V
- 5 M

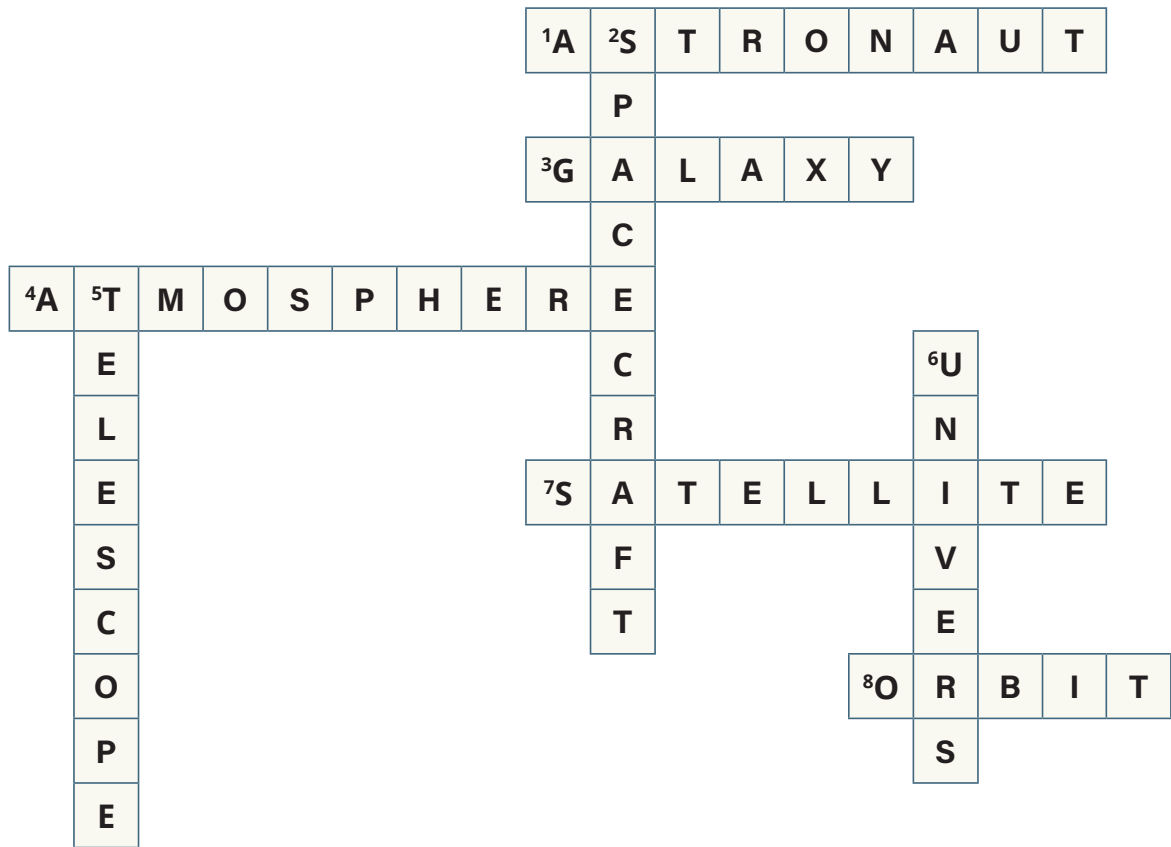
l

- 1 C
- 2 B
- 3 A
- 4 B

m

- 1 collect data
 - 2 robot
 - 3 revolve
 - 4 unknown
 - 5 celestial
 - 6 weird
- Extra:** space mission

n



O

- 1 c a star is born!
2 e it felt like being a man on the moon!
3 d this is a whole new world!
4 a it's a small world!

Extra: b she's so strange; she is definitely not from this planet!

p

- 1 **b** She's so strange; she is definitely not from this planet!
- 2 **d** This is a whole new world!
- 3 **a** It's a small world!
- 4 **c** A star is born!

Extra: e It felt like being a man on the moon!

q

Students' own answers

Digital Story 1

EXT. MIRANDA'S SCHOOL COURTYARD – MORNING

Miranda's school courtyard hosts an international school fair. Flags and posters cover the stands. Dad, Mum, and Miranda visit the stands one after another. The family approaches the Germany stand first.

- Mum:** Hello, we're planning to move abroad for our daughter Miranda's education. Could you tell us about secondary schools in Germany?
- Ms Schmid:** Hello! Welcome! Many students in Germany attend a Gymnasium. It is an academic school with both lower secondary and upper secondary classes.
- Miranda:** Oh, I'm in Year 10, so that must be upper secondary. What subjects do you teach?
- Ms Schmid:** Students in our school usually take mathematics, science, literature, and PE. We also have language courses and laboratory work.
- Dad:** Are there any extracurricular activities?
- Ms Schmid:** Yes! We have coding, music, and volunteering clubs. Coding is very popular.
- Dad:** How often do students attend these clubs?
- Ms Schmid:** They usually attend once or twice a week, but some are very keen and go every day.
- Miranda:** They go to these clubs after school, don't they?
- Ms Schmid:** Yes, that's right. Most clubs meet after school, and some meet during lunch break.
- Mum:** The school seems active and busy. How do you help your students cope with school anxiety?
- Ms Schmid:** Students usually feel anxious before exams, so we help them handle it through time-management workshops and guidance from our counsellor.
- Mum:** That's good. What rules do students have to follow at your school?
- Ms Schmid:** Students must follow the timetable and be punctual. Attendance is very important! As we always tell our students: Come to school regularly; don't skive off too often!
- Mum:** I see. That sounds fair. Are there any special celebrations or national events?
- Ms Schmid:** Yes! We celebrate the Day of German Unity on October 3rd. Students love performing and celebrating together.
- Mum:** Thanks, Ms Schmid! That was helpful.
- Ms Schmid:** You're welcome! Enjoy the fair.

After finishing their conversation, the family moves on to the next stand. The Japan stand has posters about secondary schools in Japan.

- Mum:** Hello, we are interested in the education system in Japan. Could you tell us about it?
- Mr Ogawa:** Welcome! Of course. At the age of six, children in Japan start primary school; it lasts for six years. Then they go to lower secondary school for three years and later to upper secondary school for another three years.
- Dad:** Just wondering... Is preschool compulsory in Japan?
- Mr Ogawa:** No, preschool is not compulsory, but many children attend it before primary school.
- Dad:** OK. What can you tell us about your school?

- Mr Ogawa:** Our private upper secondary school covers Years 10 to 12. It is a boarding school. Classes usually start at 8.30 a.m. and finish at 3.30 p.m.
- Miranda:** (*doubtfully*) It must be hard to adapt to a boarding school.
- Mr Ogawa:** It can be at first. Some students feel anxious about being away from home.
- Miranda:** Is there anything students can do to make it easier?
- Mr Ogawa:** Yes. They can join clubs, find something fun, and talk to a counsellor about anything that bothers them. They can also do sports. Our school has tennis and volleyball courts. Students often practice volleyball after school, but right now our team is attending a tournament in Tokyo.
- Miranda:** It can't be that easy!
- Mr Ogawa:** You're right; it takes time. Trying different clubs, like the art club or literature club, helps a lot.
- Dad:** Which subjects are compulsory?
- Mr Ogawa:** Mathematics, science, Japanese, English, PE, moral education, etc. And the lessons are in Japanese. Our students usually spend their evenings on study and club activities.
- Miranda:** (*anxiously*) Boarding school, a new language, and compulsory lessons... It sounds like we're not getting much free time, are we?
- Mum:** I see. That's a very high standard. Are there any specific school rules we should know about?
- Mr Ogawa:** Yes, discipline is very important. Students must wear their school uniform every day. We also expect students to respect the calm, orderly atmosphere of the school. Don't be in a rush at school! We even celebrate our National Foundation Day on February 11th quietly and respectfully. Schools are closed on that day.
- Dad:** Mr Ogawa, it seems your school has a lot of rules.
- Mr Ogawa:** Yes, because we aim to raise perfectionist students to do their best at all times.
- Mum:** Thank you so much, Mr Ogawa. This really helped us understand life at your school.
- Mr Ogawa:** You're very welcome!

After leaving the Japan stand, the family walks a little further from the stand.

- Miranda:** I don't want to go to a country that far. I need a break. I want to spend some time with my friends.
- Mum:** That's fine, Miranda. Let's catch up at lunch then.

They meet in the afternoon. The Türkiye stand has posters about secondary schools in Türkiye.

EXT. MIRANDA'S SCHOOL COURTYARD – AFTERNOON

- Mum:** Hi, we'd like to get some information about upper secondary schools in Türkiye.
- Mr Akay:** Absolutely! Turkish schools offer a good standard of education, and the upper secondary lasts four years. In Year 11, students can focus on different areas such as science, social studies, languages, or vocational subjects depending on their school type. But success isn't just about subjects here. Our students have a very supportive atmosphere. Friendships are strong, and teachers are very helpful. They often greet students with warm words, like "Rise and shine for school!"
- Miranda:** (*smiling*) That sounds lovely. What kind of facilities does your school have?
- Mr Akay:** (*smiling, explaining clearly*) Our school has a lot of facilities: a large courtyard, a canteen, a basketball court. Students can also use the chess room, the food-tech room, and the prayer room.

Mum: It seems like a lively and friendly school! Do you celebrate any national holidays at school?

Mr Akay's phone rings.

Mr Akay: Oh, excuse me. My phone is ringing. It must be urgent.

Mum: Of course, go ahead.

Mr Akay: *(answers the phone)* Hello? *(pauses, listening)* Yes, I'm at the fair. I'm giving a presentation right now. *(pauses, listening and nodding)* I'll call you back in five minutes. *(pausing briefly)* Thank you! *(turns back to the family)* Sorry about that! I often turn my phone off during events, but today I'm waiting for an important call. Where were we? Ah, yes! National holidays. We take national holidays seriously and celebrate them with great joy. One of them is Republic Day on October 29th. We celebrate it both at school and across the country.

Mum: *(smiling)* October 29th. That's coming soon, isn't it? We know how passionate the Turkish people are about national days. Thank you very much, Mr Akay. We appreciate your time!

Mr Akay: My pleasure. Have a great day.

They leave the stand.

Miranda: *(to her parents while leaving in a rush)* Actually, I need to go. I've got badminton practice. The school bus usually leaves at 3.30, but right now it is leaving in two minutes.

Dad: *(surprised and slightly annoyed)* A practice? Why didn't you tell us earlier? Hurry up! Don't miss the school bus!

Digital Story 2

INT. CLASSROOM – MORNING

A modern classroom with digital tools and posters on the walls. The students are sitting together in a small group, each with their own PC on the desks. There is a large interactive whiteboard at the front and a few shelves with books and learning materials.

Mr Thompson walks into the classroom with a bright smile, greeting students as he passes their desks. He places his folder on the teacher's desk and taps the interactive whiteboard to wake it up.

Mr Thompson: Good morning, everyone! Let's get ready for an active start!

Mei: (*eagerly*) We're ready, Mr Thompson. Let's keep moving in class all morning!

Cemre: Yes, we're going to do our best. I think we'll have a great lesson today, won't we?

Mr Thompson: (*adjusting his chair and opening his laptop*) Of course, we will! Now, please switch on your PCs and log in to our classroom homepage.

As the other students begin typing and clicking, Omar frowns at his screen. He presses the power button again, tilts the monitor slightly, and checks the cables under his desk.

Omar: Mine won't switch on. I might need to check the connection.

Mr Thompson: You should check the cable first.

Omar: Ah, yes. I can see it now. I must press the right button this time. It's working!

Mr Thompson: Good! Now, everyone, please open the "Learning Activities" file. This week's project has three main parts: brainstorming, a role-play activity, and self-assessment. Today, we will focus on the first two.

Mei: Sounds exciting! We are going to use artificial intelligence today, aren't we?

Mr Thompson: Yes, we are. You will use AI to get ideas during brainstorming. Then, you will analyse your results and summarise them yourselves at the end. You ought to take notes carefully; that will help you remember your ideas later. Let's start brainstorming. The topic is "How technology helps us learn". Type your ideas or create a mind map.

Mei: I love mind mapping! It helps me visualise my thoughts.

Omar: Mind mapping is yours; note-taking and repetition are mine. That's how I remember things better.

The students focus quietly on their tasks using their PCs. Mei sketches out a colourful mind map with keywords and arrows. Omar types notes, repeating key phrases in a whisper. Cemre jots ideas and draws connections.

Mr Thompson: Time is up. Please stand up and move to the performance area. Remember, as Mei says, we must keep moving in class all morning!

The students head to the theatre corner. There are some simple accessories for performing: a few chairs, a board for notes, and a microphone. They take their positions and get ready to act.

Mr Thompson: Great energy, everyone! Now, let's begin the role-play activity. Imagine you are preparing a class debate about "Should students use AI tools for learning?" Cemre, the moderator role is yours. Mei, you will support the idea, and Omar, you will disagree.

Cemre: Okay, I'll begin as the moderator! Mei, what do you think about AI in learning?

Mei: I support it. AI can help students access information quickly. It organises ideas by itself.

Omar: I disagree. Students might depend on AI too much. They should think for themselves.

Cemre: Interesting point. Mei, how can students avoid that problem?

Mei: They can use AI only for brainstorming or summarising, not for everything.

Omar: That's true. Maybe I can agree with that.

Cemre: Great! So, we can conclude that students should use AI carefully and responsibly.

Mr Thompson: Wonderful teamwork! You should be proud of yourselves.

Mei: Thanks! It's time to crack open a book and check some examples of debates in our e-book.

The students return to their desks and they work quietly on their PCs for a few minutes.

Cemre: Mr Thompson, can we upload a short video of our role-play later?

Mr Thompson: Yes, you can. But remember, you must upload it to your group folder only. You have to check your group's name carefully before uploading or it might go to the wrong place.

Omar: I'll check ours and log out when I finish.

The school bell rings.

Mr Thompson: All right, everyone, the bell is ringing. It is time to stop.

Cemre: Already? That was fast!

Mei: We're going to continue the project tomorrow, right?

Mr Thompson: Yes. You will record your role-play with clear pronunciation tomorrow. You should practise at home to prepare yourselves for tomorrow's role-play and for your self-assessment. You will reflect on your pronunciation and performance.

Mei: Got it! Let's keep our heads down to finish our homework after school.

Mr Thompson: Excellent attitude, everyone. Remember to switch off your PCs.

Cemre: I think we'll all improve ourselves a lot this term, won't we?

Mr Thompson: You certainly will. The first lesson is early tomorrow, so don't sleep in! See you all then.

Mr Thompson smiles as he sees his students' progress, picks up his things, and leaves the class.

Digital Story 3

INT. HARRY'S BEDROOM – SATURDAY MORNING

A calm Saturday morning in London. Harry lies under a thick blanket, pale and tired, as Ms Jones enters the room holding a cup of tea..

Ms Jones: (*gently*) Good morning, Harry. How are you feeling? Better today?

Harry: (*weakly*) Morning, Mum. Not great. I have a headache and a sore throat. My tongue and lips feel dry, and my forehead is burning.

Ms Jones: (*concerned*) Oh, my poor boy. You look pale. You're staying in bed today.

Harry: No, Mum, I can't! The school concert is next week, and I'm playing the piano.

Ms Jones: Your health comes first, dear. You can't play the piano if you feel weak. When you rest properly, you're fit as a fiddle.

Harry: (*sighing softly*) I hope so. Emily and Asya are working so hard. I don't want to let them down.

Ms Jones: They understand, sweetheart. Now drink this tea. It has lemon and honey. It helps your throat and keeps you warm.

Harry: (*smiling faintly*) Thanks, Mum. You always know what's best.

Ms Jones: (*smiling*) I try, but you sometimes ignore my advice.

Harry: (*grinning softly*) You're always in my good books, Mum. I will rest, I promise.

Ms Jones: (*stroking his forehead*) That's my boy. Your dad and I just want you to get better soon. I'm bringing you soup later. Just relax and listen to some calm music.

She adjusts his blanket and leaves. Harry closes his eyes.

INT. HARRY'S BEDROOM – SATURDAY AFTERNOON.

Sunlight filters through the curtains. Harry's phone buzzes. A video call from Emily and Asya

Emily: (*cheerfully*) Harry! You're finally here, it's so good to see you, although it's not in the flesh! How are you feeling now?

Harry: (*weakly smiling*) Hey, you two. I feel a little better, but my throat still hurts, and my head feels heavy.

Asya: You should rest properly. When I feel dizzy or tired, I drink mint tea, and it really helps. Your body always tells you what it needs if you listen.

Emily: She's right. Self-care isn't just a social trend; it's essential for real well-being.

Harry: You both sound exactly the same as my mum. Anyway, how are things at school?

Emily: Maybe we all think alike. Rehearsals are going really well. I'm decorating the stage with recycled fabrics and soft fairy lights. It's simple but elegant.

Asya: I'm preparing my short talk for the concert. It's about digital detox, reconnection with nature, friendship, and compassion instead of spending hours on screens. In Türkiye, we really value face-to-face connection when we gather for Turkish coffee or tea and talk for hours without looking at our phones.

Harry: That sounds brilliant! You both are doing so much. I feel bad just lying here.

Asya: Don't say that. You're part of the team. You are going to play the piano, and that connects everyone.

Emily: Exactly! And don't forget confidence is your best outfit, remember?

Harry: You always say that, Emily. I'll remember it. I'm going to practise again tomorrow when I feel stronger.

Asya: That's a good plan. You play beautifully when you're relaxed and calm.

Emily: And we're visiting tomorrow if your mum agrees. I'm bringing my homemade biscuits.

Harry: (*weakly smiling*) That's the best medicine I can think of. You two always cheer me up.

Asya: Friendship is part of well-being, Harry. Support makes people heal faster.

Harry: You're right. Talking to you already makes me feel better.

They wave as the call ends. Harry puts down his phone and smiles.

INT. HARRY'S BEDROOM – MONDAY MORNING

A few days later. Sunshine fills the room. Harry sits at the piano and practises slow piano notes. Ms Jones enters with breakfast and a bright floral scarf around her neck.

Ms Jones: (*smiling*) You look much better today, Harry. Your forehead feels normal again.

Harry: Yes, Mum. I feel stronger. I'm going to practise a little for next week's concert.

Ms Jones: Don't overdo it, love. You need to keep a balance between your body and your mind.

Harry: I'm fine, Mum. Emily and Asya are keeping me motivated. They're sending me pictures of the stage and the decorations. I hope it will look wonderful!

Ms Jones: That's sweet of them. You have kind friends.

Harry: They are amazing. Asya says empathy is the key to happiness, and I agree. Emily says fashion can express who we are and how we feel. She's designing sustainable clothes, and they look as classy and elegant as something from a fashion magazine!

Ms Jones: (*smiling*) You have wonderful friends, Harry. It's lovely that they inspire you in different ways. Maybe that's why I love my colourful scarves. They make me feel cheerful and confident.

Harry: You're the most stylish mum I know.

Ms Jones: (*happily smiling*) Thank you, dear. Are you returning to school tomorrow?

Harry: Yes, I'm joining the final rehearsal in the hall. I'm ready and excited now.

She laughs softly and leaves. Harry continues playing gentle notes as sunlight glows across his face.

INT. THE SCHOOL HALL – FRIDAY AFTERNOON

The school hall shines with warm light. Students carry instruments and decorations. Emily, Asya, and Harry stand near the stage, adjusting things for the evening concert.

Emily: (*fixing her floral hairband*) I can't believe it's finally concert day! The hall looks amazing.

Asya: Yes! Everything feels balanced. Calm colours, natural fabrics, and positive energy are everywhere.

Harry: Your decorations are beautiful, Emily. The recycled fabrics and soft shades make the space look eco-friendly and stylish, just like your personality!

Emily: Thanks! Fashion and sustainability always go hand in hand. It's not just about looking good; it's about caring for our planet too. That's true, and everyone seems so inspired by that energy.

Harry: I agree. And your speech later today, Asya, is so meaningful. Everyone needs that reminder to take care of their minds and hearts.

Asya: Thanks, Harry. I just want people to slow down, breathe, and live more mindfully.

Emily: *(smiling)* And you, Harry, you look ready! That jacket is so smart casual. Confidence really suits you.

Harry: *(laughing)* Thanks! I'm just happy to be healthy again and part of this.

Asya: We're glad you're here. You bring harmony to everything.

Emily: Exactly. And we all represent something: empathy, creativity, and balance.

Asya: Together, we show what well-being really means: caring for yourself, for others, and for the planet.

Harry: That's true. Music, fashion, and friendship; they all connect people.

Their teacher signals for everyone to take their positions. The lights dim slightly.

Emily: All right, team. It's time to shine. Let's stay in the pink while performing!

Asya: Let's break a leg and make the audience happy.

Harry: *(grinning)* Let's do it!

They join hands and walk toward the stage. Harry sits at the piano, ready to play. Soft piano notes start as the curtain rises. The hall fills with warmth, music, and applause.

Digital Story 4**EXT. IN FRONT OF THE FARMHOUSE – MORNING**

Jack, a 16-year-old high school student, invites his friend Alp from İstanbul to his grandfather's farmhouse in London, England. It is a cottage-style farmhouse by the river. The whole family is waiting for him to arrive at the farmhouse except Emma, Jack's half-sister. She is at school. A bus stops nearby. Alp, carrying a backpack, steps off and looks around curiously.

Jack: *(smiling)* Welcome to my grandfather's farm, Alp. This is my grandfather.

Grandfather: *(cheerfully)* Welcome, Alp!

Alp: *(looking around, impressed)* Hello! What a lovely farmhouse this is! My grandfather used to have a cottage like this. It feels like stepping into a storybook.

Jack: I'm glad you like it. Would you like a garden tour before meeting my other family members?

Alp: Sure. I love gardens.

EXT. GARDEN – MORNING

Alp walks with Jack across the garden. They pass chickens, a small stable, and a large plane tree.

Jack: *(pointing)* See that treehouse? My grandfather built it for me when I was little. I used to hide up there with my books and dream of adventures.

Alp: *(grinning)* A secret hideout! Every child's dream. Can we go up later?

Jack: *(smiling)* Sure. You can see the river better from there. It's nice to watch people jogging along the river.

EXT. RIVERSIDE – AFTERNOON

They walk towards the river at the edge of the land. They see Jack's father and Uncle Joe near a small boat.

Jack: Dad! Uncle Joe! Alp is here!

Father: Welcome, Alp. We are waiting for you. Come on; I will show you our boat.

Uncle Joe: *(smiling proudly)* Alp, this is our family boat. It carried us through storms and sunshine all our lives. When I was a youngster, I could row it for hours. One day, Jack will learn to row it, too.

Jack: *(teasing)* Maybe Alp can be the captain one day.

Alp: *(cheerfully)* Why not? One day we can row it together. I'm a good swimmer, you know?

Jack: *(laughing)* Are you? Me, too!

They laugh. All of them go back to the farmhouse and get inside.

INT. KITCHEN – AFTERNOON

Mother and Grandmother are making shepherd's pie. The smell of food fills the air.

Grandmother: *(to Alp and Jack)* Come in, boys! Alp, you are coming from İstanbul, aren't you?

Before Alp answers, Jack's mother cheerfully replies.

Mother: Yes, Mum. He landed this morning. *(to Alp)* Alp! I hope you enjoy our traditional dish, shepherd's pie.

Alp: *(smiling)* I'm sure of it, Ms Kent. It smells wonderful!

Emma: *(enters cheerfully)* Hello, everyone!

Mother: Welcome, Emma! Let me introduce you to Alp. Alp, this is Emma, Jack's half-sister.

Emma: *(smiling)* Welcome, Alp. Nice to meet you. Jack always says nice things about you.

Alp: *(smiling)* Nice to meet you too, Emma. I also speak well of him.

Jack: Thanks, Alp. *(to Emma)* How was your history exam, Emma? *(to Alp, whispering)* She was under the weather because of her exams.

Emma: The exam was just a doddle! Cheers for helping me, Jack!

Jack: I knew it! I told you to keep your chin up, didn't I?

Emma: *(smiling proudly)* Yes, you did. By the way, dinner is at 8.

Alp: Do you need help setting the table?

Emma: Thanks, Alp. It's about to finish.

Jack: *(laughing)* Alp, don't bother, we have many household chores to a like emptying the dishwasher, doing the laundry and the ironing. So maybe later you can help us do them.

Alp: *(surprised)* Oh. OK then.

Jack: *(laughing)* Just joking!

EXT. GARDEN - EVENING

A long wooden table sits beneath the great plane tree. Lanterns are glowing. The family and Alp gather for dinner, laughing, and the dishes on the table are full of food.

Grandfather: Alp, we hope you will make unforgettable memories here. When I was a child, my brother and I used to enjoy ourselves here. Before my father built this farmhouse, we had a detached house near the forest. We used to run through the woods and do archery. I also could ride a horse very well.

Alp: Oh, wow! You were such a sporty boy, Mr Kent.

Jack: Tomorrow, we're riding horses, Grandpa. Mum, my spare boots are here, aren't they?

Mother: Of course they are. Alp can wear them.

Father: Don't forget to go fishing. Maybe tomorrow, we will have fish for dinner. Jack, please try to catch more than one this time. *(to Alp, laughing)* One day, Jack promised us he could make us dinner and went fishing. He came back with only one fish, so we had nothing to eat!

Jack: *(laughing)* Dad, you always pull my leg about that! By the way, Alp, what kind of films do you like to watch? Tomorrow is our film night, and my cousins will be here, too. Do you want to join us?

Alp: Sure! I also want to meet your cousins. I like all kinds of films, but science fiction and documentaries are my favourites.

Jack: I like horror films, thrillers and science fiction. My cousins and Emma prefer romantic comedies and sitcoms, but we can choose something together tomorrow.

Alp: Sure.

Emma: Alp, I made this cake for you. I hope you like it.

Alp: *(taking a bite)* Delicious! You are such a good cook.

Emma: *(cheerfully)* Thanks, Alp. I'm glad you like it.

Father: Emma, can you make an apple crumble for Alp tomorrow?

Mother: *(laughing)* For Alp or for you, dear?

Father: *(smiling)* Of course, for Alp, but I might have a little taste, dear.

Everybody laughs; laughter fills the evening.

Digital Story 5

INT. A SMALL CAFÉ – MORNING – İSTANBUL

Serena and Hugh sit at a table by the window. There are cups of coffee, tea, and small pastries on the table. They look relaxed and cheerful.

Serena: *(stretching and smiling)* I'm so happy it's Saturday! Finally, some free time to relax. I really love this café, Hugh. The smell of coffee and pastries is amazing. I could stay here for hours!

Hugh: *(looking around)* Yeah, the music is soft, and the colours make it feel warm. By the way, Serena, where are Buket and Ralf?

Serena: Ralf was waiting for the tram when I called him an hour ago, but Buket didn't answer her phone.

A moment later, Ralf enters, looking tired.

Ralf: *(exhausted)* Hi, everyone!

Hugh: Hi, Ralf. What kept you so long? You're late.

Ralf: I first waited for the tram, but it's usually unreliable, and it came late again. Then I took the bus. It was overcrowded, so I got off and came here on foot. What a traffic jam! It was hard for you to get here too, wasn't it?

Serena: Yes, it was terrible! I hate it when traffic is that bad.

Buket arrives, holding her wrist with a small bandage.

Serena: *(noticing the bandage, eyes widening)* Oh, Buket! What happened to your wrist?

Buket: *(calmly)* It's nothing serious; I'm fine.

Ralf: *(frowning a little)* Really? How did it happen?

Buket: Well, I decided to hire an e-scooter when I saw the traffic jam.

Ralf: *(looking worried)* You were going slowly, weren't you?

Buket: *(smiling)* Of course I was, but the road was wet and slippery after the rain, and I fell off while I was riding it. Fortunately, I just sprained my wrist; nothing serious.

Hugh: Did you go to a hospital?

Buket: No. There was a pharmacy nearby, so I went there to ask for some advice. It was a bit busy, so I browsed the shelves and bought some vitamins and medicine while I was waiting.

Serena: *(curiously)* Medicine? What for?

Buket: The doctor advised me to take them for my cold two days ago, and I bought some while I was there. After a while, the pharmacist checked my blood pressure, wrapped my wrist with a bandage, and told me to go to a hospital for a check-up later. That's why I'm late!

Ralf: *(worried)* Oh, I'm sorry to hear that! Do you have a first-aid kit at home so that you can change the bandage?

Buket: Yes, I have one at home. It's not a problem at all.

Serena: *(with concern)* Oh dear, I hope you're feeling better now! I find e-scooters and motorbikes a bit unsafe and uncomfortable, and that's why I don't use them.

Buket: *(smiling)* I'm fine, thank you. But e-scooters are very practical and an eco-friendly way of getting around in a busy city. Anyway, let's talk about something more fun. How was your week, everyone?

- Ralf:** (a bit stressed) Honestly, it was a bit stressful. I was working on my history project, but the dorm Wi-Fi kept dropping. It took ages to finish it!
- Hugh:** Oh, no! That sounds awful. My week wasn't very exciting either. I mostly chilled out at home after school and surfed the Net.
- Buket:** Mine was better. I joined a new gym near my flat. While I was doing Pilates, I ran into a friend from my old school!
- Ralf:** That's a pleasant surprise! It's always good to see an old friend.
- Buket:** Exactly! We talked for a while and planned to meet again.
- Serena:** (*smiling*) Oh, that's great! My week was also quite busy, but in a good way. I joined a tennis tournament at the sports club. It was fun, even though I didn't win.
- Hugh:** Wow, you all sound more active than I am!
- Ralf:** (*laughing*) Maybe you should join us next time, Hugh.
- Hugh:** Maybe! But first, I need to find a better place to live. I'm a bit tired of my home. It's far from school, and there's no underground station nearby. The bus is always crowded and sometimes late.
- Ralf:** I feel the same. The dorm is noisy and uncomfortable, the internet connection is slow, and the bathrooms are often busy. I'm thinking about moving to a small flat too.
- Serena:** Sorry to hear that, but I'm surprised because mine is actually very nice. It's quiet, clean, and comfortable. We even have a small kitchen and a large common area to study and relax.
- Ralf:** I'm glad yours is comfortable. I guess I was just unlucky with my dorm.
- Hugh:** (*eyes lighting up*) Then why don't we look for a place together and be flatmates, Ralf? It might be easier for us, and we could share the costs.
- Ralf:** (*nodding with interest*) That's a great idea! But where should we start searching? Buket, you know the city better than we do. What do you suggest?
- Buket:** (*smiling excitedly*) My neighbourhood might actually be a good place to consider. It's really quiet, and everything is close by. There are a few markets to buy groceries and some nice cafés to chill out in. There's also a sports club and a gym. You can attend fitness classes there.

She takes a sip of her coffee.

- Hugh:** What's the public transport like there?
- Buket:** It works well, but in the mornings, the tram is often very crowded, and the buses are usually prone to delays, so the underground can be a more reliable and time-saving option. Also, the ferry terminal is only a five-minute walk, and there's a ferry every 30 minutes. It's an efficient way to explore other parts of the city.
- Serena:** (*interested*) It sounds like a really nice place to live, Buket.
- Hugh:** Yes, perfect for students. I like it.
- Ralf:** Me too. Maybe we can go and have a look around this week.
- Hugh:** Good idea. Thanks for the tip, Buket!
- Buket:** You're welcome. So, what's the plan for today?
- Serena:** Well, we've got cinema tickets for six o'clock, and there's still plenty of time before the film starts. You know, this city is full of cool sights! How about going to Sultanahmet Square? We could visit a museum and take some photos.
- Buket:** Great idea! Topkapı Palace is a must-see in İstanbul. We can start there and then go to the Basilica Cistern. They're very close to each other, so it won't take long to visit both.
- Hugh:** Sounds perfect! I'm really looking forward to seeing those places.
- Serena:** Then I'll book a taxi on the app.

Buket: Hmm, that's not the most affordable option. We could take the bus instead; it's convenient when there's no traffic. Wait a minute, I'll check the traffic on that route. (opens an app on her phone) Good news, it looks clear!

Hugh: That's great!

Buket: Now, let me check the bus times. (*checks her phone*) Oh, there's one in ten minutes! Let's catch it!

Ralf: (*standing up quickly*) Wait! I need to pop to the supermarket to buy some water and snacks, like popcorn, crackers, and dried fruits.

Serena: (*laughing*) Make it quick, Ralf, or we'll miss the bus!

Ralf: Okay, okay! I'll hurry!

They smile, finish their drinks, and head out of the café together, chatting and laughing as they leave. The sounds of the street fade in as the scene ends.

Digital Story 6

INT. GRAND BAZAAR – AFTERNOON – İSTANBUL

Beyza travels across seven continents and the five oceans to discover how people shop, cook, and share food. She is also interested in exploring world cuisines and understanding people's food preferences.

In the Grand Bazaar, Beyza stands in front of colourful shops with spices, candies, and desserts. She announces to her audience.

Beyza: *(smiling)* Hello! I'm Beyza from Türkiye. I have prepared wonderful content from different parts of the world. And today, my journey begins here with baklava and kebab, two of our most traditional dishes.

A shopkeeper offers her a piece of baklava. She takes the slice of baklava and bites it.

Shopkeeper: Try this one! It's home-made, with honey and pistachios.

Beyza: Mmm... delicious! It's sweet, but not too sugary. Türkiye is surrounded by three seas, but our food has already connected us to the world. My next stop is Japan, across the Pacific Ocean. Let's go!

She waves to the camera and exits.

INT. SUSHI RESTAURANT – AFTERNOON – JAPAN (ASIA)

Beyza sits with Kiyoshi, a sushi chef in a small sushi restaurant. Calm music plays in the background.

Beyza: Now, I'm on the Asian continent. Chef Kiyoshi has just prepared sushi for us. It looks delicious.

Kiyoshi: Welcome, Beyza! Here in Japan, we usually eat food with chopsticks.

Beyza: *(excitedly)* I think I'll be able to use chopsticks! But it's harder than it looks, isn't it?

She tries and drops a piece of sushi. They laugh.

Kiyoshi: Don't worry! Try again. We've made sushi with rice, fish, and seaweed. It's generally very low-fat and gluten-free.

Beyza: It's so fresh and savoury. In Türkiye, we use a lot of spices and enjoy grilled dishes. To be honest, I'm not into spicy food! Here, everything is simple and dairy-free. I love it!

Kiyoshi: Enjoy it. I'm happy you liked that.

INT. MARKET – AFTERNOON – EGYPT (AFRICA)

The local market is busy. Thamir is a friendly cashier. Beyza, with her trolley, does the shopping.

Beyza: *(turns to camera)* Guess where I am. I'm on the African continent, in Egypt. Let's meet Thamir, a friendly Egyptian cashier.

Beyza turns to Thamir and continues to talk to him.

Beyza: Wow, Thamir, your market is full of flavours: garlic, mushrooms, and fresh grapes!

Thamir: Yes! People come here to buy local dishes, like falafel; it's fried, spicy, and delicious. Do you want to grab a bite?

Beyza: Yes, please. I need to get some falafel.

Beyza tries to reach the top of the shelf, but she can't.

Beyza: OK! I'm able to take some falafel from the shelf. Oh! No, I can't. Could you lend a hand for this?

Thamir: *(smiling)* Of course! Please, move your trolley a bit away.

Thamir reaches on the top of the shelves and gives her a packet of falafel.

Thamir: And here you are!

Beyza: Thanks. You're a helpful cashier; I love to shop here.

Thamir passes the products through the cash register.

Thamir: *(smiling)* Thank you. And here's your receipt. Don't forget your discount card next time!

They both laugh.

INT. SANDRA'S KITCHEN – AFTERNOON – SWEDEN (EUROPE)

Beyza and Sandra, a Swedish vegan blogger, are in a small kitchen. Snow falls outside.

Beyza: We have been in Europe, Sweden, for two days. Today, a lovely Swedish vegan blogger, Sandra, has hosted us in her kitchen.

Sandra: Welcome, Beyza! We'll make a sugar-free dessert, baked apple cake with cinnamon, together.

Beyza: That sounds so healthy! In Türkiye, we love sweet desserts, but I'd like to try something new.

Sandra: I like vegan food, but I sometimes miss my grandmother's home-made biscuits.

Beyza: Food brings back memories, doesn't it? No matter what country or nationality we come from, we all feel the same.

They smile when they taste the cake.

Sandra: Absolutely. Where are you going now?

Beyza: We're going to Denmark and Finland. We'll be able to share the cuisines of Denmark and Finland. I believe Danish people and Finnish chefs will welcome us warmly.

Sandra: And don't forget to visit the Netherlands and Belgium. They're close to here.

Beyza: That sounds great. I can't wait to taste Belgian fries and chocolate. And the Dutch dishes with seasonal vegetables are perfect. I'll publish the video next week.

EXT. BEACH – EVENING – BRAZIL (SOUTH AMERICA)

Beyza meets Pedro in a lively street festival near the beach. They are sitting at a dinner table outside.

Beyza: *(turns to camera)* I'm with Pedro from the South American continent and a lovely country. Let's eat out tonight!

Pedro: Welcome to Brazil! Try our grilled steak; it's the main course of every celebration.

Beyza: It smells amazing! It is a bit salty, isn't it?

Pedro: Yes. We have also eaten fried snacks and desserts. Maybe not so healthy, but always delicious!

Beyza: Yeah, we all love them. And would you like to join us in visiting Argentina tomorrow?

Pedro: Why not? It's very close to here. I love Argentinian cuisine: pizza and pastries.

Beyza: Deal.

INT. RESEARCH STATION – AFTERNOON – ANTARCTICA AND AUSTRALIA

Beyza is in a research station in Antarctica. A soft wind is felt.

Beyza: *(turns to camera)* It's freezing here in Antarctica, near the Southern Ocean! The scientists here eat simple, baked food, but even here, food has brought people together.

Beyza sits on the beach with Tom, a surfer, eating seafood.

Beyza: *(turns to camera)* I'm with a surfer, Tom, from Australia, Oceania.

Tom: Welcome, Beyza. That's grilled seafood from the Pacific Ocean. It's always fresh. Would you like to taste it?

Beyza: Yes, please. But as a starter, I'll pick up a salad!

Tom: Good choice!

Beyza: *(turns to camera)* We have been able to visit many countries this year. I can say all cultures have their own unique traditional cuisine and food preferences. People have stories, joys, and memories with food.

Soft music rises when the camera zooms out over the ocean.

Beyza: *(voice-over)* Different continents, different cultures; unique flavours everywhere.

Digital Story 7

INT. CITY HALL – AFTERNOON

Villagers sit on chairs, waiting for the conference to begin. They talk quietly among themselves in low voices.

Susanne delivers her speech.

Susanne: *(walking to the front of the stage)* Welcome, everyone, and thank you for coming. We are here to talk about environmental problems that affect our village. You know me; I'm Susanne. I have lived in this beautiful place all my life, and I'm speaking as an ordinary villager who worries about her homeland more than ever. I think people need to take care of Mother Nature's bounty!

Dođa takes her turn.

Dođa: *(steps forward, holding a poster of the river)* Absolutely! As an example, the river which runs through the fields is drying up. It used to be full of fish! Plus, deforestation and habitat destruction result in a loss of biodiversity. With global warming and climate change, things are getting worse.

Eric: *(holding up a poster, enthusiastically)* Dođa is right, isn't she? Our planet works like a well-oiled machine, but it breaks down when people use too many non-renewable resources that harm the environment.

An elderly man among the audience raises his hand to talk.

Joseph: *(sighs)* Excuse me. May I add something?

Dođa: Of course, Uncle Joseph!

Joseph: You know, I am a farmer who depends on healthy soil and clean water. But there is soil pollution now, so my crops are weaker than before. Because of deforestation, floods and landslides have also destroyed my fields. I used to keep bees, but they have died because the plants and flowers around our village have disappeared.

Susanne: *(serious)* That's the point! We're at the tipping point with the loss of our ecosystem! The loss of biodiversity is a danger that threatens both our people and animals.

Crowd: *(mumbling)* That's true. I agree. She's right.

Eric moves to the front of the stage.

Eric: *(serious)* For example, almost every family now owns at least two cars. That means a larger carbon footprint, which adds up to huge amounts of greenhouse gases. Come on, we live in a small village; we don't really need that many, do we?

Crowd: *(mumbling)* No. In fact, no.

Dođa: *(excited)* We must be environmentally conscious. This village is ours, so we must work together to raise awareness and take precautions. That's why we're here today!

Joseph: But what can we actually do? We are all farmers and villagers here.

Dođa: *(hopeful)* There are many things that we can do. First, we can start using renewable resources like solar energy and wind energy in our houses and farms. It really doesn't cost as much as you think to set up these systems.

Eric: (*thoughtful*) We could also use geothermal energy, but our village doesn't have the right resources, does it, Susanne?

Susanne: Unfortunately, no, Eric. But we can use the resources that we have and produce electricity without harming the environment. We can save both money and the planet at the same time.

Joseph: Oh, I have dug ponds on my land, so various animal species have a habitat to live in now. I think this will help a lot to maintain biodiversity.

Doğa: (*smiling, energetic*) We can also plant trees and flowers to lessen the dramatic effects of deforestation.

Eric: (*enthusiastic*) That's a very good idea! Let's be green thumbs and plant trees!

Crowd: (*shouting*) Let's save our planet! Let's save our village!

Susanne: (*happy and hopeful*) Then why don't we start right now? Together, we can make a change!

Villagers burst into applause.

Digital Story 8

INT. RADIO STUDIO – AFTERNOON

A professional radio studio with a glowing red “ON AIR” sign. There is a large mixing desk at the centre. Martin sits at the desk, and Dr Aytaç Kaya sits opposite him. They both wear headphones and have microphones with pop filters in front of them. There is also a mobile phone in front of Martin.

Jingle plays briefly and then fades out before Martin starts to speak.

Martin: Welcome to *Science 101*! I'm Martin, and today we're diving into the universe, planets, space exploration, and the big question: is anyone else out there? With me is Dr Aytaç Kaya. He is a leading astronomer at the Royal Observatory and an astronaut with the European Space Agency. Dr Kaya, welcome!

Aytaç: *(smiling)* Thanks for having me, Martin. I'm happy to be here. Please call me Aytaç.

Martin: Of course. Before we start—you're Turkish, aren't you?

Aytaç: Yes. My family is originally from Türkiye. I grew up in Leeds, but I used to spend summers in Hatay with my grandparents.

Martin: My neighbour's from Hatay, and his surname is also Kaya.

Aytaç: *(surprised, leaning forward)* Wait, wait! Where do you live exactly?

Martin: I live on Wellington Street, just a few blocks away from the railway station.

Aytaç: *(laughing)* No way! Could your neighbour's name be Tuna?

Martin: Yes, that's his name! Do you know him?

Aytaç: *(grinning)* He's my brother! Oh, it's a small world.

Martin: *(chuckling)* It really is! Anyway, let's get started and not keep our listeners waiting. When we say “the universe”, what do we mean?

Aytaç: We mean everything—space itself, all the stars, planets, and galaxies out there. Our planet belongs to the solar system: the Sun is at the centre, and planets like Venus and Neptune revolve around it.

Martin: Yes, they move around it in a circle. And our solar system sits inside a galaxy that we call the Milky Way, right?

Aytaç: Exactly. It's one of billions of galaxies. That makes our world feel quite tiny, doesn't it?

Martin: It really does. How do astronauts actually reach and explore space?

Aytaç: Well, the journey begins when engineers start to build a rocket. It's a huge machine that can push itself up and away from the Earth. When it's ready, they launch it. I mean, they send it into space. It must take off with great power to escape the Earth's pull.

Martin: So the rocket is like a taxi to space?

Aytaç: Sort of. The rocket's job is to carry a spacecraft. It's a special vehicle; we can say that it is the real taxi in your example. There can be astronauts inside it if the mission has a crew. If no people go, a robot can fly and do the job instead.

Martin: And after the spacecraft gets into space, what happens next?

Aytaç: First, it goes into orbit. If a spacecraft stays in orbit, it follows a path around the Earth again and again without falling. Some flights head to the space station. Astronauts live there and run tests for weeks.

Martin: Do the astronauts follow a plan for all that work?

Aytaç: Yes. At the space agency, we build a clear plan that we call a space mission. The plan lists the goals and the tools. After the crew finishes their work, the spacecraft turns for home, fires its engines, and finally lands back on the Earth.

Martin: (*reading from his phone*) One of our listeners has a question: can astronauts walk outside the space station?

Aytaç: Yes, we can, and it's fantastic. When I first went out and had a look around, I thought, "This is a whole new world!"

Martin: I tried a simulated spacewalk at the science museum last year. It felt like being a man on the moon!

Aytaç: (*laughing*) Oh, I love those demos. They give people a safe chance to go on a spacewalk.

Martin: Right. Let's go to Mars. Why do you focus on it?

Aytaç: We search for any sign of life by studying water, rocks, and air there. If we discover even a tiny creature, even a microbe, on Mars, we'll have to rewrite the science books.

Martin: (*grinning*) My little niece thinks there are green creatures on Mars. She sometimes wears a silver dress and goes "Blip, blip!" around the house and talks to the Martians. My sister says, "She's so strange; she is definitely not from this planet!"

Aytaç: Ha-ha! I love that! If she is that curious, maybe she'll become a great astronomer one day. And then you'll look at her and say, "A star is born!" Who knows?

Martin: Oh, I'm sure we'll be so proud if that happens.

Aytaç: Time will tell!

Martin: Yeah. By the way, Mars is farther from the Sun than the Earth, right? How is the weather there?

Aytaç: If a planet has a thin atmosphere, its days get very hot and nights very cold. And Mars has a very thin atmosphere.

Martin: I see. Let's jump to another planet: Saturn. It looks so different, doesn't it?

Aytaç: Yes. If you look through a telescope at Saturn, you see a small ball with bright rings. Those rings are the things that make Saturn so different from the other planets in our solar system.

Martin: It's so mysterious!

Aytaç: Actually, it is not that mysterious. There were spacecraft visits to study the rings of Saturn, so we now know that they are mostly ice with a little rock and dust.

Martin: Interesting. Could another planet get a ring like that?

Aytaç: Yes, it's possible. If a moon gets too close to its planet, it breaks apart. Then its pieces may spread out and form a ring.

Martin: Wow! Really interesting. I would love to talk more about that, but unfortunately, we've reached the end of the show. Thank you, Aytaç.

Aytaç: You're welcome. Then let's make that our topic for next time!

Martin: I look forward to it. (*to listeners*) Thanks for listening to *Science 101*. (*jingle replays*) Keep your eyes on the stars, and we'll be back with more space wonders!

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* The references in this section have been prepared following the principles and formatting rules of the APA Style, 7th Edition.

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