

UPPER SECONDARY EDUCATION

UPTONE

YEAR 9 (After Prep)

TEACHER'S BOOK

B2.1

AUTHORS

Cahit TÜRK

Cansu ÇAĞLAR

Ebru AKDAĞ

İlay Zeynep KIRÇIÇEK

Kader UYANIK BEKTAŞ

Müzeyyen Hande BOZBIYIK

Seda UMUR ÖZADALI



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EDITOR

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LANGUAGE EDITORS

Gözde BEKTAŞOĞLU

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Sezen ÖNAL

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Aydan AYKANAT ERDEM

Enes Oktay DEĞİRMENCİ

Fadime YILMAZ AKSAK

Sekan ŞİMŞEK

CURRICULUM ALIGNMENT EDITORS

Hatice ŞENER DAŞÇIOĞLU

Nihal ÇATAL

ASSESSMENT AND EVALUATION EDITOR

Nuray SUNAR

PEDAGOGICAL EDITOR

Sinem BİLGİN

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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 İlähî, 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 cerâhamdan İlähî, 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

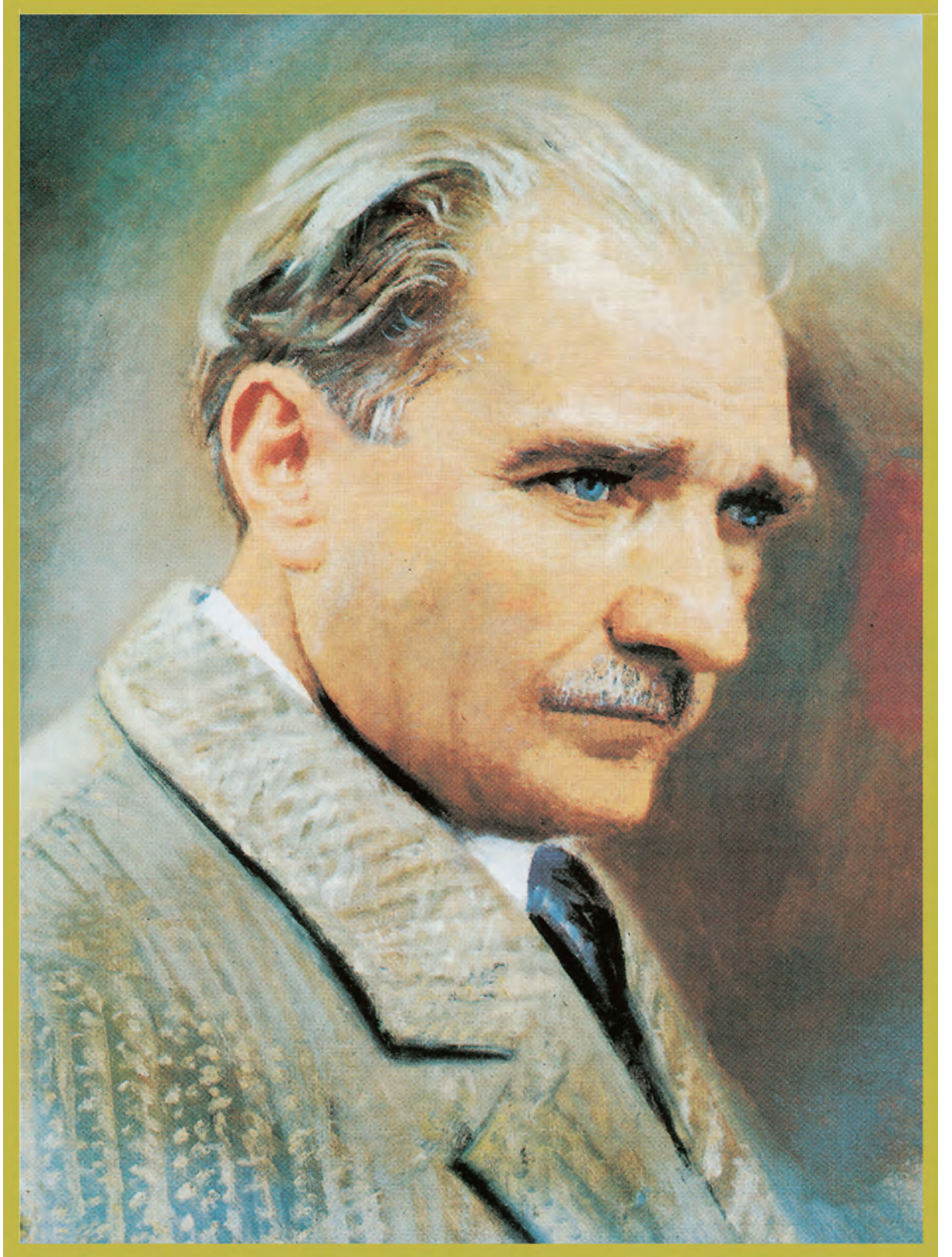
GENÇLİĞE HİTABE

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 1 SCHOOL LIFE & EDUCATION	- Comparing different local and international school systems and educational systems - School traditions, events, and celebration activities - National days and celebrations	- Contrasting what usually happens with what is happening now (The Simple Present Tense vs The Present Progressive Tense) - Expressing school routines and activities - Discussing students' participation frequency (Adverbs of Frequency) - Giving and responding to polite requests (may, might, can and could) - Confirming or clarifying information (Question Tags in Present Tenses) - Providing information about the specificity and countability of nouns (Articles and Quantifiers) - Offering or proposing politely (shall)	Vocabulary for; - comparing different local and international school systems and educational systems - school traditions, events, and celebrations - national and religious days - festivals and celebrations	Intonation in positive statements, negative statements, questions, and tag questions	Listening and watching the digital story and other audio-visual sources as the context; - to identify and recognise sub-themes including school life and education, including different school and education systems, events, and celebrations. - to identify and recognise the use of target vocabulary about school life and education, including different school and education systems, events, and celebrations. - to identify and recognise the use of target grammatical items. - to identify and recognise the use of target social language expressions.
THEME 2 CLASSROOM LIFE & LEARNING	- Favourite school subjects - Learning activities - Study tools and innovations	- Describing scheduled future events fixed with timetables (The Simple Present Tense for the Future) - Describing arranged future actions (The Present Progressive Tense for the Future) - Describing actions that cause irritation (The Present Progressive Tense with <i>always</i>) - Describing to what extent some things happen (Adverbs Made from Adjectives) - Confirming or clarifying information (Question Tags for Related Tenses) - Describing the thing or situation that causes the feeling (Adjectives with <i>-ed</i> vs <i>-ing</i>) - Describing two alternatives (<i>either ... or, neither ... nor</i>) - Giving brief answers to avoid unnecessary repetition (<i>So do I, I hope so</i>)	Vocabulary for; - favourite school subjects and learning activities - favourite learning activities - favourite study tools and innovations	Intonation for: - positive statements, - negative statements, - questions, and - question tags	Listening and watching the digital story and other audio-visual sources as the context: - to identify and recognise sub-themes about classroom life, including favourite school subjects, learning activities, and study tools and innovations - to recognise the use of target vocabulary about classroom life, including favourite school subjects, learning activities, and study tools and innovations - to identify and recognise the use of target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
• Reading about education systems in Finland and Singapore • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of different school and education systems around the world • Understanding the general topic of the text • Finding specific information about the text • Understanding the details in the text • Developing comprehension on different school and education systems of the world	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on different local and international school and educational systems; school traditions, events, and celebration activities; national days and celebrations • Interacting with others by exchanging and reconstructing information on the target content	• Writing a text about school traditions, events, and celebrations and communicating ideas about it • Writing a short text comparing different school systems and communicating ideas about them • Writing a Frequently Asked Questions (FAQ) page about school life and education and communicating ideas about it • Improving written work to communicate ideas about comparing different local and international school systems and educational systems; school traditions, events, and celebration activities; national days and celebrations	• Reading a text about famous teachers and philosophers • Discussing the philosophies of the thinkers and preparing a poster about them	• Preparing a multimedia presentation about school life and education in different countries	• Expressing challenges, strengths, and improvement goals related to school life and education in group work • Self-reflection and collaborative reflection • Using rubrics to reflect on school life and education	• Using checklists for the evaluation of individual and collaborative work
• Reading a dialogue about feelings before music rehearsal & Reading a student's journal entry about a literature class project • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of different favourite school subjects, learning activities, study tools and innovations	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on favourite school subjects; learning activities; study tools and innovations through speaking activities • Interacting with others by exchanging and reconstructing information on the target content	• Writing a journal entry about a favourite school subject and activity and communicating ideas about them • Writing about feelings and motivation related to classroom life • Improving written work to communicate ideas about favourite school subjects; learning activities; study tools and innovations	• Reading a text about Kazakhstan • Designing a mini-poster about the classroom life in a different country	• Preparing a project about an ideal classroom and learning environment	• Expressing challenges, strengths, and improvement goals about classroom life and learning in group work • Self-reflection and collaborative reflection • Rubrics about classroom life and learning	• Using checklists for the evaluation of individual and collaborative work

THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION AND USE	PRONUNCIATION SELECTION AND USE	LISTENING & WATCHING-COMPREHENSION
THEME 3 PERSONAL LIFE & WELL-BEING	- Personal well-being with physical health (body and illnesses) - Personal well-being with mental and emotional health - Personal well-being with social health	- Describing an action that was interrupted by another event (The Past Progressive Tense vs The Simple Past Tense) - Describing an ability in the past (could for ability) - Describing past habits or routines (used to/would) - Asking for specific information (Wh-questions) - Confirming or clarifying information (Question Tags with Related Tenses) - Indicating relationship among the components of a sentence (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of) - Clarifying the details in the sentence about the cause, direction, manner, time, and location.	Vocabulary for; - personal well-being with physical health (body and illnesses) - personal well-being with mental and emotional health - practices and actions with mental and emotional health - personal well-being with social health - social relationships	Intonation for: - positive statements, - negative statements, - questions, and - question tags	Listening and watching the digital story and other audio-visual sources as the context: - to talk about past habits, routines, and abilities - to describe an action interrupted by another event - to give short, natural responses - to describe feelings and situations - to recognise the use of target vocabulary about personal life and well-being - to identify and recognise the use of target social language expressions
THEME 4 FAMILY LIFE & HOME	- Housing diversity in the world - Intergenerational issues and family problems on daily conflicts and sharing the same house - Relationships between the family and the community	- Discriminating between ongoing activities that began in the past and are still happening now and activities that recently stopped (The Present Perfect Tense with <i>for, since, yet, already, never, ever, just, recently</i> vs The Present Perfect Progressive Tense) - Describing objects, and/or situations, and comparing people and objects (irregular adjectives) - Saying the subject performs an action on itself (Reflexive pronouns) - Asking about the duration of an action or event (How long)	Vocabulary for; - housing diversity in the world - intergenerational issues and family problems on daily conflicts and sharing the same house - relationships between the family and the community	- Vowels: - a: (/ae/, /ə/, /a:/, /e/, /a:/, /a/, /ɔ:/, /eə/) - e: (/e/, /i:/, /ə/, silent /e/) - Consonants: - b: (/b/, silent /b/) - c: (/s/, /k/, /tʃ/, /z/, silent /c/) - d: (/d/, silent /d/)	Watching a digital story as in the main context; - to identify and recognise housing diversity, family life and intergenerational issues - to recognise the use of target vocabulary about housing diversity, family life & intergenerational issues - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
• Reading a text about personal well-being with physical, mental and social health in ancient times • Reading a text about past habits and routines. • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; and personal well-being with social health	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating on personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; and personal well-being with social health • Interacting with others by exchanging and reconstructing information on the target content	• Writing a blog post about changing habits and communicating about them • Writing ideas about healing methods in ancient times and communicating about them • Writing a paragraph about staying physically, mentally and socially healthy and communicating about them • Improving written work to communicate ideas about personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health	• Reading a text about the healing effects of music on health • Making a short playlist and expressing feelings about the songs	• Preparing a journal about how to keep balance in physical, mental, emotional, and social health	• Expressing challenges, strengths, and improvement goals about personal well-being with physical, mental, emotional, and social health in group work • Self-reflection and collaborative reflection • Using rubrics to reflect on personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; and personal well-being with social health	• Using checklists for the evaluation of individual and collaborative work
• Reading a text about family life, intergenerational issues and family problems on daily conflicts and sharing the same house • Reading a text about comparing past and present daily life of a person • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; and relationships between the family and the community	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; and relationships between the family and the community • Interacting with others by exchanging and reconstructing information on the target content	• Writing a paragraph about experiences on solving family problems and communicating ideas about them • Writing a dialogue about family issues and communicating about them • Writing a blog post on family home, life and values and communicating about it • Improving written work to communicate ideas about	• Reading and discussing how relationships shape in different communities	• Preparing a short role-play and written script about a real-life or imaginary family situation	• Expressing challenges, strengths, and improvement goals about family life issues in group work • Self-reflection and collaborative reflection • Rubrics about family life and home	• Using checklists for the evaluation of individual and collaborative work

THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION AND USE	PRONUNCIATION SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
THEME 5 LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	- City development and infrastructure - Urban and rural lifestyles - Future of cities	- Discriminating planned actions from unplanned actions and spontaneous decisions (The Simple Future Tense vs The <i>be going to</i> Future Tense) - Clarifying the relationship between the ideas about life in the neighbourhood and social life (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, in spite of)	Vocabulary for; - city development and infrastructure - urban and rural lifestyles - future cities	- Vowels: i: (/aɪ/, /i/, /i:/) - Consonants: f: (/f/) - g: (/g/, /dʒ/, silent /g/) - h: (/h/, silent /h/) - j: (/dʒeɪ/, /dʒ/) - k: (/k/, silent /k/)	Watching a digital story as in the main context; - to identify problems and solutions in urban settings - to recognise target vocabulary, grammar, and functional language
	- Global cuisines, food habits & cultures - Cultural diversity & international sports, films and musical events - Impact of globalisation on everyday life	- Expressing probability and speculation (can, could, may, might, must) - Expressing lack of probability (can't, couldn't) - Expressing deduction (could, must, can't, might, may) - Expressing obligation and necessity (must, have to, need) and obligation in the past (had to) - Expressing lack of obligation (don't have to, don't need to, needn't) - Expressing prohibition (must not, can't) - Expressing lack of prohibition (can, may, could) - Expressing advice and recommendation (should, ought to, had better, could) - Expressing ability (to be able to, will be able to)	Vocabulary for; - global cuisines, food habits and cultures - cultural diversity and international sports events - impact of globalisation on everyday life	- Vowel: o: (/əʊ/, /o/) - Consonants: l: (/ɛl/, /l/, silent /l/) - m: (/ɛm/, /m/) - n: (/ɛn/, /n/, silent /n/) - ng: (/ng/) - p: (/pi:/, /p/, silent /p/)	Watching a digital story as in the main context; - to identify and recognise global cuisines, food habits and cultures, cultural diversity and international sports, films and musical events, impact of globalisation on everyday life - to recognise the use of target vocabulary about life in the world & culture - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
- Reading texts about neighbourhood life and urban development - Understanding cause-effect - relationships about urban life and rural life - Understanding the general topic of the text - Finding specific information in the text - Understanding the details in the text - Developing comprehension of city development and infrastructure; urban and rural lifestyles, and future of cities	- Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations - Talking about and communicating opinions on city development and infrastructure; urban and rural - lifestyles, and future of cities - Expressing opinions, agreeing/ disagreeing, making suggestions for urban improvement - Interacting with others by exchanging and reconstructing information on the target content	- Writing descriptive paragraphs about neighbourhoods and city life and communicating about them - Writing suggestions and proposals for improving public spaces and communicating about them - Improving written work to communicate ideas about city development and infrastructure; urban and rural lifestyles; future of cities	- Exploring urban planning, sustainability, and community culture - Discussing city life in different cultures and countries	Preparing a project comparing micro-living models in two different cities	- Expressing challenges, strengths, and improvement goals about city and social life issues in group work - Self-reflection and collaborative reflection on community awareness and social responsibility - Rubrics about city life and neighbourhood	Using checklists for the evaluation of individual and collaborative work
- Reading texts about globalisation and cultural identity - Understanding the general topic of the text - Finding specific information in the text - Understanding the details in the text - Comparing perspectives on how global trends influence local culture and everyday life - Discussing how globalisation shapes personal habits, tastes, and cultural identity - Developing comprehension of cultures; cultural diversity & international sports, films & musical events; and the impact of globalisation on everyday life	- Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations - Talking about personal food preferences and food experiences from around the world - Describing national dishes and cultural events/festivals - Talking about and communicating opinions on global cuisines, food habits & cultures; cultural diversity & international sports, films and musical events; and the impact of globalisation on everyday life - Interacting with others by exchanging and reconstructing information on the target content	- Writing texts about global cuisines, cultural events, and the impact of globalisation on everyday life and communicating ideas about them - Writing a restaurant/ café review and communicating ideas about it - Writing a short reflective text about being global and local at the same time and communicating ideas about it - Improving written work to communicate ideas about global cuisines, food habits & cultures; cultural diversity & international sports, films and musical events; and the impact of globalisation on everyday life	- Reading a text on Gioachino Rossini and how food and music reflect culture and emotions - Discussing how food and music express culture and emotions and designing a mini "Rossini Menu" card combining food and music - Writing a short creative food idea and explaining the ingredients and reasons	Preparing a cultural portfolio about how one country's culture connects to the world through food, sports, the arts, and globalisation	- Expressing challenges, strengths, and improvement goals about global learning experiences in group work - Self-reflection and collaborative reflection - Rubrics about life in the world and culture	Using checklists for the evaluation of individual and collaborative work

THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION AND USE	PRONUNCIATION SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
THEME 7 LIFE IN NATURE & GLOBAL PROBLEMS	- Natural disasters and their impact on nature - Natural disasters and their impact on humans - Impact of technology on global issues (AI, data, healthcare, recovery)	- Identifying and describing people, things, and events (Defining & Non-defining Relative Clauses) - Referring to objects or things by providing essential information that identifies them (Defining & Non-defining Relative Clauses) - Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence (Defining & Non-defining Relative Clauses)	Vocabulary for; - natural disasters and their impact on nature - natural disasters and their impact on humans - impact of technology on global issues	- Vowel: u: (/ju:/, /ʌ/, silent /u/, /u:/) - Consonants: q: (/kju:/, /k/); r: (/r/, /ɹ/, silent /r/); s: (/s/, /z/, silent /s/); t: (/t/, silent /t/); th: (/θ/)	Listening and watching the digital story and other audio-visual sources as the context: - to identify and recognise natural disasters and their impact on nature and humans - to identify and recognise cause-effect relationships related to natural disasters - to recognise the use of target vocabulary about nature, disasters, and global problems - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions
THEME 8 LIFE IN THE UNIVERSE & THE FUTURE	- Universal issues in the future - Search for habitable planets - Space and technology	- Describing general truths, facts, and habits-situations where the result always happens if the condition is met (Zero Conditional) - Describing realistic situations in future that are likely to happen and/or cause-and-effect relationship between a condition and its probable outcome (Conditional 1) - Describing imaginary, unlikely, and unreal situations in the present or future and their results (Conditional 2) - Describing regrets, desires, and/or unreal situations about the present, future and the past (Wish clauses)	Vocabulary for; - life in the universe - habitable planets - for space and technology	Consonants: v: (/vi:/, /v/); w: (/w/, silent /w/); x: (/eks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: (/zed/ (Br), /zi:/)	Watching a digital story as in the main context; - to identify and recognise life in the universe and the future and space technology - to recognise the use of target vocabulary about life in the universe and the future - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
• Reading about a severe snowstorm and its impact on humans and nature • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Exploring the relationship between human courage and nature's power • Developing comprehension of natural disasters and their impact on nature; natural disasters and their impact on humans; and the impact of technology on global issues (AI, data, healthcare, recovery)	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Describing environmental changes and fragile ecosystems • Expressing feelings, reactions, and concerns related to natural disasters • Discussing how technology supports environmental recovery • Sharing opinions about protecting nature and using technology • Talking about and communicating opinions on natural disasters and their impact on nature; natural disasters and their impact on humans; and the impact of technology on global issues (AI, data, healthcare, recovery) • Interacting with others by exchanging and reconstructing information on the target content	• Writing texts about natural disasters and their impact on nature and humans and communicating ideas about them • Writing texts about global problems and technological solutions and communicating ideas about them • Writing posters, banners, or captions about environmental awareness and communicating ideas about it • Improving written work to communicate ideas on natural disasters and their impact on nature; natural disasters and their impact on humans; and the impact of technology on global issues (AI, data, healthcare, recovery)	• Reading short texts on geographical wonders shaped by natural disasters • Discussing the role of technology in monitoring natural disasters and protecting ecosystems • Preparing a digital poster about a natural wonder and its impact on our world	• Preparing a multimedia presentation about how natural disasters affect people and the environment, and how technology helps people reduce their impact	• Expressing challenges, strengths, and improvement goals about life in nature & global problems in group work • Self-reflection and collaborative reflection • Rubrics about life in nature & global problems	• Using checklists for the evaluation of individual and collaborative work
• Reading a text about space technologies we use in daily life • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of universal issues in the future; search for habitable planets; and space and technology	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on universal issues in the future; search for habitable planets; and space and technology • Interacting with others by exchanging and reconstructing information on the target content	• Writing texts and questions about life in the universe communicating ideas about it • Writing a letter for future generations and communicating about it • Improving written work to communicate ideas on universal issues in the future; search for habitable planets; and space and technology	• Reading a text about science and art • Preparing a poster about universal issues in the future and communicating on it	• Preparing a journal about life in the universe	• Expressing challenges, strengths, and improvement goals about life in the universe in group work • Self-reflection and collaborative reflection • Rubrics about life in the universe	• Using checklists for the evaluation of individual and collaborative work

PREFACE

The Student's Book and Workbook have been prepared as part of the new vision introduced by the Ministry of National Education within the framework of the Century of Türkiye Education Model. In line with the recently renewed English Language Teaching Curriculum for the Upper Secondary Year 9 (after prep), this book reflects a fresh understanding of language learning that sees language not only as a subject to be taught but also as a tool for communication, identity building, social interaction, and meaningful participation in local and global communities.

The English you will encounter in these pages has been carefully graded at the B2.1 level of the Common European Framework of Reference (CEFR) and shaped using British English conventions, respecting both the international standards and the contextual needs of Turkish learners. Each theme follows a thematic progression, enabling learners to explore English through topics that are relevant to their age, interests, school life, and personal development.

Our curriculum places a strong emphasis on skill integration, where listening/watching, reading, speaking, writing, grammar, pronunciation, and vocabulary are not isolated knowledge but supportive elements that come alive in real tasks and interactions. The book also embraces values education and social-emotional learning, cultivating curiosity, empathy, collaboration, and responsibility through communicative activities, classroom projects, and performance tasks.

The themes were designed with the guidance of a comprehensive framework, ensuring that each component of the book, from warm-up activities to digital stories, from vocabulary hubs to wrap-up pages, contributes directly to the learning outcomes specified in the curriculum. These themes also include interaction-based tasks, reflection prompts, and contextualised grammar and vocabulary practice, allowing learners to not only understand English but also to use it actively and meaningfully.

The book was developed by a dedicated team of educators, including writers, curriculum experts, visual designers, editors, and measurement & evaluation specialists working collaboratively as part of the ministry's national coursebook development initiative. The process was guided by a deep commitment to pedagogical integrity, learner-centred design, and curriculum alignment. We see this coursebook not as a static product but as a living educational tool that encourages exploration, discovery, and confidence in every learner.

We hope that students, teachers, and all users of this book will find it engaging, purposeful, and empowering. Let it be a source of motivation, a space for expression, and a stepping stone in learners' journey of language and life. Thus, we all know every step counts in learning; just as in life, we keep moving forward, step by step.

MAP OF THE STUDENT'S BOOK

Uptone 9 is designed with a modular and student-centred approach that develops learners' communicative competence through real-life themes, interactive tasks, and integrated digital content. Uptone 9 systematically builds language skills while fostering values education, intercultural awareness, and 21st-century skills such as collaboration, critical thinking, reflection, and creativity. Each theme revolves around an engaging theme, supported by recurring instructional components and different activities that provide consistent learning routines, meaningful and communicative practice.

Close-Up serves as a theme map, helping students preview the thematic content through visual prompts, general theme, sub-theme categorisation, and key ideas. It includes the recurring **Warm-up/Well-being** activity, designed to help students feel relaxed, joyful, and ready for learning through short, game-like activities and fun challenges.

Looking at the Big Picture section introduces a unique digital story with a scripted scenario and a double-page picture. The double-page picture aims to activate students' background knowledge and present the target vocabulary and sub-themes through a visual overview.

The digital story helps students engage with real-life scenarios and raises awareness of communicative goals by presenting a context in which target vocabulary, structural items, and social language are used communicatively.

Both elements offer rich and comprehensible practice through versatile listening and watching activities, allowing students to perceive, recognise, and understand the target content, supported by speaking and expression tasks.

Flashback, a pre-watching activity to activate prior knowledge and encourage students to recall related vocabulary and functional language items before viewing the digital story.

Watch and Notice focuses on active viewing of the digital story. During the first viewing, learners carry out noticing tasks, identifying and recognising target vocabulary, grammatical items, and social language. Afterwards, they take part in collaborative practice based on real-life dialogues.

Tune Your Language focuses on pronunciation, stress, and intonation, helping learners develop natural spoken English through dialogues, repetition, and practice with peers.

Vocabulary Hub presents and practises target vocabulary in theme-based contexts, centred on the "guess the word from context" technique, supported by selecting, clue-finding, matching, categorising, contrasting, exemplifying, and defining tasks carried out collaboratively.

Language in Action explores the functions of grammatical items for effective use through guided inductive discovery tasks, while Toolbox summaries display and clarify their meaning, use, and form.

Reading Corner offers accessible and engaging reading texts (emails, articles, stories) with contextualised topics, comprehension and vocabulary activities.

Write It Right develops writing skills with model texts, guided planning, and peer sharing. Learners use target structures and vocabulary to write about real life.

CLIL & Culture encourages learners to access different disciplines and develop intercultural thinking and comparisons through CLIL texts and communicative classroom tasks.

Consolidation revises target vocabulary, grammatical items, and social language in use through a picture strip story, supported by creative tasks such as role-plays and communicative activities.

Wrap It Up includes project-based learning, self-assessment, and reflection on individual and collaborative work, helping learners consider their performance and progress.

Digital Integration

QR Codes provide instant access to **digital stories**, **audio tracks**, and **interactive online tasks**. Learners can listen, watch, and review anytime, supporting hybrid and autonomous learning environments.

Digital Stories feature short, captivating films with specific scenarios that introduce the theme and provide authentic language in context. Students watch to understand the theme and then engage in receptive and productive activities to develop all language skills and enhance overall engagement.

Games are incorporated within each theme to make learning dynamic and interactive. These games provide a fun and collaborative environment for students to practise and consolidate their language skills, transforming challenging concepts into enjoyable challenges.

MAP OF THE WORKBOOK

The **Uptone 9 Workbook** supports learners in improving their English through theme-based and easy-to-follow activities. It is designed to work alongside the *Uptone 9 Student Book* and offers structured practice in listening, pronunciation, vocabulary, grammar, reading, and writing.

Listening and Pronunciation form a key part of each theme. The listening tasks feature short conversations, announcements, and thematic texts. Learners complete gap-fills, matching, and comprehension questions.

QR codes are included to help students access audio tracks easily and practise listening beyond the class.

Pronunciation practice focuses on improving students' awareness of English sounds, sentence rhythm, stress patterns, and similar-sounding words. Repetition and contrastive activities help students speak more clearly and fluently.

Vocabulary development is supported in every theme through matching, categorising, sentence completion, and puzzle-style activities. Words are drawn from everyday and theme-related contexts such as school, daily routines, nature, space, and culture. Visual aids and modelled sentences help learners understand and use new vocabulary effectively.

Grammar points are introduced and practised through inductive and deductive approaches, allowing learners to observe patterns and apply rules. Learners encounter a broad range of structures and practise these through gap-fills, error correction, and sentence transformation tasks, ensuring both accuracy and fluency.

The Reading section features short texts (*e.g., articles, dialogues, descriptions, and emails*) aligned with the thematic content. Tasks range from true/false and multiple-choice questions to vocabulary-in-context and inference-making activities. Through these texts, students enhance reading strategies and encounter diverse text types and global topics.

Writing activities progress from guided sentence-level tasks to structured paragraph writing. Learners respond to prompts using thematic vocabulary and grammar, often within functional contexts such as describing routines, writing emails, or narrating past events. Support is provided via sentence starters, layout models, and idea banks, fostering both accuracy and creativity.

The Irregular Verbs List is included at the end of the workbook, providing students with an essential reference tool for tense-based grammar and writing activities. This feature promotes learner independence and supports effective revision.

Digital support in the workbook includes **QR codes** embedded in listening and pronunciation activities. These codes link directly to audio files so students can listen, repeat, and review independently.

The **Uptone 9 Workbook** serves as a supportive and practical learning resource, offering rich practice opportunities that complement classroom instruction. With its clear structure, integrated digital tools, and engaging task design, it empowers students to apply their knowledge confidently and successfully in various contexts.



Click or scan the QR code to reach the Revision Answer Key.



Click or scan the QR code and do the warm up activity.

1 Follow the instructions to do the warm up activity.

Ask students to close their eyes and focus on how they feel at this moment: tired, calm, stressed, or energetic. When the reflection ends, tell students to turn to a peer and say one short sentence about how they feel and why. After writing some responses on the board, ask students to write one simple action they can take today to feel better. When they complete the task, ask some students to share their solutions in class.

LOOKING AT THE BIG PICTURE

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.

Before scanning the QR code, encourage students to think of words that come to mind when they hear the word *school*. Write them on the board. Then, click or scan the QR code and have students tick the words they associate with the word *school*. Ask students to discuss the words they have thought of and ticked.

SUGGESTED KEY

teacher, blackboard, smart board, celebration, exam week

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

SUGGESTED KEY

They are about a festival.
Maybe students are preparing a show.
It looks like a cultural event.

b Now, watch Digital Story 1. What connection(s) can you find between the pictures and the story?

Play Digital Story 1 and ask students to watch silently. Then, ask what connection(s) they find between the pictures and the story.

ANSWER KEY

Students' own answers

1A WATCH AND NOTICE

1 a Look at the flags. Match each flag to the correct country name. One is extra.

Ask students to look at the given flags and match them to the correct country name.

ANSWER KEY

1 c 2 d 3 b 4 a e (Extra)

b Work in pairs. Read the clues to guess the country from the ones above.

Tell students to read the given clues and then guess the country. Monitor their talks. Elicit the answer.

ANSWER KEY

Italy

c Now, choose one of the countries and write similar clues. Then, let the other pairs guess it.

Ask students to choose one of the countries and write similar clues. Then, tell them to read their clues to other pairs so the others can guess the country.

ANSWER KEY

Students' own answers

2 Watch Digital Story 1 quickly to find which school activity the student group is practising for.

Play Digital Story 1 without pausing. Ask students to find which school activity the student group is practising for. Elicit the answer.

ANSWER KEY

a school performance

3 Watch Digital Story 1 carefully to complete the chart.

Replay the video and ask students to complete the chart carefully. Elicit the answers.

ANSWER KEY

Details	Who	Where
gives permission to perform	the headmaster (Mr Harris)	in the office
talks about traditional dance	Samira	in the courtyard
plays the guitar	Elio	in the hall
fixes the microphone	Ms. Harper	at the backstage
talks about diversity/teamwork	Noah	on stage

4 Read the statements to write true (T) or false (F) for the statements.

Tell students to read the statements carefully and remember the digital story they've watched. Ask them to write true or false for the given statements. You can allow pair discussion if needed. Then, elicit the answers.

ANSWER KEY

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

5 a Work in groups. Imagine your class is joining a school festival. Choose one activity from exercise 2 and discuss the following questions.

- ▶ What is your activity?
- ▶ Who does what?
- ▶ Where will it take place?
- ▶ When will it happen?
- ▶ What will you need?
- ▶ How will you organise it?

Tell students to work in groups. Ask them to imagine that their class is joining a school festival. Tell them to choose one activity from exercise 2 and have them discuss and decide on some points considering the given questions in their books.

ANSWER KEY

Students' own answers

b Design a poster or flyer for your festival activity. Make sure your work includes the following items.

- ▶ the title of your show
- ▶ one picture or symbol
- ▶ a short slogan

Ask students to design a poster or flyer for their festival activity. Remind them to pay attention to the notes in their books.

c Now, present your poster to the class.

Have students present their poster or flyer to the class. You can have students vote for the best one.

ANSWER KEY

Students' own answers

TEACHER TIP

Students may use:
 Our activity is...
 We are preparing a...
 I am responsible for...
 Join us!/Don't miss it!

1B TUNE YOUR LANGUAGE

1 a Watch Scene 2 of Digital Story 1 and pay attention to the intonation of the sentences below.

Play or project Scene 2 of Digital Story 1. Tell students to focus on the speakers' tone and stress rather than individual words. Ask them: "Where does the voice go up or down?" "How does the intonation change the feeling or meaning?" Elicit the answers.

ANSWER KEY

We have an idea for the Traditional Welcome Festival. ▼

Falling intonation: A positive statement, meaning is complete and confident.

It fits the festival perfectly, doesn't it? ▼

Falling intonation: A tag question used to ask for agreement.

Normally, we don't give any responsibilities to students in their first year. ▼

Falling intonation: A negative statement, giving information confidently.

Can we start rehearsing in the event hall? ▲

Rising intonation: A yes/no question, expecting an answer.

b Repeat the sentences as a class.

Ask students to repeat the sentences as a class. Guide them to notice differences between statements, yes/no questions, and tag questions.

ANSWER KEY

Students' own answers

2 a Listen to the dialogue. Write falling (▼) or rising (▲) to show the correct intonation.

Tell students they will listen to a short dialogue between Gina and Mary. Explain that the goal is not to understand every word, but to notice how the voice moves up or down at the end of each sentence. Before listening, ask: "What happens to your voice when you ask a question?" "Does your tone go down or up when you finish a statement?" Play the recording once for general listening. Then, play it again, pausing after each sentence for students to write falling (▼) or rising (▲). Elicit the answers.

ANSWER KEY

1 falling	2 falling	3 falling	4 rising
5 falling	6 falling	7 falling	

b Work in pairs. Read the dialogue aloud with the correct intonation. Then, exchange roles and repeat.

After checking answers, have pairs read the dialogue aloud, one acting as Gina, the other as Mary, to practise rhythm and expressiveness. Encourage natural tone and facial expression to reinforce authentic speech.

ANSWER KEY

Students' own answers

3 Listen to the recording and mark each sentence with arrows (↑ / ↓) for the correct intonation.

Read each sentence aloud. Ask students to mark arrows to show the correct intonation. Then, ask them to read the statements by paying attention to the correct intonation. Elicit the answers.

ANSWER KEY

1 ↓	2 ↓	3 ↑	4 ↓
-------	-------	-------	-------

4 Choose the sentence with the different intonation pattern and explain why.

Ask students to look at each group of three sentences. Tell them that two sentences share the same intonation pattern, while one has a different one. Read the sentences aloud. Have them listen carefully to the tone at the end of each sentence. Students choose the odd one out and write a short explanation (e.g., *It's a question, so the intonation rises.*). Check answers as a class and discuss how intonation helps express the speaker's intention. Elicit the answers.

ANSWER KEY

- | |
|--|
| 1 (c) ↑ It rises because it is a question. |
| 2 (b) ↓ It falls because it is a tag question for agreement. |
| 3 (b) ↓ It falls because it is a statement. |

5 Work in groups. Practise the statements below. Pay attention to the intonation.

Divide the class into small groups. Ask each group to take turns reading the sentences aloud, focusing on intonation direction rather than speed or volume. While groups practise, walk around and listen for accurate tone and rhythm. Gently correct monotone speech or reversed patterns. Optionally, have each group choose one sentence to perform dramatically in front of the class.

ANSWER KEY

1 falling	2 falling	3 rising	4 falling	5 rising
-------------	-------------	------------	-------------	------------

6 Record three sentences you have practised. Then, exchange your recordings with your peer, and use the checklist below to give peer feedback on intonation. Then, check it with your teacher.

Assign students to record three sentences using correct intonation. They exchange recordings with a peer and use the checklist to evaluate their performance. Play 1-2 examples in class and model constructive feedback language (e.g., *Your question sounds natural, but your statement could fall more at the end*). After peer feedback, students reflect on how intonation affects meaning and emotional tone in spoken English. Ask: How can correct intonation make your speech sound more confident? What did you notice about your peer's voice? Have students share reflections in pairs or groups to internalise the learning. Finally, check their recordings as a class.

ANSWER KEY

Students' own answers

1C VOCABULARY HUB

1 a Watch Scene 3 of Digital Story 1 and tick (✓) the words/word groups you hear.

Play Scene 3 of Digital Story 1, and ask students to tick (✓) the words and word groups they hear. Tell them to work in pairs and check their answers. Then, elicit them in class.

ANSWER KEY

curriculum, global citizenship, schedule, award ceremony, compulsory, collaborative, diverse

b Compare your answers with your peer and discuss the words that are familiar to you. Then, check the meanings of the unfamiliar words using a dictionary.

After students have ticked the words they heard in exercise 1a, ask them to compare their answers in pairs or small groups. Tell students to discuss which words are familiar to them and share possible meanings or examples from the story. Then, have students check the meanings of the unfamiliar words in a dictionary and agree on the correct meanings together.

ANSWER KEY

Students' own answers

2 Read the speech bubbles. Use the clues in the sentences to match them with the correct phrases.

Ask students to read the speech bubbles carefully and pay attention to key words, tone, and the situation. Tell them that these clues will guide them in identifying the most appropriate phrase for each speech bubble.

ANSWER KEY

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

3 Read and complete the paragraph with the words given below.

Ask students to read the paragraph first to understand the overall meaning. Then, have them complete the gaps using the word phrases in Exercise 2. Encourage students to focus on contextual clues rather than translating word by word. Remind them that one word phrase is extra and will not be used.

ANSWER KEY

1 curriculum	2 schedule	3 compulsory
4 intense	5 collaborative	6 diverse
flexible (Extra)		

4 Use the given phrases to complete the sentences below. Two are extra.

Ask students to read each sentence carefully and choose the most suitable phrase based on meaning and context. Two phrases are extra, which encourages careful reading and decision-making.

ANSWER KEY

1 critical thinking	2 extracurricular activities
3 global citizenship	4 annual competition
5 award ceremony	multilingual education (Extra)
flexible schedule (Extra)	

5 Read the statements below. Tick (✓) if they are true for your school. Explain your choice using the bold adverbs.

Ask students to read the statements carefully and decide whether each one is true, partly true, or not true for their own school. Explain that they should justify their choices using the bold adverbs in the statements. Before students start, draw attention to the useful expressions provided. (*Yes, because .../Partly, but .../Not really. We usually ...*). Have students work in pairs. You may model the task with a sample dialogue. Provide support with meaning if needed.

E.g.

A: Is science considerably important in your school?

B: Yes, it is. We have many science lessons and exams.

A: What about projects?

B: We work extensively on projects, especially in science and English.

ANSWER KEY

Students' own answers

6 Read the example below and write about your school in your notebooks. Use at least two phrases from exercise 4.

Ask students to write a short paragraph about their real or dream school in their notebooks. Remind them to use at least two phrases from exercise 4. (e.g., *critical thinking, global citizenship, extracurricular activities*.) Model the example on the board and highlight how the target phrases are used naturally. Encourage students to personalise their writing by adding what makes their school unique or what they would like to improve. When finished, ask volunteers to read their paragraphs aloud and give short positive feedback.

ANSWER KEY

Students' own answers

LET'S TALK!

1 Match the expressions to their meanings. One is extra.

Ask students to read the expressions (1-4) and match them to their correct meanings (a-e). Check answers as a class and briefly discuss what each saying means in real life. Encourage students to give examples from their school experience or culture.

ANSWER KEY

1 c 2 a 3 e 4 b d (Extra)

2 Work in pairs. Choose one of the expressions from exercise 1 and share your ideas with the class.

Ask students to look at the example sentence given below the exercise first. Then, tell them to work in pairs to choose one expression and create a sentence or short comment using it. Give them 1-2 minutes to prepare. Invite a few pairs to share their sentences with the class. Encourage applause or short positive reactions after each example. Optionally, write a few strong sentences on the board as model examples.

ANSWER KEY

Students' own answers

GAME**SPEED CHAT**

Tell students they will play a quick speaking game in pairs. Explain that you will say one of the target words (**e.g., diverse, collaborative, intense, schedule, global citizenship**). After you say the word, pairs have 20 seconds to start a short, natural mini-conversation using it correctly.

E.g.

Student A *collaborative*

Student B *Our group project was so collaborative that even the cat helped.*

Award 1 point if both peers use the word correctly and give 1 bonus point if their dialogue sounds natural, funny, or creative. Encourage fast responses and positive energy. Use a timer or clap after 20 seconds to signal switching to the next word. At the end, count points and congratulate the most expressive or creative pairs. Emphasise fun over competition.

TEACHER TIP

Model one quick example with a confident pair first so the others clearly understand the pace and tone of the activity.

1D LANGUAGE IN ACTION**1 Read the extracts from Scene 4 of Digital Story 1 below. Match them to their functions.**

Play Scene 4 of Digital Story 1. Tell students to think about each sentence to match it with its function. After they finish, have them check in pairs and then elicit answers as a class.

ANSWER KEY

1 b (shows an action happening now)

2 a (shows a habit or general fact)

2 Read the text carefully. Underline the verbs that show actions happening now, and circle the verbs that show actions that happen regularly.

Ask students to work individually to read the text and mark the verbs as directed. Afterwards, have them compare their answers in pairs. Discuss as a class which time expressions help (**e.g., right now, today, usually, normally**). If needed, draw a two-column chart on the board labeled *Now / Usually*, and fill in examples together.

ANSWER KEY

Now (present progressive) is stealing, is staring, is sitting, is recording, I'm praying, I'm eating, is laughing

Usually (present simple) take, wait, mind, like, scroll, eat, put on, share (habits/general truths)

3 Look at the verbs you underlined and circled. Discuss the questions below with your peer.

Have students discuss the questions in pairs. Elicit responses and guide them to notice that *be + -ing* shows an action in progress, while *base/3rd person -s* shows general truth or habit. Make sure they catch the point in making emphasis in Present Simple.

ANSWER KEY

- 1 is stealing, is staring, is sitting, is recording, I'm praying, is laughing, am eating
- 2 take, wait, mind, like, scroll, eat, share, put on
- 3 I do like sharing my fries. (*do/does + base verb*)
- 4 *be + -ing* shows an action in progress *base/3rd person -s* shows general truth or habit

TOOL BOX

Write Present Simple or Present Progressive in the blanks by using your ideas in exercise 3.

- ▶ We talk about habits and general facts by using **present simple**.
- ▶ We talk about actions happening now/at the moment by using **present progressive**.
- ▶ Some verbs (*e.g., believe, know, like*) are used in **present simple**.
- ▶ We add emphasis by using *do/does+base verb* in **present simple**.

4 **Circle the correct verb form.**

Students choose the correct form in each sentence. Remind them to check for time expressions such as *usually* or *right now*. Elicit answers and model pronunciation of contracted forms (*e.g., He's eating, They're laughing*).

ANSWER KEY

- | | | |
|---------------|-------------|---------|
| 1 takes | 2 is eating | 3 sit |
| 4 is laughing | 5 does | 6 hopes |

5 **Complete Josh's reply with *a/an, the, one* or *zero article (-)*.**

Ask students to read Josh's short reply. Remind them that article choice depends on whether the noun is known, general, or first mentioned. Have them fill the blanks individually, then check in pairs.

ANSWER KEY

- | | | | |
|-------|-------|-------|-------|
| 1 the | 2 The | 3 the | 4 the |
| 5 - | 6 one | 7 one | |

TOOL BOX

Now, complete the rule with *a/an, the, one* or *zero article (-)*.

- ▶ We use **a/an** before singular countable nouns when we talk about something for the first time.
- ▶ We use **the** when both the speaker and listener know what we are talking about.
- ▶ We use **(-) (zero article)** with plural or uncountable nouns when we speak in general.
- ▶ We use **one** to mean a single item or one more of something.

TOOL BOX

1 Read the dialogue and pay attention to the words in bold.

Have students read the mini-dialogue between Julia and Leo. Ask them to pay attention to the *modals* and *question tags*.

2 Discuss the questions according to the dialogue in exercise 1.

Have students discuss the questions and answer them in pairs. Then, guide them to answer the following questions orally. *Which words show something necessary? Which words show something not necessary? Which words show permission or possibility? Why do they use question tags?*

ANSWER KEY

Necessary: must, have to (implied obligation)

Not necessary: don't have to

Permission/Possibility: can

Question tags: to confirm information politely/check agreement

3 Now, fill in the blanks using your answers to make the rules.

Have students make the rules on their own.

ANSWER KEY

- ▶ We express something **necessary** by using **must/have to**.
- ▶ We express something **not necessary** by using **don't have to**.
- ▶ We express **permission and possibility** by using **can**.
- ▶ We **check or confirm** what we say by using **question tags**.

GAME**GRAMMAR REPORTERS LIVE**

- □ ×

Explain that students will act as live news reporters. Divide the class into pairs or small groups. Assign one student as *the witness* and the other as *the reporter*. Remind them that the witness describes what is happening now using *present progressive*, and the reporter adds what usually happens, correctly using *a/an, the, zero, or one*, and may include a *modal* or *question tag*. If needed, model one example together before starting.

E.g.

Witness *A dog is sitting on the teacher's chair.*

Reporter *Dogs don't usually sit in classrooms. Maybe it wants a break, doesn't it?*

1E READING CORNER**1 Look at the pictures and choose which idea suits you best.**

Ask students to look at the pictures and briefly discuss what they show. Then, read both statements aloud or ask volunteers to read them. Give students a moment to reflect and select the option that matches their study style. After they make their choices, ask them to explain their reasons in pairs or small groups. Finally, invite a few students to share their ideas with the class to promote respect for different learning styles.

ANSWER KEY

Students' own answers

2 a Read the text quickly. Then tick (✓) the topics mentioned in the text.

Ask students to read the title and subheadings of the text and predict what it might be about. Explain that they will read the text quickly to find out which topics are mentioned, not to understand every detail. Direct students' attention to the list of topics and make sure they understand each one (e.g., *age to start school, exams and competition, projects and creativity, etc.*). Clarify unfamiliar vocabulary if needed. Tell students to read the text quickly and tick (✓) the topics that are covered in either Finland or Singapore. Remind them not to stop at every word. The goal is to get the general idea. Elicit the answers.

ANSWER KEY

Age to start school, Exams and competitions, Projects and creativity, Festivals and cultural events

b Compare your answers with your peer.

When most students have finished, ask them to compare their answers in pairs and discuss any differences. Elicit the answers.

ANSWER KEY

Students' own answers

3 Read the text carefully to fill in the blanks using the highlighted words. One is extra.

Ask students to read the text and sentences carefully and fill in the blanks with the correct highlighted words from the reading text. Encourage students to look back at the text to find the correct forms and check how each word is used in context. When students finish, ask them to compare their answers in pairs and discuss any differences. Then, check the answers together as a class, asking volunteers to read each completed sentence aloud. Briefly explain or elicit the meanings of any challenging expressions to ensure understanding.

ANSWER KEY

1 host	2 distinguish	3 eliminate
4 gather	5 participate in	cheer (Extra)

4 Answer the questions in pairs.

After reading the text, ask students to look at the questions carefully. Encourage students to work in pairs and discuss their answers before writing them down so that they can compare ideas and refer back to the text if needed. Provide support with vocabulary or clarification when necessary. After most pairs have finished, check the answers as a class, eliciting the information from different students. Encourage students to note similarities or differences between the education systems mentioned (e.g., *Finland vs. Singapore*) as a brief reflection.

ANSWER KEY

1 Finnish children start school at the age of 7.
2 Teachers in Finland adapt lessons by gathering ideas from classes and presenting them creatively.
3 The main focus of Singapore's education system is school success and fairness.
4 High-stakes exams in Singapore are used for determining students' future educational paths.

5 Complete the sentence to explain which education system you prefer and why. Then, share your ideas with the class.

Ask students to complete the sentence individually by choosing an education system they have learnt about and giving a clear reason for their preference. Encourage them to use ideas from the reading text and to write at least one full, meaningful reason. Remind students to focus on expressing personal opinion rather than giving factual information only. When they finish, ask volunteers to share their sentences with the class. As students speak, prompt them to explain their reasons further if needed (e.g., *Why do you think this system is better?*). Monitor and provide language support, and briefly reformulate or highlight good examples of opinion language on the board.

SUGGESTED KEY

I prefer the education system in Finland because it reduces exam stress and supports students' well-being and focuses on cooperation instead of competition.

I prefer the education system in Singapore because it prepares students for academic success through high standards and discipline, and it encourages hard work and rewards achievement.

1F WRITE IT RIGHT

1 Read the Frequently Asked Questions (FAQ) page of the Cumhuriyet Upper Secondary School handbook to choose its topic.

Have students skim the FAQ quickly and choose the best option. Ask them to underline the words that justify their choice (e.g., *concert, exhibition, national days, uniforms*). Elicit the answer.

ANSWER KEY

b School traditions and events

2 a Read the underlined expressions in the text. Pay attention to how they are used.

Ask students to read the underlined expressions in the text carefully. Draw their attention to the highlighted expressions *on the contrary*, *in contrast*, and *on the other hand*. Explain that these expressions are used to show contrast between two ideas, but each one has a slightly different function.

ANSWER KEY

Students' own answers

b Work in pairs to match the sentences. One is extra.

Have students match the sentences with the suitable ones. Let pairs justify their choices, then elicit the answers.

ANSWER KEY

1 c	2 (Extra)	3 a	4 b
--------	-----------	--------	--------

c Complete the sentences below with the words in bold in the text. One is extra.

Have students choose the correct adverbs from the bold items in the FAQ and complete the sentences. Remind them one item is extra. Elicit the answers.

ANSWER KEY

1 appropriately 2 primarily 3 efficiently generally (Extra)

3 Work in pairs. Brainstorm possible questions and answers about your own school. Then, complete your own FAQ page.

Have students look at the sample FAQ format with five Q&As. First, let them brainstorm possible questions and short answers in pairs, using their own school experience and the suggested topics (assemblies, cafeteria, projects). Then, ask them to complete the FAQ page with five Q&As. Remind them to include at least two adverbs or adverbial phrases (e.g., *efficiently, in contrast, on the other hand*) and to write short, clear sentences.

SUGGESTED KEY

Q1 How should students behave during assemblies?

A1 Students should behave appropriately and listen quietly to the teachers.

Q2 What cafeteria rules are different from other schools?

A2 Students must always queue up in the cafeteria. In contrast, in some schools students take food without waiting.

Q3 What are the rules about using mobile phones in lessons?

A3 Students cannot use mobile phones during lessons. However, they can use them at lunch time.

Q4 What should students do when preparing for school projects?

A4 Students work efficiently to finish their tasks, and they also learn to cooperate with their classmates.

Q5 What should students do when there is a problem at school?

A5 Students should talk to a teacher and report it immediately.

Check and Reflect

Have students exchange their FAQs and use the checklist to give peer feedback. Then, ask them to revise their FAQ based on the feedback. Finally, students answer the two reflection questions individually.

ANSWER KEY

Students' own answers

CLIL & CULTURE

1 Can you name the famous teachers or philosophers you know?

Begin by asking: "Can you name the famous teachers or philosophers you know?" Elicit a few names from students (e.g., *Aristotle, Plato, Confucius, Atatürk, etc.*) and write them on the board. Encourage students to briefly say what they know about any of them. Tell students they are going to read about several great thinkers.

ANSWER KEY

Students' own answers

2 Read the text to match the thinkers to their ideas. One is extra.

Ask students to read the text and then look at each sentence (1-5) to find who it describes. Tell them to match the ideas with the correct thinker (a-d). Check the answers as a class.

ANSWER KEY

1 d	2 a	3 b	4 c	e (Extra)
-----	-----	-----	-----	-----------

3 Work in four groups. Each group reads one paragraph of the text, discusses it together, and then one of you from each group explains your paragraph to the class in one clear sentence according to the example below.

Divide the class into four groups. Assign each group one philosopher (Confucius, Socrates, Al-Farabi, Montessori). Tell groups to reread their section carefully and discuss the main idea. Invite one student from each group to share their summary aloud.

ANSWER KEY

Students' own answers

4 Choose one of the thinkers above and design a poster presenting their key ideas and influence on modern education. Include a picture, country of origin, a notable quote. Then, write a short explanatory paragraph.

Tell students to choose one philosopher or educator they liked most. Show an example layout on the board.

- ▶ Name & country
- ▶ Famous quote
- ▶ Main idea about education
- ▶ Modern connection (How this idea is still used today)

Encourage students to use colour and visuals (e.g., photos, flags, symbols). Allow them to present their posters briefly or display them around the classroom.

ANSWER KEY

Students' own answers

CONSOLIDATION**1 Look at the title. In groups, guess and discuss what happens in the picture strip story.**

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

ANSWER KEY

Students' own answers

2 Complete the story with the statements below. Then, listen, check and act it out.

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

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

3 Work in pairs. One of you tells the story from memory, and the other listens and corrects any missing details. Then, exchange roles.

Tell students to work in pairs. Explain that one student will retell the story from memory while the other listens carefully and checks for missing or incorrect details. Remind the listener to correct politely and help their peer complete the story. After they finish, ask students to exchange roles and repeat the activity. Monitor the pairs, and encourage accurate use of key vocabulary and past tenses.

ANSWER KEY

Students' own answers

4 Work in groups. Prepare a short presentation about one of your school's traditions. Explain what it is, when it happens, and why it is important.

Tell students to work in small groups. Explain that they will prepare a short presentation about one of their school's traditions. Remind them to include what the tradition is, when it takes place, and why it is important for the school community. Encourage groups to organise their ideas clearly and share speaking roles equally. Monitor the groups, offering support with vocabulary and structure as needed. When ready, invite each group to present to the class and give brief, positive feedback on content and clarity.

ANSWER KEY

Students' own answers

WRAP IT UP!**PERFORMANCE ASSIGNMENT****Comparing School Systems and Traditions**

Have students work in groups. Ask them to choose two schools, one from Türkiye and one from another country, and compare their systems (structure, curriculum, teaching methods, etc.). Tell them to research how schools celebrate national days, festivals, or events. Have them prepare visual aids (e.g., poster, slides, short video) and add their own idea for a new school event or celebration. Finally, ask each group to present their project in class. Encourage the rest of the class to use the rubric on page 171 in the students' book to give peer feedback.

ANSWER KEY

Students' own projects



SELF EVALUATION AND REFLECTION

1 Can you use the correct vocabulary while comparing different school systems?

Ask students to read the question and tick the box that reflects their confidence. Tell them to answer honestly and briefly, and remind them that there is no single correct answer.

ANSWER KEY

Students' own answers

► Complete the sentences with the correct word given below. One is extra.

Tell students to complete the sentences using the words in the box and remind them that one word is extra. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- | | | |
|------------------|-------------------|--------------|
| 1 curriculum | 2 extracurricular | 3 compulsory |
| 4 award ceremony | volunteer (Extra) | |

2 Can you talk about what you usually do and what you are doing now correctly?

Ask students to read the question and tick the box that reflects their confidence. Tell them to answer briefly and honestly.

ANSWER KEY

Students' own answers

► Complete the sentences with the correct form of the verbs in brackets.

Let students complete the task individually. Then, have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- | | | |
|-------------------------|---------------------|-------------------------|
| a starts / is beginning | b am joining / take | c study / are preparing |
|-------------------------|---------------------|-------------------------|

3 Can you describe school life by using expressions of obligations, permissions, and requests?

Ask students to read the question and tick the box that reflects their confidence. Tell them to answer briefly and honestly.

ANSWER KEY

Students' own answers

► Complete the sentences with a suitable modal.

Tell students to complete the sentences using suitable modals. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- | | | |
|--------|-----------|----------|
| a must | b Can/May | c should |
|--------|-----------|----------|

**REFLECTIONS ON COLLABORATION****1 Can you participate actively in pair and group discussions and projects?**

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers



Theme 2

Warm-Up



Click or scan the QR code and do the warm up activity.

1 Follow the instructions to do the well-being activity.

Tell students to form groups of at least eight people and to stand in a circle. Ask one student to start by clapping a simple rhythm (e.g., *clap-clap-pause-clap*). Then, tell the next student to repeat the rhythm and add a new movement (e.g., *snap fingers, stomp foot*). Explain that each student will continue the sequence, keeping all previous movements and adding their own. When the rhythm returns to the first student, the whole class performs the final full sequence together.

LOOKING AT THE BIG PICTURE

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.

Tell students to click or scan the QR code to access the flashback activity. Ask students to read each question and tick the correct answer individually. After completing, invite volunteers to share their answers with the class and quickly review them together.

ANSWER KEY

1 chemistry	2 dictionary	3 brainstorming	4 VR headset
-------------	--------------	-----------------	--------------

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

ANSWER KEY

Students' own answers

b Now, watch Digital Story 2. What connection(s) can you find between the pictures and the story?

Tell students to watch Digital Story 2 and ask them to find a connection between the pictures and the story. Encourage a brief discussion on how the visuals are linked with the story content.

ANSWER KEY

Students' own answers

2A WATCH AND NOTICE

1 a Look around your classroom. Tick (✓) the study tools or innovative devices you see.

Tell students to look around the classroom carefully and then ask them to tick the study tools or innovative devices they can actually see. Make sure students know all the vocabulary in the list in their books. Tell students to compare their ticks with their peers and check if they've noticed the same items.

ANSWER KEY

Students' own answers

b Which of these tools do you find most useful in your learning? Think and share your answer with your peer.

Ask students to choose the tool they find most useful in their learning. Tell them to share their answers with their peers using the structure *I find ... most useful because ...* Invite a few pairs to share their answers with the whole class.

ANSWER KEY

Students' own answers

2 Watch Digital Story 2 quickly to tick (✓) the topics mentioned.

Tell students to watch Digital Story 2 without stopping. Ask them to tick the topics they hear mentioned in the story. Tell students not to worry about details at this stage, only to recognise the main ones. Elicit the answers.

ANSWER KEY

school subjects, learning activities, educational innovations, study tools

3 Watch Digital Story 2 carefully to choose the correct answer.

Tell students to watch Digital Story 2 carefully, focusing on details this time. Ask them to read each question first, and then to choose the correct answer while watching. After watching, tell students to check their answers in pairs. Invite volunteers to share their answers with the whole class. Confirm the correct options and briefly explain why they are correct.

ANSWER KEY

1 c 2 c 3 a 4 b

4 a Work in pairs and discuss the given questions.

Tell students to work in pairs. Ask them to discuss the given questions in their books. Monitor them and provide help if needed. Encourage pairs to share one or two ideas with the class.

ANSWER KEY

Students' own answers

- b Imagine you are part of the project team for the school festival in Digital Story 2. Prepare a festival slogan and design it as a mini poster (big letters + simple visuals) to display in class.**

Tell students to imagine they are part of the project team for the school festival like the one in the digital story they've listened to. Ask them to prepare a festival slogan and design it as a mini poster using big letters, simple visuals, etc., to display in class. Students can vote for the best one.

ANSWER KEY

Students' own answers

- 5 Work in pairs and practise the mini dialogue. Then, make your own using the given words in the boxes and act it out.**

Tell students to work in pairs. Ask them to practise the sample mini dialogue. Then, tell students to use the words in the boxes to make their own mini dialogue. Encourage pairs to act out their dialogues.

ANSWER KEY

Students' own answers

2B TUNE YOUR LANGUAGE

- 1 Watch Scene 2 of Digital Story 2. Pay attention to how intonation changes in the sentences. Discuss with your peer.**

Tell students to watch Scene 2 of Digital Story 2. Ask them to pay attention to how intonation changes in the sentences. Tell students to discuss briefly with their peer what they've noticed about intonation.

ANSWER KEY

Students' own answers

- 2 a Listen to the extracts from Scene 2 and repeat them after the recording.**

Play the audio. Ask students to repeat each extract after the recording. Monitor the students' pronunciation and intonation.

ANSWER KEY

Students' own answers

- b Now, practise the sentences using the same intonation and then tick (✓) the correct option.**

Ask students to listen to the extracts from Scene 2 and to repeat after the recording, imitating the intonation. Tell them to tick whether the intonation is rising (↗) or falling (↘). Check answers together as a class and provide short explanations.

ANSWER KEY

- 1 I love acting out dialogues and writing essays. falling ↘
- 2 What about debates and quizzes? falling ↘
- 3 Debates aren't always easy. falling ↘
- 4 They give everyone a chance to practise real-life skills, don't they? rising ↗
- 5 Do presentations really help us learn better? rising ↗

TEACHER TIP

Students may mistake the fourth statement for falling intonation, but in the context of a tag question seeking agreement, the intonation rises.

- c Listen to the extracts again. Compare your intonation with the recording and circle the sentences you pronounced differently. Then, repeat those sentences once more.**

Play Audio 2.1 again. Ask students to compare their own intonation with the model, circle the sentences they said differently, and repeat those sentences once more. Monitor and give quick corrective feedback (rising/falling), then do a short whole-class check of the most common errors.

ANSWER KEY

Students' own answers

- 3 Read the sentences and complete the most common rules about intonation.**

Tell students to read the sentences from exercise 1 again. Ask them to observe the intonation patterns and complete the rules in the table. Then, tell them to compare their answers with their peer. Check answers as a class and highlight the general rules.

ANSWER KEY

Positive statements end with **falling** ↓ intonation.
 Negative statements end with **falling** ↓ intonation.
 Yes/No questions end with **rising** ↑ intonation.
 Wh- questions end with **falling** ↓ intonation.
 Question tags (when you are not sure) end with **rising** ↑ intonation.
 Question tags (when you are sure) end with **falling** ↓ intonation.

TEACHER TIP

When the voice goes up ↑, it shows curiosity or doubt. When it goes down ↓, it shows certainty or completion.

- 4 Work in pairs. Take turns reading a sentence card aloud.**

Tell students to work in pairs. Ask them to look at the sentence cards in their books and share them. Let them read a card aloud with the correct intonation while the other listens carefully in turn to identify whether the intonation is rising ↑ or falling ↓. Students continue until all cards are used. For the bonus round, tell each student to make two new sentences about classroom life: one with rising and one with falling intonation. Ask them to challenge their peer to guess the intonation type.

ANSWER KEY**Sentence Cards**

I love working on science projects. **falling** ↓
 Debates aren't always difficult. **falling** ↓
 Are you ready for the presentation? **rising** ↑
 Why are quizzes sometimes stressful? **falling** ↓
 This explanation in the text is irrelevant, isn't it? **rising** ↑ (seeking confirmation)
 Does technology make learning easier? **rising** ↑
 I don't enjoy memorisation drills. **falling** ↓
 Let's try silent reading tomorrow. **falling** ↓
 The projector isn't working properly. **falling** ↓
 After-school clubs are at inconvenient times, aren't they? **falling** ↓ (if speaker is sure)

5 a Record the three sentences you have practised in exercise 4. Then, exchange your recordings with your peer to give each other feedback by asking the given questions.

Tell students to choose three cards they've practised. Ask each student to record these three sentences aloud on their device, paying attention to correct intonation. Then, tell them to exchange their recordings with their peer and listen carefully. Have students give feedback to each other with the help of the questions in their books.

ANSWER KEY

Students' own answers

b Complete the sentence about your experience.

Ask pairs to share one insight from their peer feedback with the whole class by completing the sentence.

ANSWER KEY

Students' own answers

c Then, check it with your teacher.

Finally, check your students' recordings and give feedback.

2C VOCABULARY HUB

1 a Watch Scene 3 of Digital Story 2. While you watch, listen and tick (✓) the words you hear.

Tell students to watch Scene 3 of Digital Story 2 and listen carefully for the target words. Ask them to tick the words they hear on the list provided in their book.

ANSWER KEY

smart board, laptop, projector, educational app, virtual reality headset, group discussion, quiz competition, field research, storytelling

b Then, compare your answers in pairs. Discuss the words and phrases that are new to you using your dictionaries.

After watching, tell students to compare their answers with their peer. Encourage them to discuss which words or phrases are new to them and what they might mean. Encourage them to use their dictionaries. Finally, ask a few pairs to share examples with the whole class to check overall understanding.

ANSWER KEY

Students' own answers

c Now, write the words/phrases from exercise 1a under the correct column. Write your own answers in the blank spaces.

Ask students to look back at the list in exercise 1a. Tell them to write the words/phrases under the correct column. When they finish, ask them to fill in the blank spaces, writing their own answers. Ask them to compare with their peer to check accuracy. Elicit the answers.

ANSWER KEY

school subjects	learning activities	study tools & innovations
physical education	doing an experiment	projector
geography	group discussion	educational app
literature	pairwork	smart board
chemistry	field research	laptop
history	storytelling	virtual reality headset
Students' own answers	quiz competition	Students' own answers

2 a Work in pairs. Read the extracts from Scene 3 and discuss the meanings of the words in bold.

Tell students to work in pairs and read the extracts from Scene 3 with bold words. Ask them to guess the meanings of them by using contextual clues. Encourage pairs to discuss what each word might mean in their own words. Elicit the answers.

SUGGESTED KEY

efficient: works well and saves time; does tasks quickly

user-friendly: easy to use and simple to understand

confused: unable to think clearly

b Find the clues for the words in bold and write their meanings to complete the chart.

Tell students to read each sentence carefully and underline the clue that helps explain the bold word. Ask them to write the clue in the clue column, then write the inferred meaning in the meaning column. After completing individually, ask them to compare their answers with a peer. Finally, check answers together as a class and confirm accurate meanings.

ANSWER KEY

sentence	clue	meaning
The new app is so accessible that everyone can use it easily.	everyone can use it easily	easy to reach/easy for everyone to use
Chalkboards are really old-fashioned compared to modern smart boards.	compared to modern smart boards	not modern, out of date
Some apps are really user-friendly , with clear buttons and simple menus.	clear buttons and simple menus	easy to use/simple to understand

c Tick (✓) the options that help you understand the meaning of the words in bold.

Tell students to look back at the sentences with bold words from exercises 2a and b. Ask them to consider what helped them understand the meanings. Tell them to tick the correct options. After ticking individually, ask them to compare with their peer. Elicit the answers.

ANSWER KEY

opposite ideas (e.g., *efficient vs complicated, old-fashioned vs modern*)

examples (e.g., *clear buttons and simple menus for user-friendly*)

explanations (e.g., *everyone can use it easily for accessible*)

3 a Read the short text. Circle the words that describe study tools and underline the ones that describe students' feelings.

Tell students to read the text carefully. Ask them to circle the words that describe study tools and underline the words that describe students' feelings.

ANSWER KEY

In our class, we often use laptops and tablets for our research. Furthermore, we often prefer using educational apps because they are efficient, user-friendly, and very practical. These tools make studying engaging and productive. We also do short repetition practices with these apps like repeating keywords and useful sentences. However, not every app is perfect. A few of them are complicated or out of date. Another problem is that these digital tools do not always work smoothly. Sometimes the internet connection fails, or the screen freezes in our class. At those times, we quickly feel frustrated and disappointed. But when everything works well, we are satisfied and encouraged to learn more.

b Compare your answers with your peer, and discuss the words that are new to you.

Tell students to compare their answers with their peer and discuss the words that are new to them. Make sure students understand the meanings. Elicit the answers.

ANSWER KEY

Students' own answers

4 a Read what four students say about their experiences. Circle the words that describe the students' feelings, and underline the ones that describe the learning activities or tools.

Tell students to read the given sentences carefully. Ask them to identify which words describe students' feelings and which describe learning activities or tools. Have students compare their answers in pairs. Elicit the answers.

ANSWER KEY

words describing students' feelings: motivated, satisfied, worried, frustrated, demotivated

words describing the lesson activities or tools: satisfying, encouraging, engaging, rewarding, confusing, tiring, frustrating, exhausting

b Fill in the blanks choosing the correct ending to complete the rule.

Tell students to look back at the words from exercise 4a. Ask them to notice which ones describe people's feelings and which describe things or situations. Tell them to complete the rules in the blanks with *-ed* and *-ing*. Check answers together and provide extra examples on the board (e.g., *bored/boring, interested/interesting*).

ANSWER KEY**-ed** **-ing**

- ▶ Words ending with -ed describe how people feel.
- ▶ Words ending with -ing describe things or situations.

c Complete the sentences on your own. Then, read your sentences to your peer and find one feeling you both share.

Tell students to complete the given sentences with their own ideas, using the words ending in *-ed* and *-ing*. Ask them to read their sentences aloud to their peer. Tell pairs to discuss and find at least one feeling they both share. Invite volunteers to share their answers.

ANSWER KEY

Students' own answers

LET'S TALK!**1 Match the sentences to their meanings. One is extra.**

Tell students to read the sentences carefully. Ask them to match each sentence with its meaning; remind them that one option is extra. Elicit the answers.

ANSWER KEY

1	d	2	a	3	b	4	f	5	c	e (Extra)
---	---	---	---	---	---	---	---	---	---	-----------

2 a Read the dialogue below and act it out in pairs.

Tell students to read the dialogue silently to understand the context. Ask pairs to practise the dialogue aloud, focusing on tone, pronunciation, and emotion. Encourage them to act it out naturally using gestures, facial expressions, and eye contact.

b Now, prepare a new dialogue using at least two expressions in exercise 1.

Tell students to work in pairs. Ask them to prepare a short, original dialogue using at least two expressions from exercise 1. Encourage them to choose a real classroom situation, such as forgetting homework, failing a quiz, or helping a friend. Tell pairs to write a dialogue and rehearse it with correct intonation and natural rhythm. Invite a few pairs to perform their dialogues for the class.

5 Think about what you have learnt in this lesson. Complete the sentences.

Ask students to complete the sentences using the space provided in their books. Encourage students to write honestly and express their individual learning experience. After writing, invite a few volunteers to share one sentence aloud.

ANSWER KEY

Students' own answers

GAME**SAY IT WITHOUT SAYING IT**

- □ ×

Tell students to form groups of four or five. Ask each group to select one student to sit in the hot seat with their back to the board. Write a target word on the board (e.g., *smart board, quiz, presentation, project, teamwork*). Tell the rest of the group to describe the word using examples, functions, or synonyms, but not the word itself, its spelling, or a translation. The student in the hot seat listens carefully and tries to guess the word. If the student guesses correctly, the group earns one point. Rotate turns until each student has had a chance to be in the hot seat. Announce the group with the most points as the winner.

2D LANGUAGE IN ACTION

- 1 a** Go to page 148 and read Scene 4 of Digital Story 2. Then, find and underline the sentences in the story that are similar to the ones below.

Tell students to open Scene 4 of Digital Story 2 on page 148. Ask them to read the scene carefully and underline the sentences that are similar to the ones in their books.

- b** Compare your choices with your peer and discuss what each sentence talks about.

Ask students to turn to their peer and compare the sentences they've underlined in exercise 1a. Tell them to discuss what each sentence talks about. While students are talking, monitor them. Elicit the answers.

ANSWER KEY

- ▶ "Our presentation starts at 09:00 tomorrow."
- ▶ "... the tech check starts at 08:30."
- ▶ "I am bringing the extra printed cue cards tomorrow."
- ▶ "I am checking the projector with the technician before the hall opens."
- ▶ "... you're always adding extra details at the last minute."
- ▶ "And we are wearing our uniforms neatly and tidily tomorrow."
- ▶ "The programme lists us second."

- c** Match the sentences in exercise 1a to their uses. One is extra.

Ask students to read the sentences and the list of uses (a-d). Tell them to match each sentence to the correct use. Remind them that one option is extra. After they complete the task individually, instruct them to compare their answers with a peer and explain their choices. Check answers together as a class, eliciting explanations.

ANSWER KEY

1 c	2 a	3 (Extra)	4 b
-----	-----	-----------	-----

TOOL BOX**Match the correct tense names to their functions.**

Ask students to match the correct tense names to their functions based on what they've discovered in the previous activities. After completing individually, ask them to compare answers with their peer. As a class, check the answers and briefly elicit an example sentence for each tense rule.

ANSWER KEY

- ▶ We talk about timetables and fixed schedules by using the _c_
- ▶ We talk about future plans that are already arranged by using the _a_
- ▶ We express a repeated action that often irritates or surprises people by using the _b_

2 a Read the short speech of the team leader and circle the correct option.

Ask students to read the team leader's speech silently. Tell them to circle the correct option in each sentence (1-5). Remind them to use what they've learnt in the Toolbox about present simple and present progressive for future or repeated actions. Elicit the answers.

ANSWER KEY

Hey team, tomorrow is our big day at the science fair. Our presentation **(1) starts / is starting** at 10:30 a.m., and we **(2) are meeting / meet** Ms Carlton at 9:45 to check the projector. The shuttle **(3) leaves / is leaving** at 9:15 from the main gate. Please be there by 9:05. And please, stop rushing, Muriel. You **(4) always forget / are always forgetting** something at home, and it drives me crazy every time! After lunch, I **(5) am visiting / visit** the lab to test our equipment for the experiment.

b Exchange your books with your peer to tell each other why the speaker uses each tense.

Ask students to exchange their books with their peers after completing exercise 2a. Tell them to read each other's answers and take turns explaining why the speaker uses that specific tense. Monitor the pairs as they talk, noting accurate use of grammar terms and explanations. Afterwards, invite a few students to share one example with the whole class.

ANSWER KEY

Students' own answers

TEACHER TIP

To make it interactive, you can turn this into a *Grammar Detective* game. Each pair reads out one sentence aloud, and the rest of the class decides if the explanation is accurate (✓ or X).

3 a Go back to the script of Scene 4 of Digital Story 2. Find the sentences that use *either...or*, and *neither...nor* and highlight them.

Ask students to open Scene 4 of Digital Story 2. Tell them to reread the dialogue and highlight any sentences using *either...or* and *neither...nor*. Encourage them to focus on how these conjunctions link choices or negative pairs. Elicit the answers.

ANSWER KEY

- ▶ "We can either just do a short practice of the opening lines now or review the question and answer part and finish."
- ▶ "... neither the portable speaker nor the wireless microphone is available right now."

b Discuss with your peer what these structures show in the sentences.

Ask students to turn to their peer and look at the sentences they've underlined in exercise 3a. Tell them to discuss what *either...or* and *neither...nor* show in those sentences.

ANSWER KEY

Students' own answers

TOOL BOX

Fill in the blanks choosing the correct explanations to complete the rule. One is extra.

Ask students to read the options in the box carefully. Tell them to fill in the blanks with the correct explanations. Remind them that one option is extra. After completing individually, ask students to compare with their peer, then check as a class.

ANSWER KEY

- ▶ We express choice between two options by using *either ... or ...*.
- ▶ We express two negative alternatives by using *neither ... nor*.
a positive result of both options (Extra)

4 a Read the sentence. Pay attention to the words in bold. Discuss with your peer what kind of meaning they add to the sentence.

Ask students to read the sentence. Guide them to think about how the actions happened rather than when or where.

SUGGESTED KEY

Punctually adds information about time (that they arrived on time).

Calmly adds information about manner (how they behaved/worked).

- b Go back to the script of Scene 4 of Digital Story 2. Find and circle two more sentences that have similar words. Compare your choices with your peer.**

Tell students to turn back to Scene 4 of Digital Story 2. Ask them to reread the dialogue carefully and circle two more sentences containing adverbs that describe how an action is done. After finding examples, have students compare their choices with their peer and discuss what each adverb adds to the sentence's meaning. Elicit the answers.

ANSWER KEY

- ▶ "It *constantly* stresses me out."
- ▶ "I am checking each section *carefully* so everything will work *clearly* and *easily* tomorrow."
- ▶ "... and they move *smoothly*."
- ▶ "And we are wearing our uniforms *neatly* and *tidily* tomorrow, aren't we?"

TOOL BOX

Circle the correct option to form the rule.

Ask students to look at the sentences and the options in the toolbox. Tell them to choose the correct options to complete the grammar rule about adverbs. Encourage them to look back at earlier examples (e.g., *punctually*, *calmly*, *carefully*) to guide their choices. After completing individually, ask them to check with their peer, and finally confirm the rule together as a class.

ANSWER KEY

- ▶ We describe where, how and when an action occurs by using **adjectives / adverbs / verbs**.
- ▶ They are formed by adding **-er / -ly / -est** at the end of adjectives.

- 5 Choose the correct option to complete the mini dialogues.**

Ask students to read each mini dialogue carefully. Tell them to choose the correct option, *either...or* or *neither...nor* based on the sentence meaning. Encourage them to think whether the dialogue shows a choice (positive) or exclusion (negative). After each student completes the task individually, have them compare their answers with their peer. Elicit the answers.

ANSWER KEY

1 a

2 b

- 6 Choose the correct option to complete the mini dialogues.**

Tell students to read the mini dialogues carefully and to choose the correct option to complete the sentences. Remind them that adverbs describe verbs (how the action is done), while adjectives describe nouns. After completing individually, ask them to compare answers with their peer and explain their choices. Elicit the answers.

ANSWER KEY

1 b

2 a

3 a

7 a Go back to the script of Scene 4 of Digital Story 2. Find and underline two sentences with question tags.

Ask students to turn back to Scene 4 of Digital Story 2. Tell them to reread the dialogue carefully and underline two sentences that contain question tags. Elicit the answers.

ANSWER KEY

- ▶ "OK, noted. By the way, the programme lists us second, *doesn't it?*"
- ▶ "And we are wearing our uniforms neatly and tidily tomorrow, *aren't we?*"

b Compare your examples with your peer. Talk about what they are used for in these sentences.

Ask students to look at the question tag sentences their peer found in exercise 8a. Tell them to compare the examples with a peer. Ask students to discuss what the speaker is trying to do in each sentence using a tag. Monitor the discussions and help students notice how tone and certainty change depending on the tag.

ANSWER KEY

Students' own answers

TOOL BOX

Circle the correct option to complete the rule.

Ask students to look at the three rule statements and circle the correct option in each line. Elicit the answers.

ANSWER KEY

- ▶ We **ask for new information** / **confirm or check information** by using question tags.
- ▶ They come at **the end** / **the beginning** of the sentence.

8 a Work in pairs and read the sample dialogues below while paying attention to the bold parts.

Ask students to read the two sample dialogues in pairs. Tell them to focus on the bold parts and discuss what these structures do.

ANSWER KEY

Students' own answers

b Now, create your own short dialogues using the same structures in exercise 8a. Then, act them out in class.

Tell students to work in pairs. Ask them to create a short dialogue with at least one *either... or* or *neither...nor* sentence and one question tag. Remind them to follow the patterns they've observed in exercise 8a. Once they finish writing, ask them to rehearse their dialogue with attention to tag intonation. Invite pairs to act out their dialogues in class.

ANSWER KEY

Students' own answers

GAME**SCHEDULE DETECTIVES & ANNOYANCE ALERTS**

Tell students to work in groups of 3 or 4 and go to page 161 to cut out the clue cards. Ask them to place all cards face down in a pile. Explain the rules briefly.

- A student picks a card.
- Reads the clues silently.
- Has a short time to think.
- Must say one grammatically correct sentence using present tenses to express either future meaning or irritation with always.

Show the examples on the board:

- *The train leaves at 7:30 tomorrow morning.*
- *I am meeting my cousin on Friday evening.*
- *You are always forgetting your homework before class.*

If the sentence is correct, student keeps the card. If it is incorrect, card goes back to the pile.

Continue until all cards are used. The student with the most cards is the group winner.

2E READING CORNER**1 Work in pairs and describe what you see in the picture.**

Tell students to work in pairs. Ask them to look carefully at the picture. Encourage students to describe what is happening, who the people might be, and what the setting suggests. Ask them to focus on facial expressions, tools and group dynamics. After describing the picture, tell pairs to share ideas about what the coming reading text might be about.

ANSWER KEY

Students' own answers

2 Read the dialogue quickly to find what it is about.

Tell students to read the dialogue quickly without focusing on every detail. Ask them to choose the option that best summarises the overall topic of the dialogue. Tell students to compare answers with a peer and justify their choice. Elicit the answers.

ANSWER KEY

b

3 a Read the dialogue again and group the highlighted words as negative or positive in your notebook.

Ask students to reread the dialogue carefully and group each highlighted word as positive or negative in their notebooks.

b Work in pairs. Exchange your notebooks to check if you have the same words in each group.

Ask students to exchange their notebooks and compare their lists. Encourage them to justify their choices using evidence from the dialogue. Elicit the answers.

ANSWER KEY

positive meaning	negative meaning
passion	frustration
curiosity	confusion
success	exhaustion
confidence	boredom
motivation	avoidance
inspiration	reluctance

4 Read the sentences in bold in the dialogue and match them to their closest meanings. One is extra.

Tell students to reread only the bold sentences from the dialogue. Ask them to look at the four meanings and match each bold sentence with the closest one. Then, ask pairs to compare their answers and explain the reasoning behind their matches. Elicit the answers.

ANSWER KEY

1 c 2 (Extra) 3 a 4 b

5 Read the dialogue again carefully to complete the sentences with one word only.

Ask students to reread the dialogue, focusing on emotional and descriptive words. Tell them to complete each sentence with one word from the dialogue and underline clues before answering. Then have them compare answers with a peer, justify using lines from the text, and elicit the answers.

ANSWER KEY

1 curiosity 2 success 3 frustration 4 confidence

6 Work in groups. Discuss the questions.

Have students form small groups. Ask them to discuss the questions and share personal experiences using vocabulary from the dialogue giving specific examples from their study routines. Monitor and support without interrupting. Invite a few volunteers to share ideas.

ANSWER KEY

Students' own answers

7 Write a sentence about your school life. Use at least two highlighted words from the dialogue. Share your sentences in the class.

Ask students to review the highlighted words in the dialogue. Have each student write one sentence about their school life using at least two of the words, encouraging honest, specific ideas. Monitor, support vocabulary use, and check accuracy. Elicit the answers.

ANSWER KEY

Students' own answers

2F WRITE IT RIGHT**1 Complete the sentences about yourself using one verb/verb phrase below.**

Tell students to read the list of verbs carefully and make sure they know the meanings of the vocabulary given. Explain that each sentence must be completed with one appropriate verb that fits their personal experience. Encourage students to think about their real learning habits. Ask them to write truthful and meaningful completions. Elicit the answers.

ANSWER KEY

Students' own answers

2 Read Kaan's journal entry. Underline the examples for each structure below.

Ask students to read Kaan's journal entry carefully. Tell them to underline examples for each structure listed in their books. After students finish underlining, ask them to compare with a peer. Walk around the class to check and guide where needed.

ANSWER KEY

- Verbs: activates (activate), discover, grasp, give up, appreciate, tolerate, complaining (complain about → *-ing* form), lose interest, succeed in, look forward to
- Present Simple for the future (timetables/fixed schedules): Our presentation starts at 9 a.m.
- Present Progressive for the future (planned arrangements):
Tomorrow, we're presenting our project.
I am preparing the introduction.
Mia is designing the slides.
- Present Progressive with always (irritation / repeated behaviour):
Karia is always complaining about the details.
- *either...or/neither...nor*:
Either we stay focused and become well prepared for our presentation, or we will feel too stressed for tomorrow.

3 a Plan your own journal entry. Use the chart below.

Tell students that before writing their full journal entry, they will plan their ideas using the chart. Ask them to take short notes under each heading in the chart. Walk around the classroom to support students who need help identifying appropriate ideas.

ANSWER KEY

Students' own answers

b Now, write your journal entry using your notes in the chart in your notebook.

Tell students to open their notebooks and use the notes they've prepared in exercise 3a to write a journal following their plan.

ANSWER KEY

Students' own answers

4 a Work in pairs. Exchange your journal entries. Read carefully and provide feedback.

Ask students to work in pairs and exchange their journal entries. Tell them to read their peer's writing carefully to check the three feedback points provided in their books. Encourage students to write short comments using positive language. Tell pairs to return journals and discuss feedback briefly.

ANSWER KEY

Students' own answers

b Revise your own text according to the feedback.

Tell students to take back their journals after peer feedback. Ask them to revise their text carefully and decide which changes they need to make. Tell students to write a revised version or correct the original text visibly in their notebooks.

ANSWER KEY

Students' own answers

5 Share your revised journal entry on the classroom board or the online class platform. Read at least 2 classmates' entries and write a brief comment to appreciate or suggest improvements.

Tell the students to share their updated journal entries on the classroom board with sticky notes or pinned pages or on the online class platform. Tell students to read at least two classmates' entries carefully. Then, ask them to write one appreciative comment and one constructive suggestion for each entry they read. Remind students to use positive and polite language. Provide sentence starters on the board to guide them.

SUGGESTED KEY**Appreciation examples**

- I appreciate how you used literature examples.
- I really liked the way you described your motivation.
- Your journal entry feels very honest and clear.
- I enjoyed the vocabulary you used, especially _____.

Improvement suggestions

- You could add more details about your project.
- Maybe you can include one more positive verb.
- Your future plan sentence can be clearer. Try adding a time expression.
- A sentence with *either...or* would make your writing stronger.

6 Answer these questions individually in your notebooks.

Ask students to answer the four reflection questions individually in their notebooks. Encourage them to write full and meaningful sentences rather than short words. Remind them to think about their planning stages, vocabulary selection, grammar structures, peer feedback, and revision. After writing, invite a few volunteers to share their reflections.

ANSWER KEY

Students' own answers

CLIL & CULTURE

1 **Circle** the options that are true for you. Then, share your ideas with your peer.

Ask students to read the statements and circle the option that is true for them. Then, have them share choices with a peer and explain why. Invite a few volunteers to share with the class.

ANSWER KEY

Students' own answers

2 **Read the text quickly. Underline one fact about classroom life in Kazakhstan that surprises you. Discuss with your peer.**

Tell students to read the text quickly for general understanding. Ask them to underline one fact they find surprising about classroom life in Kazakhstan. Have students share their chosen surprising fact with their peer and explain why the fact surprised them. Ask some students to share their ideas with the class.

ANSWER KEY

Students' own answers

3 **Match the headings to the correct paragraphs. One is extra.**

Ask students to reread the text and focus on what each paragraph is mainly about. Tell them to match the headings to paragraphs individually. Then, have students compare answers with their peer and explain their reasoning. Elicit the answers.

ANSWER KEY

Paragraph 1 → **e** A Multilingual Classroom

Because it explains switching between Kazakh–Russian–English and subjects taught in English.

Paragraph 2 → **a** Learning Together

It describes project work, Olympiads, teamwork, and studying together.

Paragraph 3 → **b** Tools for Learning

Compares smart boards/laptops in cities with textbooks/notebooks in rural areas.

Paragraph 4 → **d** Culture Meets the Classroom

Nauryz celebrations, dombra clubs, food, music, cultural heritage.

Extra heading:

c Modern Exams and Tests

4 **Make a mini-poster called *Classroom Life Around the World*. Choose one country and show how classroom life looks there. Include the points below.**

Tell students to prepare a mini-poster titled *Classroom Life Around the World*. Ask them to choose one country. Instruct them to include the required elements given in their books on their posters. Encourage students to use clear headings, short sentences, icons, colour, and layout organisation. When students finish, ask them to display their posters on the classroom walls or share them digitally on the class platform. Allow a mini-gallery walk where students observe one another's posters.

ANSWER KEY

Students' own answers

CONSOLIDATION

1 Look at the title. In groups, guess and discuss what happens in the picture strip story.

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

ANSWER KEY

Students' own answers

2 Complete the story with the statements below. Then, listen, check and act it out.

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

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

3 Work in pairs. Look at the expressions from the strip story. Choose one and make a new dialogue about a different classroom situation (e.g., a maths problem, a history project, or a PE class). Share your short dialogue with the class.

Tell students to work in pairs. Ask them to look at the expressions from the strip story and choose one expression and make a new dialogue about a different classroom situation. Have them practise, and then share their dialogue with the class. Praise all attempts and highlight well-used expressions.

ANSWER KEY

Students' own answers

4 Work in groups. Discuss the given questions.

Put students into groups. Ask them to look at the given discussion questions in their books. Tell students to take turns to share their ideas and to support their answers with reasons. Remind them to use the expressions from the strip story when possible. Monitor group conversations and help with vocabulary if needed.

ANSWER KEY

Students' own answers

WRAP IT UP!**PERFORMANCE ASSIGNMENT****My Ideal Classroom**

Tell students to create a personal project called *My Ideal Classroom*. Ask them to work individually, following the steps in their books. Encourage students to brainstorm their favourite school subjects, preferred learning activities, useful study tools, and classroom innovations. Next, add the budget step: tell students to set their own classroom budget and write it clearly at the top of their plan. Ask them to choose three tools/innovations for their ideal classroom, write an estimated price for each one, and calculate the total cost. Remind them to stay within their budget and think about value for money. Then, tell students to add their choices into a visual or written design of their ideal classroom. Remind them to explain why each choice makes learning fun, effective, and motivating. Ask them to include one improvement for a part of classroom life they don't enjoy. Allow students to choose the presentation format as a written report, a creative poster, or a short video. After presentations, instruct students to use the rubric on page 171 to give peer feedback. Remind them to be respectful, specific, and constructive.

ANSWER KEY

Students' own projects

**SELF EVALUATION AND REFLECTION**

- 1 Can you talk about your favourite school subjects, learning activities, study tools, and innovations?**

▶ **Complete the sentences using the words given below. One is extra.**

Ask students to read the self-assessment question and tick the option that reflects their confidence level. Then, direct students to complete the four sentences using the given words. Encourage them to reread each sentence and check if the meaning fits before writing. After completing the task, tell them to compare answers with a peer. Elicit the answers.

ANSWER KEY

1 motivation 2 innovation 3 curiosity 4 struggle debate (Extra)

- 2 Can you use the Simple Present and the Present Progressive correctly for future actions and repeated behaviour?**

▶ **Complete the sentences with the correct form of the verbs in brackets.**

Instruct students to finish the self-assessment by selecting one option. Then, tell them to read each sentence carefully and identify the correct tense. Ask them to complete the sentences individually and then compare answers with a peer. Elicit the answers.

ANSWER KEY

a starts / is beginning **b** am working / am meeting **c** is always forgetting / is always making

3 Can you describe feelings, attitudes, and learning preferences?**► Complete the sentences with a suitable word or expression.**

Have students read the self-assessment question and tick the option that matches their confidence level. Then, ask them to complete each sentence with a suitable word or expression (feelings, adjectives, or motivational nouns). Encourage them to think of vocabulary from the theme: *confident, inspired, motivated, rewarding, engaging, motivation, effort*, etc. Elicit the answers.

SUGGESTED KEY

- a** I feel ***confident/proud/satisfied/encouraged*** when I succeed in a difficult activity.
- b** My classmate always says, "This project is ***engaging/inspiring/enjoyable*** because it is interactive."
- c** When I fail, I try again because ***motivation/effort/persistence*** is important in learning.

**REFLECTIONS ON COLLABORATION****1 Can you participate actively in pair and group discussions and projects?**

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers



Click or scan the QR code and do the warm up activity.

1 Follow the instructions to do the well-being activity.

Ask the whole class to stand in a large circle so that everyone can see and hear each other clearly. Explain that each student will introduce themselves using an adjective that begins with the same letter or sound as their name. Give examples such as: 'I'm Brave Ben,' 'I'm Kind Kaya,' 'I'm Curious Ceren.' Choose a confident student to begin. They say their adjective-name combination aloud. The next student repeats all previous names and adjectives, then adds their own: "This is Brave Ben, Kind Kaya, and I'm Lucky Lina." Encourage students to speak clearly and listen carefully so they can remember the sequence. When the chain returns to the final student, end the activity with a group cheer or applause. If the group is large, split the class into two smaller circles to increase participation.

LOOKING AT THE BIG PICTURE

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.

Tell students they will review key concepts from previous lessons by identifying examples of physical, mental, social, and self-care activities. Ask them to read each question carefully and tick the option that best matches the category. Walk around the classroom to check that students are making logical connections between activities and well-being areas. Elicit responses and briefly discuss why each choice is correct to reinforce understanding.

ANSWER KEY

- | | |
|------------------|----------------------|
| 1 jogging | 2 breathing exercise |
| 3 making friends | 4 sleeping enough |

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

ANSWER KEY

Students' own answers

b Now, watch Digital Story 3. What connection(s) can you find between the pictures and the story?

Tell students to watch Digital Story 3 and ask them to find a connection between the pictures and the story. Encourage a brief discussion on how the visuals are linked with the story content.

ANSWER KEY

Students' own answers

3A WATCH AND NOTICE

1 a Look at the pictures and match them to the correct type of well-being.

Tell students they will look at three pictures and decide which type of well-being each picture represents. Ask students to observe each picture carefully and match it with the correct category. Elicit responses from different students and ask them to explain their choices in simple sentences.

ANSWER KEY

1 c	2 a	3 (Extra)	4 b
-----	-----	-----------	-----

b Discuss with your peer how these people take care of themselves.

Tell students they will now talk in pairs about the people in the pictures and identify what each person is doing to take care of their well-being.

ANSWER KEY

Students' own answers

2 a Read the words below. Tick (✓) the ones you think you will hear in Digital Story 3.

Tell students they will look at a list of words and predict which ones will appear in Digital Story 3. Explain that this helps them activate background knowledge before listening. Ask them to read all the words quietly and tick the ones they think will be mentioned in the story. Invite a few students to share which words they chose and why.

ANSWER KEY

Students' own answers

b Write the words in exercise 2a next to the correct well-being type.

Ask students to look at the words in the box. Remind them of the different types of well-being (physical, mental, emotional, social). Have students work individually to write each word under the correct well-being type. Check answers as a class and ask students to justify their choices.

ANSWER KEY

- ▶ **Physical well-being** recovery, balance
- ▶ **Mental and emotional well-being** consultant, healthcare
- ▶ **Social well-being** self-awareness, conscious, belief

3 Watch Digital Story 3 to tick (✓) the topics mentioned.

Tell students they will watch Digital Story 3 and listen for specific topics. Explain that they should tick only the topics that are clearly mentioned in the story. Play the digital story once without pausing. Ask students to focus on the general meaning and tick any topics they notice. Play the video again, this time encouraging students to confirm or adjust their answers. Elicit the correct topics from the class. Ask students to justify their choices by recalling short parts of the story.

ANSWER KEY

physical health and recovery, social connection and friendship, mental and emotional well-being

4 Watch Digital Story 3 carefully to choose the correct answer.

Tell students they will watch the digital story again, but this time they must focus on specific details to answer the multiple-choice questions correctly. Play Digital Story 3 once all the way through one more time. Ask students to listen carefully but not to rush their answers yet. Then, play the video a second time. Elicit the correct answers and briefly discuss the clues from the video that support them.

ANSWER KEY

1 a	2 b	3 b	4 a
-----	-----	-----	-----

5 Watch it again to match the extracts to the correct names.

Tell students they will watch Digital Story 3 one more time. This time, their task is to identify who says each statement. Play the video and ask students to pay attention to each character's words, actions, and opinions. After watching, ask students to match the statements in the exercise to the correct names.

ANSWER KEY

1 Anna	2 Leyla	3 Leo	4 Mateo
--------	---------	-------	---------

6 Work in pairs. Ask and answer the questions below.

Tell students they will practise speaking by asking and answering the questions in pairs. Explain that the goal is to share ideas about well-being using clear and meaningful sentences. Ask them to work with a peer, and take turns asking all the questions.

ANSWER KEY

Students' own answers

7 Choose one theme (body/mind/relationships) and write a sentence and a slogan as in the example below.

Tell students they will choose one of the three themes, such as body, mind, or relationships. Tell them to write one sentence that expresses an idea related to their chosen theme and one short slogan that captures the idea creatively. Point to the model in the Student's Book and highlight how the sentence gives meaning, while the slogan is short, catchy, and memorable. Allow students a few minutes to choose their theme and write their sentence and slogan. Invite volunteers to read their slogans aloud.

ANSWER KEY

Students' own answers

3B TUNE YOUR LANGUAGE

- 1 Watch Scene 2 of Digital Story 3. Pay attention to where the voice rises (↗) or falls (↘). How does this change the feeling? Discuss with your peer.**

Tell students to watch Scene 2 of Digital Story 3 and focus on intonation, where the speaker's voice rises or falls. Explain that intonation changes the emotion, meaning, and attitude behind the words. After watching, ask students to discuss their observations with a peer, using examples from the scene (e.g., *rising for surprise, falling for calmness*). Walk around and support students with phrases such as *excited, confused, relaxed, unsure, confident* if needed.

ANSWER KEY

Students' own answers

- 2 Listen again to the following extracts from the scene and repeat after the recording. Then, tick (✓) whether the speaker's intonation is rising or falling.**

Tell students to listen to the extracts from Scene 2 again. Ask them to repeat each line after the recording, paying attention to the speaker's intonation. Then, tell them to tick whether the intonation is rising (↗) or falling (↘) in each extract. Encourage students to focus on emotion, emphasis, and attitude when repeating. Walk around and offer corrections only when necessary. Focus on natural, confident delivery.

ANSWER KEY

1 falling (↘) 2 rising (↗) 3 falling (↘) 4 falling (↘) 5 falling (↘)

TEACHER TIP

Explain to students that intonation changes meaning. When the voice goes up (↗), it often shows curiosity, uncertainty, or a question-like tone. When the voice goes down (↘), it shows certainty, confidence, or closure. Encourage students to notice this in real conversations and digital stories.

- 3 Complete the chart with the missing intonation patterns.**

Tell students they will complete the chart by adding the correct rising (↗) or falling (↘) intonation patterns based on the examples they heard in Scene 2. Ask them to think about the emotion and purpose of each line (uncertainty, confidence, closure, curiosity). Encourage them to check the Remember Box for support.

ANSWER KEY

Positive statements	falling (↘)
Negative statements	falling (↘)
Yes-No questions	rising (↗)
Question tags (when you are not sure)	rising (↗)
Question tags (when you are sure)	falling (↘)

TEACHER TIP

Remind students that intonation is not only about melody. It also shows emotion, attitude, and awareness in a speaker's voice. Encourage them to notice how rising and falling tones change the feeling of a message.

4 Work in pairs and take turns to act out the mini scenes below.

Tell students to work in pairs and take turns acting out the mini scenes. Ask them to focus on intonation, emotion, and clear expression while performing their parts. Encourage them to use rising or falling tones where appropriate, based on the context of each scene. Walk around the classroom, listen to pairs, and help with pronunciation or expression only when needed. After the activity, invite a few pairs to perform for the class if they feel confident.

ANSWER KEY

Students' own answers

TEACHER TIP

Point out to students that when their voice rises (↑), they usually sound curious, unsure, or surprised. When their voice falls (↓), they sound confident, calm, and complete. Encourage them to experiment with both patterns as they act out the mini scenes.

5 a Choose one dialogue from exercise 4. Read it aloud with your peer and record your voices. Then, exchange your recordings and give feedback to each other using the checklist below. Then, check it with your teacher.

Ask students to choose one dialogue from exercise 4. Tell them to read it aloud together and record their voices using their phones or school devices. Then, ask pairs to exchange their recordings and listen to each other's performance. Tell students to use the questions provided to give clear, supportive feedback on pronunciation, intonation, and expression. Walk around the classroom to help students who need guidance or vocabulary for giving feedback. Finally, check their recordings as a class.

ANSWER KEY

Students' own answers

b Now, listen to your own recording again. Write one short sentence in your notebook about what you've learnt from this activity.

Tell students to listen to their own recording one more time. Ask them to write one short sentence about what they learnt from this pronunciation and intonation activity. Explain that the sentence should reflect something personal, such as what they did well, what they want to improve, and what they noticed about their tone or clarity. Walk around the classroom and support students who need help expressing their reflections in English.

ANSWER KEY

Students' own answers

3C VOCABULARY HUB**1 a Watch Scene 3 of Digital Story 3, listen and tick (✓) the words you hear.**

Tell students to watch Scene 3 of Digital Story 3 and listen carefully for the words in the list. Ask them to tick only the words they actually hear in the scene. Explain that this activity helps them recognise theme-related vocabulary in context. Play the scene once, then a second time for confirmation before checking the answers as a class.

ANSWER KEY

anxiety, relaxation, fever, mindfulness, injury, trust, adaptation, symptom, relieved, loneliness

b Now, compare your answers with your peer. Discuss the words that are new to you.

Tell students to compare their answers with a peer. Ask them to discuss any new or unfamiliar words they noticed in the scene. Encourage them to explain what they think the new words mean or how they were used in the digital story. Walk around the classroom to support students with pronunciation or simple meaning explanations if needed. Invite a few pairs to share one new word and what they think it means.

ANSWER KEY

Students' own answers

c Work in pairs and group the words in exercise 1a next to the correct headings. Then, discuss why you put each word in that category.

Tell students to work in pairs and place the words under the correct headings. Ask them to explain why each word fits that category, using simple reasoning (e.g., *"I put this here because it's about physical health"*). Encourage students to justify their choices and listen to their peer's ideas. Walk around and support vocabulary meaning if needed. After the pairwork, ask a few groups to share one example per category with the class.

ANSWER KEY

Physical Health fever, infection, injury, surgery, severe, joint, addiction, symptom

Mental&Emotional Health anxiety, mindfulness, empathy, relaxation, therapy

Social Health conflict, trust, mentor, adaptation, acceptance, loneliness, relieved

2 a Read the clues first. Then choose the correct word from your category list in exercise 1c to complete each sentence.

Tell students to read each clue carefully and choose the word that best fits the meaning. Remind them to use their category list from exercise 1c (Physical/Mental/Social) to guide their choices.

ANSWER KEY

1 injury 2 mindfulness 3 symptom 4 loneliness

b Work in pairs. Tell your peer which clues helped you choose the right words by using the prompts below.

Tell students to work in pairs and explain which clues helped them choose each correct word in exercise 2a. Ask them to use the prompts provided (e.g., *"I chose this word because..."*, *"The clue shows that..."*). Encourage students to discuss meaning, context, and category (Physical/Mental/Social) when explaining their decisions. Walk around and support students with vocabulary or sentence structures if needed. Invite a few pairs to share one example of a clue and the word it led them to.

ANSWER KEY

Students' own answers

3 a Read the readers' stories in this week's *Well-Being Weekly* magazine, and match them to the topics.

Tell students to read the short stories in *Well-Being Weekly*. Ask them to match each story to the correct well-being topic (e.g., *physical, mental, social*). Encourage them to look for keywords, actions, and feelings that show what type of well-being the story is about. After students finish, ask them to compare answers with a peer before checking as a class. Invite volunteers to explain which details helped them choose the correct topic.

ANSWER KEY

b c a

- b Read the stories again and circle the words you do not know in each text. Then, discuss your answers with your peer.**

Ask students to read the stories one more time and circle the target vocabulary from this theme. Tell them to pay attention to how these words appear in context (actions, feelings, well-being habits). After circling, have students compare their choices with a peer. Encourage them to explain why they circled each word and how it was used in the story.

SUGGESTED KEY

injury, joints, surgery, mindfulness, relaxation, conflict, acceptance, empathy, trust, loneliness, balanced, recovery, confidence

- c Read again and write one sentence for each person. What did you learn from their experience? Use at least one word you've learnt about well-being.**

Tell students to read the stories one more time. Ask them to write one sentence for each person, explaining what they learnt from that person's experience. Remind students to use at least one well-being word from the unit in each sentence (e.g., *balance*, *recovery*, *support*, *stress*, *routine*, *connection*). Invite a few volunteers to share one sentence with the class.

SUGGESTED KEY

- 1 I realised from Amir that small steps can bring big relief.
- 2 I discovered from Sofia that empathy can heal relationships.

- 4 Work in pairs. Take turns asking and answering the questions.**

Tell students to work in pairs and take turns asking and answering the questions. Remind them to give clear, meaningful answers using well-being vocabulary from the unit when possible. Encourage active listening and natural follow-up responses.

ANSWER KEY

Students' own answers

- 5 Read the headlines of a health magazine, *Live Well*, and complete them with the correct words. One is extra.**

Tell students they will read several short headlines from a health magazine and choose the correct words from the list to complete them. Remind them that headlines are short but meaningful, so they must look carefully at context clues such as topic (physical/mental/social well-being), tone, and typical collocations (e.g., "*mental balance*," "*social connection*," "*healthy habits*"). Finally, elicit answers as a class and briefly discuss the meaning of each completed headline.

ANSWER KEY

- | | | | |
|-------------|-------------|-----------------|----------|
| 1 joints | 2 infection | 3 fever | 4 mentor |
| 5 addiction | 6 severe | empathy (Extra) | |

6 Write a short paragraph in your notebook about how you stay healthy: physically, mentally or socially. Use at least three words from the Vocabulary Hub.

Tell students they will write a short paragraph explaining how they maintain their physical, mental, or social well-being. Remind them to choose one well-being area and to use at least three target words from the Vocabulary Hub to demonstrate accurate vocabulary use. Before writing, encourage students to brainstorm a few ideas in their notebooks (e.g., *daily habits, routines, feelings, challenges*). After writing, invite volunteers to read their paragraphs or ask students to exchange notebooks for peer feedback.

ANSWER KEY

Students' own answers

LET'S TALK!

Work in pairs. Read the situations and match them to the expression that fits best. One is extra.

Tell students they will work in pairs to match different everyday situations with the most suitable expressions. Explain that this task helps them recognise context-appropriate language when responding to others. Ask students to read each situation carefully and think about what the person in that situation needs; support, encouragement, calmness, or motivation. Then, tell them to match each situation with the correct expression. Remind them that *one expression is extra* and will not be used. After students complete the task individually, ask them to compare answers with their peer and explain their choices. Elicit answers from the class and check understanding by asking a few students to act out a situation with the correct expression.

ANSWER KEY

1	b	2	e	3	c	4	a	d (Extra)
---	---	---	---	---	---	---	---	-----------

GAME

THE WELLNESS JAM

- □ ×

Tell students to form small groups. Explain that they will play a speaking game where each group takes turns picking a well-being card, each containing a short situation related to physical, mental or social well-being. When it's their turn, a student reads the situation aloud and reacts naturally, using at least one target word from the Vocabulary Hub. If their group agrees that the answer is clear, meaningful, and appropriate, they get 1 point. Encourage students to support each other, listen actively, and choose vocabulary carefully to express emotional or physical reactions effectively. Walk around the classroom, monitor participation, and assist students who need help finding suitable vocabulary or expressions. At the end, invite one or two groups to share their funniest or most meaningful well-being card responses with the class.

3D LANGUAGE IN ACTION

1 a Go to page 149 and read Scene 4 of Digital Story 3. Then, find and underline the sentences in the story that are similar to the ones below.

Go to page 149 and read Scene 4 of Digital Story 3. Tell students to find the sentences in the story that have the same meaning as the two sentences in the activity. Students underline the matching sentences in the text. Remind them to look for key details (time words like when, yesterday, at night and cause–result words like so).

ANSWER KEY

Students' own answers

b Compare your choices with your peer and discuss what each sentence talks about.

Tell students to work in pairs and compare the sentences they've underlined in the story. Ask them to check if they found the same lines and to explain why each one matches the model sentences. Guide their discussion with simple questions: Sentence 1: What was in progress? What happened suddenly? (background action + interruption) Sentence 2: What happened first? What happened as a result? (cause → result).

ANSWER KEY

- "When I first came to the school (completed), I was sitting at the back of the class." (ongoing)
- "I was talking about friendship (ongoing) when the microphone stopped working." (completed)
- "One day, I was sitting quietly (ongoing) when our teacher announced a presentation project." (completed)
- "My heart was beating fast (ongoing) when she started to explain the rules." (completed)

c Match the sentences in exercise 1a to their functions. One is extra.

Tell students to look back at the sentences in exercise 1a and match each one to its function in exercise 1c. Remind them that one function is extra and will not be used. Students work individually first, then compare answers with a peer and explain their choices briefly (e.g., "This action was in progress when another happened"/"This shows a completed action and its result"). Check answers as a class and ask students to point to the key words that helped them (e.g., when, so, yesterday, couldn't).

ANSWER KEY

1 c

2 b

a (Extra)

TOOL BOX**1 Complete the rules by writing the correct tense names in the blanks.**

Tell students they will look at the grammar rules in the Toolbox and complete the blanks with the correct tense names. Explain that this task helps them identify and verbalise the function of each tense after seeing them in context. Encourage students to reread examples from Scene 4 if needed, as this will support accurate rule completion. Ask students to work individually first, then compare their answers with a peer to check consistency.

ANSWER KEY

1 b

2 a

2 Write one true sentence about your own daily life as in the example below.

Tell students they will write one true sentence about their own daily life, following the model given in the Student's Book. Explain that the goal is to use the correct past simple or past progressive structure in a personal, meaningful way. Encourage students to think of a real moment from their daily routine (e.g., *getting ready for school, studying, relaxing, interacting with friends*).

ANSWER KEY

Students' own answers

2 a Read Sare's blog post and tick (✓) why she decided to go offline.

Tell students to read Sare's blog post quickly to understand the general reason why she decided to go offline. Explain that this is a skimming task, so they should focus on the main idea, not the details. Ask students to read silently and tick the correct option in their books. After they finish, tell them to compare answers with a peer and explain which sentence or clue helped them identify the reason. Finally, elicit the correct answer from the class and briefly highlight the key part of the blog post that supports it.

ANSWER KEY

She felt tired of social media.

b Read it again to underline the word groups that show past habits, repeated actions, and abilities.

Tell students to read Sare's blog post a second time, this time focusing on language related to past habits and past abilities. Explain that they should underline word groups expressing past habits (e.g., *used to, would*, repeated behaviours) and underline word groups showing past abilities or lack of ability (e.g., *could/couldn't* ---). Then, ask them to read silently and underline all examples they can find. After they finish, ask students to compare their underlined verb phrases with a peer. Elicit a few examples from the class and write them on the board.

ANSWER KEY

- 1 used to wake up and check my phone
- 2 would fall asleep
- 3 could finally breathe

3 a Look at the word groups you have underlined. Discuss the questions below with your peer.

Tell students to look at the word groups they've underlined in the previous activity (past habits and past abilities). Explain that they will now discuss a set of questions about these word groups with a peer. Encourage students to think about how they show repeated actions in the past, how Sare expresses things she could or couldn't do, and how they help us understand her past lifestyle.

ANSWER KEY

- 1 used to wake up
- 2 would fall asleep
- 3 could finally breathe

b Work in pairs. Go to page 149 of Scene 4 of Digital Story 3 to find the similar sentences as you have underlined in exercise 2b. Discuss your answers with your peer.

Tell students to turn to the indicated page of Scene 4 in Digital Story 3. Explain that they will look for similar examples of past habits (used to/would) and past abilities (could/couldn't) that match the sentences they underlined in exercise 2b. Ask students to read Scene 4 together and identify sentences that express the same types of past behaviour or ability. Students should compare the structures and discuss why these examples are similar, how each structure expresses past routines or abilities, and what these choices tell us about the characters' past experiences.

ANSWER KEY

- "I used to feel excited because I couldn't speak confidently in front of people."
- "In those days, I would hide behind my books or pretend to be busy."
- "We laughed a lot during those sessions, and I started to believe I could actually finish a talk without freezing."
- "I used to think confidence was something you were born with."

TOOL BOX**Complete the sentences with *would*, *used to*, *could* to form the rule.**

Tell students that they will complete the grammar rules in the Toolbox using the correct structures *would*, *used to*, and *could*. Explain that these phrases help express past habits → *would/used to* and past abilities → *could*. Before students begin, briefly review the functions on the board without giving the answers. For example: *used to* → past states or repeated actions, *would* → repeated past actions (not states), *could* → past ability. Ask students to read each rule carefully and choose the correct structure to complete it. After checking in pairs, elicit the correct rule forms from the whole class and write them on the board.

ANSWER KEY

used to, would, could

4 Write three true sentences about your old habits and how they changed.

Tell students they will write three true sentences about habits they had in the past and how those habits have changed now. Explain that they should use the target structures from the lesson: *used to* for past habits, *would* for repeated past actions, *could/couldn't* if they mention past abilities. Give students a moment to think about real examples from their daily life (e.g., *study routines, social habits, emotional habits, health behaviours*). Then, tell them to share at least one sentence with a peer and explain the change briefly.

ANSWER KEY

Students' own answers

5 a Read the short dialogue and act it out with your peer.

Tell students they will first read a short dialogue about well-being and then act it out with a peer. Ask them to read the dialogue silently to understand the meaning, tone, and emotional expressions. Model the dialogue by reading one part aloud with natural intonation. Remind students to pay attention to rising and falling intonation, emotions behind the lines, natural pace and stress, and clear pronunciation of target vocabulary. Put students in pairs and ask them to take turns reading each role. Invite a few confident pairs to perform their dialogue for the class.

ANSWER KEY

Students' own answers

b Work in pairs. Ask and answer questions about things you did as shown in the example.

Students work in pairs and ask each other questions about their past actions and routines, following the given example. Encourage students to use past simple question forms and give short, clear answers. Remind students to listen carefully to their peer and respond appropriately. Monitor the activity and provide support with question formation and time expressions if needed.

ANSWER KEY

Students' own answers

6 Read the dialogues and complete the sentences with the correct question tag.

Tell students to read the mini dialogues carefully and pay attention to the statements before the blank spaces. Explain that they must complete each sentence with the correct question tag based on the verb tense, subject, and meaning of the sentence. Remind them of basic rules: Positive statement → negative tag (*You're tired, aren't you?*), Negative statement → positive tag (*You didn't call, did you?*) Modal verbs follow their own tags (*You could swim, couldn't you?*). Finish the activity by eliciting the correct tags from the class.

ANSWER KEY

1 weren't you?

2 could you?

3 didn't you?

7 a Read the short dialogues and circle the appropriate response.

Tell students to read each short dialogue carefully and choose the correct response from the two options provided. Explain that they should look at the context of the conversation, the tone and meaning of the speakers, the grammar form that fits naturally, and whether the response expresses agreement, surprise, confirmation, or correction. Encourage them to read the full dialogue before circling an answer. Finally, elicit the correct answers from the class and reinforce the natural usage.

ANSWER KEY

- 1 So do I. 2 I agree. 3 I hope so. 4 Neither do I.

b Work in pairs. Make your own short dialogues using these expressions to agree or disagree politely.

Tell students to work in pairs and create their own short dialogues using the expressions they learnt for agreeing and disagreeing politely. Explain that each dialogue should include at least one agreement or one polite disagreement, sound natural and realistic, and use appropriate tone and politeness. Encourage students to write two or three lines each and practise speaking them aloud once completed.

ANSWER KEY

Students' own answers

GAME**GRAMMAR SNAP**

- □ ×

Tell students they will play a fast-paced grammar game to practise past simple, past progressive, used to, would, and could through well-being themes. Ask students to work in pairs or small groups. Explain that you (the teacher) will call out a theme word (e.g., *sleep, stress, food, phone*). Once they hear the theme, students have 10 seconds to create a true sentence using one of the target grammar structures. When a pair finishes forming a sentence, they must shout. Then, they read their sentences aloud. If the sentence is correct, natural, and meaningful, the group awards 1 point. If the sentence is incorrect, unnatural, or not connected to the theme, the turn passes without points. Encourage students to vary their grammar structures and personalise their ideas. Walk around, monitor for accuracy, and help groups who need support. At the end of the game, invite a few students to share their best or funniest sentences.

E.g.

Theme: Sleep

- ▶ *I used to go to bed after midnight.*
- ▶ *I was reading when I fell asleep.*
- ▶ *I could never sleep without music, could I?*
- ▶ *I sleep better now, and so do I!*

3E READING CORNER

1 a Look at the pictures of the ruins in Bergama, Türkiye. What do you think people did there thousands of years ago to feel better? Tick (✓) the ideas you agree with.

Tell students to look carefully at the pictures of the ancient ruins in Bergama (Pergamon). Explain that they will make predictions about what people in the past might have done there to improve their well-being there. Encourage them to focus on visual clues. Ask students to read the list of ideas in the book and tick (✓) the ones they think make sense historically. Remind them that this is a thinking and prediction task, so there are no "right or wrong" answers at this stage. After students tick their ideas individually, ask them to share their choices with a peer and give a short reason.

ANSWER KEY

Students' own answers

b Discuss your choices with your peer. Which do you think helped people the most?

Tell students they will now discuss their predictions with a peer. Ask them to compare the ideas they ticked in exercise 1a and explain why they chose them.

ANSWER KEY

Students' own answers

2 Read the text quickly to choose the topic.

Tell students they will read the text quickly to identify the main topic. Explain that this is a skimming task, so they should not focus on every word, only on the general idea of the passage. Ask students to look at the title, any visuals, and the first and last sentences of the text to help them form a quick understanding. Give them 1-2 minutes to skim the text silently. Then, ask students to choose the topic from the options provided in the Student's Book.

ANSWER KEY

c

3 Read the text again and complete the sentences using the correct highlighted words in the text. Two are extra.

Tell students they will now read the text more carefully to focus on meaning and vocabulary. Explain that this is a detailed reading task (not skimming), so they should pay attention to the highlighted words in the text. Ask students to read each sentence in the exercise and think about which highlighted word fits best in terms of meaning, grammar, and context. Remind them that two of the highlighted words will **NOT** be used, so they should choose carefully.

ANSWER KEY

1 suffered from	2 interacted with	3 volunteered for	4 contribute to
5 operated on	support with (Extra)	heal from (Extra)	

4 Choose the correct option to complete the statements.

Tell students they will now read the statements about the text and choose the correct option based on what they understood. Explain that this task checks detailed comprehension, so they should go back to the text whenever necessary. Finally, elicit answers as a whole class and briefly review the supporting evidence from the text.

ANSWER KEY

1 b	2 a	3 a
-----	-----	-----

5 a Work in pairs and discuss the questions below.

Tell students they will now move from the text to their personal ideas and reflections. Ask them to work in pairs and discuss the questions listed in the book. Remind students that this task is about expressing opinions, connecting the reading to real life, and thinking about well-being. There are no right or wrong answers. Encourage them to use the text as inspiration and to support their ideas with reasons.

ANSWER KEY

Students' own answers

- b Now, write about your own thoughts in your notebook. Use at least two of the highlighted words from the reading text.**

Tell students they will now move from discussion to individual writing. Explain that they will write a short paragraph in their notebooks expressing their personal thoughts about the topic, using at least two highlighted words from the reading text. Remind students to think about what they discussed with their peers, choose highlighted words that fit naturally, write in clear, connected sentences, and express personal reflections (not repeat the text).

ANSWER KEY

Students' own answers

3F WRITE IT RIGHT

- 1 a Read the statements and match each one with the correct healthy habit.**

Tell students they will read short statements from different students about their habits and routines. Explain that each statement describes an action related to physical, mental/emotional, or social well-being. Their task is to match each statement with the correct healthy activity from the list. Ask students to read all statements first, then look at the activity options. Give them enough time to match individually. Finally, elicit answers as a whole class.

ANSWER KEY

1 (Extra) 2 a 3 c 4 b

- b Work in pairs and think about one change you've made to stay healthy and share it with your peer.**

Tell students they will now work in pairs to reflect on a real change they have made in their own lives to stay healthy. Explain that this task focuses on personal well-being, so each student should choose one meaningful habit they changed; physical, mental, or social. Give students 1-2 minutes to think silently about their change. Then, ask students to share their change with their peer using clear sentences.

ANSWER KEY

Students' own answers

- 2 a Read Archie's blog post quickly to choose what it is mainly about.**

Tell students they will read Archie's blog post quickly to understand its main idea. Give students 1-2 minutes to skim the text silently. After reading, ask them to choose the correct option from the choices provided in the Student's Book.

ANSWER KEY

b

b Read the blog post again. Decide if the sentences are true (T) or false (F).

Tell students they will now read Archie's blog post more carefully to check whether the given statements are true or false. Explain that this activity focuses on detailed comprehension, so they should look for specific information in the text. Ask students to read each statement one by one, and go back to the related part of the blog post, underline or highlight the evidence in the text, and decide if the sentence matches the information (T) or not (F).

ANSWER KEY

1 F

2 T

3 F

3 Complete the sentences below with the bold words in the blog post. One is extra.

Tell students they will now focus on the bold vocabulary items from Archie's blog post. Explain that they will complete the sentences using these bold words, but two words will not be used, so they must read carefully and think about the meaning. Ask students to read each sentence in the exercise, identify what type of word is needed (noun/verb/adjective/adverb), think about the meaning and context, and choose the bold word from the blog post that fits best.

ANSWER KEY

1 terribly

2 adequately

3 strictly

instantly (Extra)

4 a Underline all the prepositions that show time and place in the blog post.

Tell students they will read Archie's story again, but this time their focus is on identifying words and phrases that show time and place. Explain that these clues help the reader understand *when* and *where* actions happen.

ANSWER KEY

Time: during, for, after Place: at, by

b Write your own blog post. Think of real moments that changed your habits. Which habits help you stay physically healthy? Use at least two of the bold words from the story and the prompts below.

Tell students they will now write their own short blog post inspired by Archie's story. Explain that they should think of a real moment or experience that made them change habits, especially one that supports physical well-being. Before writing, ask students to recall a memory (e.g., *feeling tired, getting sick, struggling during sports, a doctor's warning*), and think about the habit they changed afterwards. Then, ask them to connect it to physical health and choose at least two bold words from Archie's blog (e.g., *adequately, blurry, dizzy, confidently, afterwards*).

ANSWER KEY

Students' own answers

5 a Check your peer's paragraph using the checklist below.

Tell students they will now exchange their blog posts with a peer and use the checklist in the Student's Book to give supportive, constructive feedback. Explain that this step helps them notice strengths, identify areas to improve, reflect on vocabulary and grammar, reinforce their learning, and understand the structure of a coherent paragraph. Finally, ask peers to return paragraphs and discuss the checklist notes briefly.

ANSWER KEY

Students' own answers

b Revise your paragraph based on the feedback.

Tell students they will now use the feedback they received from their peer to revise and improve their blog post. Explain that revising is an essential part of writing and helps make their ideas clearer, more meaningful, and more accurate. Before they start, remind students to look back at the checklist, the notes or comments their peer wrote, any vocabulary or grammar points that need improvement, whether they used at least two bold words correctly and whether the paragraph flows in a logical order (moment → realisation → change → result).

ANSWER KEY

Students' own answers

c Reflect on your paragraph.

Tell students they will now take a moment to reflect on the paragraph they wrote and revised. Explain that reflection helps them understand what they improved, what they found challenging, what they are proud of, how well they used the bold vocabulary from the text, and how their writing changed after feedback. Explain that this reflection is personal; there are no right or wrong answers. Encourage honesty and self-awareness.

ANSWER KEY

Students' own answers

CLIL & CULTURE**1 Do you think music can help people feel better when they are sick or sad? Do you use music to relax or cheer up? Share your ideas with your peer.**

Tell students they will discuss how music affects their physical and emotional well-being. Before they begin, ask students to think about how music makes them feel; whether they listen to music when they are tired, stressed, or sad; if certain songs help them relax, focus, or feel happier; and moments when music has helped them personally. Give students a minute to think silently, then pair them up.

ANSWER KEY

Students' own answers

2 Read the text and match each item (1-3) with the correct statement (a-d). One is extra.

Tell students they will now read a short text and match four items with the correct statements. Explain that this activity helps them understand specific details and relationships in the text. Before they begin, ask students to skim the text quickly to get a general idea. Encourage students to match based on meaning, not guessing.

ANSWER KEY

1	b	2	a	3	c	d (Extra)
---	---	---	---	---	---	-----------

- 3 Work in pairs. Think about two different types of music; one calm and one energetic. How does your body react when you listen to them? Write your ideas in your notebook about your heart rate, breathing, and emotions. Then, share them with your peer.**

Tell students they will explore how different types of music affect the body and emotions, connecting the activity to well-being and self-awareness. Explain that they should choose one calm type of music (e.g., *soft piano, acoustic, lo-fi...*) and one energetic type of music (e.g., *pop, rock, upbeat dance*). Give students a few minutes to write their ideas in 3 short points or sentences. Then, tell them to work in pairs and compare their observations.

ANSWER KEY

Students' own answers

- 4 What kind of music helps you the most when you feel tired or sad? Write one sentence in your notebook.**

Tell students they will now write one clear sentence about the type of music that helps them when they feel tired or sad. Explain that the aim is to express a personal preference using simple, meaningful language connected to well-being. Give students one minute to write their sentence. Then, invite them to share it with a peer or with the class if they feel comfortable. Encourage respectful listening and positive comments.

ANSWER KEY

Students' own answers

- 5 Work in pairs. Create a short playlist called *Music for Health*. Choose three songs that make you feel good, calm, or strong. Write one sentence in your notebook for each song to explain how it affects your mood or body.**

Tell students they will now work in pairs to create a mini playlist called *Music for Health*. Explain that the purpose of this activity is to help students connect music with emotional, mental, and even physical well-being. Ask them to write one sentence for each song explaining how it affects their mood or body. Tell students to share their playlist ideas with their peers and compare similarities or differences in how music affects them.

ANSWER KEY

Students' own answers

CONSOLIDATION

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.**

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

ANSWER KEY

Students' own answers

2 Complete the story with the statements below. Then, listen, check and act it out.

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

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

3 Work in pairs. Ask and answer the questions below. Then, share your ideas in class.

Tell students they will now practise speaking in pairs by asking and answering the questions provided. Explain that the aim is to encourage meaningful conversation about well-being and to help students express personal ideas clearly. Tell students to work in pairs and take turns asking all the questions. Walk around the classroom to monitor interaction, help with vocabulary, and encourage shy students to participate. After pairs finish, invite a few volunteers to share their peer's ideas with the whole class.

ANSWER KEY

Students' own answers

WRAP IT UP!**PERFORMANCE ASSIGNMENT****My Well-Being Journal**

Write a short well-being journal to reflect on how you keep balance in your physical, mental, emotional, and social health. Follow the steps below.

Tell students that this project will help them reflect on their personal well-being and express their ideas in a journal format. Explain that a well-being journal includes clear thoughts, honest reflection, and examples from daily life. Ask students to think quietly about how they take care of themselves in four areas: Physical health (exercise, food, sleep, habits), Mental health (focus, stress, studying, routines), Emotional health (feelings, coping strategies, calmness), Social health (friendships, communication, teamwork). Tell students to organise their ideas into four small sections. A simple model can be shown: body, mind, emotions, and relationships. Remind them to list real examples from their lives. Students now write their short well-being journal by following their plan. Ask them to use clear sentences, include at least three target vocabulary items from the unit, and use at least one past habit structure (*used to/would/could*) if it fits, then, write 6-8 meaningful sentences in total.

ANSWER KEY

Students' own projects



SELF EVALUATION AND REFLECTION

1 Can you talk about personal well-being and health habits?

Tell students this part is for self-evaluation, not a test. Explain that they will think about how confidently they can talk about personal well-being and daily health habits after completing the theme. Encourage them to be honest with themselves.

ANSWER KEY

Students' own answers

► Complete the sentences using the words below. One is extra.

Tell students they will now complete short sentences by choosing the correct words from the list. Explain that this task helps them check whether they can use well-being vocabulary accurately at the end of the theme. Tell students to complete the activity individually first, and then compare answers with a peer. Finally, elicit answers as a class.

ANSWER KEY

a	therapy	b	anxiety	c	herbs
d	recovery		awareness (Extra)		

2 Can you describe past routines and abilities correctly?

Tell students this part is for self-evaluation, not a test. Explain that they will think about how correctly they can describe past routines and abilities after completing the theme. Encourage them to be honest with themselves.

ANSWER KEY

Students' own answers

► Complete the sentences with the correct form of *used to*, *would*, or *could*.

Tell students this section helps them check their understanding of past routines and past abilities. Explain that they will complete the sentences by choosing the correct structure. Tell students to read each sentence carefully and think about the meaning to decide which form fits best.

ANSWER KEY

a	could	b	would	c	used to
---	-------	---	-------	---	---------

3 Can you use question tags and prepositional phrases correctly?

Tell students this part is for self-evaluation, not a test. Explain that they will think about how correctly they can use question tags and prepositional phrases after completing the theme. Encourage them to be honest with themselves.

ANSWER KEY

Students' own answers

► **Complete the sentences with a suitable prepositional phrase or question tag.**

Tell students this final self-assessment task helps them check whether they can correctly use prepositional phrases and question tags. Tell students to read each sentence carefully. Decide if the gap requires a prepositional phrase or a question tag. Choose the option that makes the meaning logical. Complete all sentences individually first. After finishing, ask students to compare answers with a peer. Walk around, support students who struggle with question tags, and highlight the difference between meaning and form. Finally, elicit answers and discuss tricky examples.

ANSWER KEY

a didn't you?

b at

c about



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers



Theme 4

Warm-Up



Click or scan the QR code and do the warm up activity.

- 1 a Take one minute to think quietly. Then, complete these sentences in your notebook.**

ANSWER KEY

Students' own answers

- b Tell the class one sentence that explains how you support your well-being.**

Ask students to think quietly for one minute about the things that describe them clearly. Tell them to complete the sentences in their notebooks. Invite volunteers to read one sentence aloud to the class.

LOOKING AT THE BIG PICTURE

FLASHBACK

- 1 Click or scan the QR code to access and complete the flashback activity.**

- 1 a Read the words and phrases below. Tick (✓) the ones that are related to housing, relationships in family life, and the community.**

Tell students to click or scan the QR code to access the flashback activity. Tell them to look at the list individually and tick only the words related to *housing, family-life relationships, and community-related values*. Elicit the answers.

ANSWER KEY

basement, attic, skyscraper, negotiation, love and care

- b Which three words are the most important to you? Why?**

Ask students to choose three words they think are the most important for family or community. Encourage extended answers, for example: *I chose love and care because it keeps families connected*. After they have finished, invite 2-3 volunteers to share their ideas with the class.

ANSWER KEY

Students' own answers

- 2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.**

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

ANSWER KEY

Students' own answers

- b Now, watch Digital Story 4. What connection(s) can you find between the pictures and the story?**

Tell students to watch Digital Story 4 and ask them to find a connection between the pictures and the story. Encourage a brief discussion on how the visuals are linked with the story content.

ANSWER KEY

Students' own answers

4A WATCH AND NOTICE

1 a Look at the pictures of different housing types. Match each type of house to its name. One is extra.

Ask students to look at the housing pictures and match each image to the correct housing type name. Encourage them to justify their guesses by noticing visual clues such as floors, materials, or size. Remind them that one option is extra. Elicit the answers. Correct them if necessary.

ANSWER KEY

a	5	b	4	c	(Extra)	d	2	e	1	f	6	g	3
---	---	---	---	---	---------	---	---	---	---	---	---	---	---

b Which one would you like to live in? Why? Discuss with your peer.

Tell students to share their personal preferences with their peers. Remind them to explain their reasons using descriptive language. Elicit the answers.

ANSWER KEY

Students' own answers

2 a Watch Digital Story 4. Tick (✓) the words or phrases that you hear or see in it.

Play the digital story once. Ask students to tick the vocabulary items that appear visually or verbally. Encourage them to rely on both audio and visual clues. Elicit the answers.

ANSWER KEY

- | | |
|---|---|
| 1 | two-storey house, triplex house, skyscraper, bungalow |
| 2 | cooperation, criticism, bond, quarrel |
| 3 | balcony, attic, basement, terrace |

b Now, match the titles to the word groups above. One is extra.

Ask students to find and write the correct titles over the word groups in exercise 2a. Encourage them to give reasons for their choices. Elicit the answers.

ANSWER KEY

1	d	2	c	3	a	b (Extra)
---	---	---	---	---	---	-----------

3 Watch Digital Story 4 carefully and tick (✓) the statements that are true.

Play the digital story again. Tell students to follow the key events and tick the statements that match the content. Pause the digital story if necessary to guide weaker learners.

ANSWER KEY

2, 3, 6

4 a Watch Digital Story 4 again to think of the answers to the questions below. Then, ask and answer in turns.

Have students prepare short answers while watching. Then, ask them to take turns asking and responding to the given questions. Elicit the answers.

ANSWER KEY

- 1 It makes her feel happy and safe.
- 2 They talk, apologise, and cooperate.
- 3 They have learnt to support and stay strong together.
- 4 Family life has warmth and togetherness.

b Now, tell your peer one thing you have learnt or how you have felt about family life from the story.

Ask students to share one personal insight about family life they have learnt or felt while watching the digital story. Encourage the use of reflection stems such as *I realised that...* / *This reminded me...*

ANSWER KEY

Students' own answers

5 a Work in pairs. Think about the digital story you have watched. Discuss the questions below with your peer. Use the expressions below to begin your sentences.

Tell students to discuss the given questions using the sentence starters. Monitor and guide them to use appropriate family-related vocabulary. Invite some pairs to share their ideas with the class.

ANSWER KEY

Students' own answers

b Complete the sentence below with your own ideas.

Have students complete the sentence with their personal ideas. Encourage personal reflection. Ask volunteers to share their sentences.

ANSWER KEY

Students' own answers

4B TUNE YOUR LANGUAGE

1 a Watch and read the script of Scene 2 of Digital Story 4 on page 151 and pay attention to the pronunciation of the words below.

Ask students to watch Scene 2 and follow the script. Tell them to listen carefully to the pronunciation of the listed words and focus on difficult sounds, especially silent letters and contrast sounds.

ANSWER KEY

Students' own answers

b Now, repeat the words as a class by paying attention to the pronunciation.

Model the pronunciation of some words first. Then, have students repeat chorally and individually. Draw attention especially to the difficult sounds like silent **b** (climb), soft **c** (ceiling), hard **c** (car), and silent **d** (Wednesday).

ANSWER KEY

Students' own answers

2 Listen to the text and repeat the bold words.

Explain the task. Ask students to repeat only the bold words. Play the recording. Encourage them to pay attention to vowel contrasts and silent letters.

ANSWER KEY

Students' own answers

3 Listen to the recording carefully to choose the word you hear in each sentence.

Explain the task. Tell students to choose the word they hear. Play the recording. After they have finished, choose some students to pronounce the words they have chosen in class.

ANSWER KEY

1 a 2 a 3 c 4 b 5 c 6 b

4 a Underline the words that contain the sounds in the previous exercises.

Ask students to underline the words containing sounds practised earlier (silent letters, difficult vowels, consonant clusters). Encourage awareness of spelling-sound mismatches. Elicit the answers.

ANSWER KEY

- 1 The traveller felt relaxed after reaching the palace garden.
- 2 The scientist wrote a subtle code to analyse the bacteria samples in the city lab.
- 3 The hiking group passed the field and the old bridge, then climbed a hill and had a sandwich break.

b Now, practise saying the sentences aloud with your peer.

Ask students to take turns reading the sentences aloud. Provide corrective feedback and highlight fluency & natural stress.

ANSWER KEY

Students' own answers

5 a Record yourself reading the text in exercise 2 at home. Listen to your recording and compare it with Audio 4.1.

Assign the recording as homework. Tell students to compare their pronunciation with the listening track and take notes on differences.

ANSWER KEY

Students' own answers

- b Now, exchange your recording with your peer to give feedback. Then, check it with your teacher.**

Ask students to exchange their recordings to give positive feedback to each other. Tell them to use the Pronunciation Feedback Checklist to evaluate the recordings. Finally, check their recordings as a class.

ANSWER KEY

Students' own answers

4C VOCABULARY HUB

- 1 a Watch Scene 3 of Digital Story 4. Tick (✓) the words or word groups you hear.**

Ask students to watch Scene 3 of Digital Story 4. Tell them to tick the words they hear. Remind them to listen for conflict-related vocabulary. Give them 1-2 minutes to check answers in pairs. Then, elicit the answers.

ANSWER KEY

criticism, neglect, misunderstanding, disagreement, cooperation

- b Read the script of Scene 3 of Digital Story 4 on page 151. Underline the words that show conflicts and feelings among family members. Then, circle the word or phrase that you think is the most common cause/reason of family tension.**

Have students read the script from Scene 3 on page 151. Tell them to underline the conflict-related words in the dialogue and circle the one they believe causes the most tension in families. Encourage them to justify their choices briefly in pairs.

ANSWER KEY

Sofia In Brazil, the kitchen is the heart of our home. We cook together and share stories, but sometimes there's tension. A small misunderstanding about chores can cause a disagreement. Last weekend, my sister and I quarrelled, but she apologised later, and I decided to forgive her.

Anna I can get that. In my family, we also have disputes, but my parents say cooperation is more important than being right. When someone feels neglected, we talk and adjust things before it turns into exclusion.

Damla That's true. My grandparents often remind us to stay connected by solving problems together. We try to keep that spirit at home, even when there's criticism.

Sofia Exactly. Conflicts happen, but if we cooperate, they make our bond stronger.

ANSWER KEY

Students' own answers

- c Work in pairs. Discuss your choice with your peer. Give reasons.**

Ask students to discuss their circled word and explain why they think it is the most common source of tension. Monitor for respectful discussion and accurate use of target vocabulary. Once they have finished, ask some volunteers to share their ideas with the class.

ANSWER KEY

Students' own answers

2 Put the words into the correct category. Then, check your answers with your peer.

Have students examine the words in the table. Then, guide them to place each word into the correct category. Elicit the answers.

ANSWER KEY

Conflicts & Problems	Family Values & Solutions
neglect	bond
quarrel	cooperation
misunderstanding	apology
criticism	

3 a Read the text carefully. Pay attention to the words in bold.

Ask students to read the short text carefully and pay attention to the bold vocabulary related to intergenerational issues, conflict, and family dynamics. Encourage them to visualise the situations described in the text.

b Tick (✓) the phrases you don't know in the table below.

Explain the task. Have students examine the phrases in the table and tick the ones they don't know.

ANSWER KEY

Students' own answers

c Now, discuss the phrases you marked with your peer and check their meanings using a dictionary.

Have students discuss what they think about these words. Let them use dictionaries or digital tools to define the phrases. Encourage them to write the clues they have gathered from the text. Monitor and guide them as needed. After they have finished the task, ask some volunteers to share the words they chose and their definitions with the class.

SUGGESTED KEY

generation gap: differences in opinions or behaviours between people of different ages, especially between parents and children CLUE: parents and children have different priorities because of technology and social media

lack of personal space: a situation in which someone feels uncomfortable because they do not have enough physical or emotional space for themselves CLUE: when family members do not have enough private space

shared responsibility: a duty or task that is divided among several people, so everyone has a part in completing it CLUE: parents encourage everyone to help with chores

family dynamic: the way family members interact with each other, including their roles, relationships, and behaviour patterns CLUE: how family members live, interact and keep harmony at home

communication barrier: anything that makes it difficult for people to understand each other clearly, such as poor listening, language problems, or emotions CLUE: reasons that cause family members to drift apart from each other

emotional distance: a feeling of being less close or connected to someone emotionally, often because of unresolved problems or lack of communication CLUE: reasons that cause family members to drift apart from each other

4 Use 4 of the phrases from exercise 3c to complete the sentences. Then, compare your answers with your peer.

Ask students to complete the sentences using the correct phrases from exercise 3c. Then, have them compare answers with their peers.

ANSWER KEY

- | | |
|---|--------------------------|
| 1 generation gap | 2 shared responsibility |
| 3 emotional distance | 4 lack of personal space |
| family dynamic, communication barrier (Extra) | |

5 a Complete the interview with family coach Dr Lara Finch using the words or word groups given below. One is extra.

Direct students' attention to the word groups. Pre-teach or quickly review their meanings with simple examples if needed. Ask them to read the interview silently first to understand the flow. Tell them to look for context clues such as reasons for conflict, misunderstandings, or solutions. Let them complete the gaps individually, then compare in pairs. Monitor and offer gentle hints rather than direct answers, encouraging reasoning from the text. Check the answers as a class.

ANSWER KEY

- | | | |
|-------------------------|------------------|----------------------|
| 1 communication barrier | 2 generation gap | 3 emotional distance |
| 4 family bond | quarrel (Extra) | |

b Work in pairs. Prepare a similar dialogue using the words or word groups in previous exercises.

Tell students they will now create their own short dialogue using the same expressions. Encourage them to use at least two of the word groups meaningfully. Ask them to keep the dialogue realistic, connected to everyday family situations, and focus on clarity, tone, and natural expression. After they have finished, ask some pairs to act out their dialogues in class.

ANSWER KEY

Students' own answers

6 Work in pairs. Ask and answer the questions below.

Ask students to answer the given discussion questions in pairs. Encourage them to use vocabulary from the theme and refer to personal experiences. Ask some volunteers to share their answers with the class.

ANSWER KEY

Students' own answers

LET'S TALK!

1 Match the expressions to their similar meanings. One is extra.

Ask students to match family-related expressions to their similar meanings. Ask them to read all options before deciding.

ANSWER KEY

- | | | | | |
|-----|-----|-----|-----|-----------|
| 1 b | 2 d | 3 e | 4 a | c (Extra) |
|-----|-----|-----|-----|-----------|

- 2 Work in pairs. Choose one of the expressions from exercise 1 and use it in a sentence about your family. Then, share it with the class.**

Ask students to choose one expression from the matching task and use it in a meaningful sentence about their family. Invite some volunteers to share their sentences in class.

ANSWER KEY

Students' own answers

GAME

GUESS MY WORD

- □ ×

Explain the game rules. Ask students to recall the key vocabulary from the theme (e.g., *to quarrel, neglect, shared responsibility, bond, generation gap, noise conflict*). Encourage them to think of meaningful words connected to family relationships or home life. Tell them that each player will secretly choose one word and then give three clues without saying the word itself. Remind them that clues should guide the listeners without giving the answer too easily. Encourage them to use different types of clues. Model the task yourself with an example so students clearly understand the format. Choose a student and begin the activity. Tell them to listen actively to their classmate's clues and try to guess the word as quickly as they can. Remind them that only the student who guesses correctly will give the next clue, so everyone should stay attentive. Circulate, monitor, and support students as needed. If students struggle, guide them to simplify their clues without revealing the answer. When most of the students have taken a turn, briefly reflect on which words were challenging to guess and which clues worked best.

4D LANGUAGE IN ACTION

- 1 Look at the example sentences below. Then, watch Scene 4 of Digital Story 4. Write similar sentences in the second column.**

Ask students to examine the table. Have them read the sample sentences carefully and try to understand the usage. Then, play Scene 4, and give them time to write the similar sentences from the story. Elicit the answers.

ANSWER KEY

example sentences	✓	sentences from the story
We have been living in this neighbourhood for ten years.	✓	We've been living in this flat since my father's illness.
She hasn't mentioned that before.		It hasn't always been easy.
We have just left the centre.	✓	I've already heard stories of families.
Have you ever been to a foreign country?		Have you ever felt that some challenges actually make you stronger?

TOOL BOX

Work in pairs. Read the examples in the table and complete the functions using the words below.

Tell students to work in pairs. Have them examine the examples in the table and complete the functions using the given words. Encourage them to justify why each function fits the example. Elicit the answers.

ANSWER KEY

actions / continuing

2 Work in pairs. Ask and answer the questions below.

Tell students to work in pairs to ask and answer the questions. Encourage the use of for/since, and monitor to ensure correct tense use. You may prompt additional follow-up questions to extend interaction.

ANSWER KEY

Students' own answers

3 a Read the paragraph below and pay attention to the bold words.

Have students read the paragraph silently and pay attention to the bold words to understand the comparative/superlative forms of the irregular adjectives.

ANSWER KEY

Students' own answers

b Now, match the bold words to their base forms below. Then, share one example from your own life using one of them.

Ask them to match each bold form to its base adjective form. Then, ask them to produce one personal example using any irregular adjective. Provide modelling if necessary. Elicit the answers.

ANSWER KEY

base form	comparative/superlative	base form	Comparative/Superlative
far	further/the furthest	little	less/the least
bad	worse/the worst	much/many	more/the most
good	better/the best		

TOOL BOX**Complete the rules using the words below.**

Have students complete the rules using the given words. Once they have finished the task, have volunteers explain why irregular adjectives behave differently.

ANSWER KEY

- ▶ change / completely
- ▶ more / than / the

4 a Complete the dialogue using the sentences given below. One is extra.

Tell students to read the dialogue carefully and choose the correct options to complete it. Remind them that one item is extra. Elicit the answers.

ANSWER KEY

1 c	2 e	3 a	4 b	d (Extra)
-----	-----	-----	-----	-----------

b Work in groups to act out the dialogue above.

Assign groups to act out the dialogue with natural intonation in class.

ANSWER KEY

Students' own answers

TOOL BOX**Choose the correct option to complete the sentence below.**

Ask students to choose the correct option to complete the sentence to explain the function of reflexive pronouns. After they have finished the task, check answers as a class.

ANSWER KEY

b

GAME**GRAMMAR CHALLENGE**

- □ ×

Ask students to form their own groups. Tell them that the goal is to create a correct, progressive chain of sentences using the grammar point. Explain the rules clearly. After several rounds, call out a new structure from the theme. Have them instantly switch to that structure. Explain to them that the group that keeps the chain the longest without breaking the rules wins.

4E READING CORNER**1 Work in pairs to discuss the questions below. Use the words you already know.**

Tell students to discuss the questions freely in pairs while keeping a respectful tone. Encourage them to mention common issues (e.g., *chores, chores, privacy, screen time, noise*) without sharing overly personal information. After they have finished, ask some students to share their ideas with the class.

ANSWER KEY

Students' own answers

2 Read the article quickly and match each paragraph to its subtitle. One is extra.

Ask students to read the article once without stopping and choose the subtitle that best summarises each paragraph. Encourage them to underline key signal words (e.g., *negotiate, adjust, quarrel, misunderstandings*) as well. Elicit the answers.

ANSWER KEY

1 b 2 c 3 a d (Extra)

3 Read the article carefully and choose the correct option.

Tell students to read the article carefully to choose the correct option. Encourage them to justify their choices by finding exact lines from the article. Elicit the answers.

ANSWER KEY

1 b 2 a 3 a 4 b

4 Match the highlighted words in the article to their meanings below. One is extra.

Have students focus on vocabulary in context. Tell them not to rely on translation and encourage contextual guessing first. After matching, ask them to create one example sentence per word to reinforce understanding.

ANSWER KEY

a contribute to b (Extra) c connect
d welcome e promote f volunteer

5 Work in pairs and discuss the questions below.

Ask students to read and discuss the given questions in pairs. Tell them to link ideas from the reading to their personal experiences. Walk around and support students who may need prompts or language suggestions.

ANSWER KEY

Students' own answers

6 In your notebook, write a short paragraph about how families solve problems. Use at least two of the verbs in exercise 4.

Explain the task. Have students write a short paragraph about how their family solves problems in their notebooks. Tell them that they must use at least two verbs from the vocabulary set (contribute, welcome, promote, connect, volunteer). You may model one sentence on the board before they begin.

ANSWER KEY

Students' own answers

4F WRITE IT RIGHT

1 Work in pairs to discuss the questions below.

Have students reflect on their own experiences with home, family routines, and values. Encourage them to use *present perfect/present perfect progressive* where appropriate. Monitor pair discussions and guide them toward using the target vocabulary (e.g., *shared responsibility, noise conflict, family value, support*). Do not correct every mistake; instead, focus on meaning and confidence.

ANSWER KEY

Students' own answers

2 Read the blog quickly and match the paragraphs to the topics below. One is extra.

Ask students to skim the text first and identify what each paragraph mainly explains. After matching, briefly discuss how a blog post is organised (introduction → personal story → reflections).

ANSWER KEY

1 c 2 a 3 b d (Extra)

3 Read the blog post carefully and complete the sentences. Find and write the correct person/people from the post.

Ask students to read the blog post and complete the sentences. Encourage them to justify their answers by pointing to evidence in the text. Elicit the answers.

ANSWER KEY

1 Sara 2 Her brother 3 Her parents
4 Sara and her family 5 Sara

4 Match the highlighted words/word groups in the blog post to their meanings. One is extra.

Ask students to work individually first, then check their answers with their peers. Encourage them to think about context, especially with phrasal verbs (e.g., *fall out, get on well*). Invite volunteers to read sentences from the blog post where the words appear.

ANSWER KEY

a fall out b get on well (with someone) c (Extra)
d an apology e noise conflict

5 a Examine the chart below to plan a blog post.

Explain the task. Ask students to look at the three parts and discuss what each part should include. Encourage them to examine and note short, clear ideas rather than full sentences. Check that students include at least one detail in each part. Circulate and help them choose suitable vocabulary from the theme (e.g., *shared responsibility, bond, generation gap, cosy, peaceful*).

ANSWER KEY

Students' own answers

b Write an online blog post. Write about your family and your home.

Set the task as homework. Ask students to use their notes to write an online blog post. Remind them to organise their writing into three short paragraphs, one for each part of the chart. Tell them to write in a friendly, personal tone because this is a blog post, not a formal essay. Guide them to correct their own mistakes when possible. Invite a few volunteers to read their posts aloud.

ANSWER KEY

Students' own answers

6 a Complete the sentence below to evaluate your blog post.

Ask students to evaluate their work. This is a self-reflection task, so encourage honest personal statements that focus on what they have discovered about language or family values.

ANSWER KEY

Students' own answers

b Now, exchange your blog post with a friend and answer the questions below to give peer feedback.

Ask students to exchange their work with a peer to give feedback. Ask them to answer the given questions to make the feedback clear. Encourage them to give constructive comments rather than rewriting their peers' work.

ANSWER KEY

Students' own answers

CLIL & CULTURE**1 Read the text and match the headings to the paragraphs. One is extra.**

Ask students to read the four paragraphs quickly. Tell them to match each paragraph to the correct heading. Remind them to use meaning clues, not just single words. Elicit the answers.

ANSWER KEY

1 b 2 e 3 d 4 a c (Extra)

2 Read the text again and choose the correct option to complete the sentences.

Tell students to reread the text more closely and select the correct answer for each comprehension question. Encourage them to underline the evidence in the text before choosing their answers. Elicit the answers.

ANSWER KEY

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

3 Discuss the questions below with your peer or group. Use examples from your culture.

Ask students to discuss the two questions in pairs or small groups. Encourage them to share personal and cultural examples respectfully. Focus on promoting open-minded, culturally sensitive discussion. Remind them to compare cultures without judging them.

ANSWER KEY

Students' own answers

CONSOLIDATION**1 Look at the title. In groups, guess and discuss what happens in the picture strip story.**

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

ANSWER KEY

Students' own answers

2 Complete the story with the statements below. Then, listen, check and act it out.

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

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

3 Put the sentences in the correct order according to the scenes.

Tell students to read the strip story and identify the sequence of events. Have them match the sentences to the correct scene number. Encourage them to justify why each option fits that part of the story.

ANSWER KEY

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

4 Work in pairs. Discuss the following questions.

Ask students to discuss the reflective questions in pairs. Model one example if needed. Remind them to listen actively. Encourage them to share culturally meaningful sayings or family mottos.

ANSWER KEY

Students' own answers

WRAP IT UP!**PERFORMANCE ASSIGNMENT****My Family, My World: Roleplay & Writing Project**

Invite students to brainstorm possible family scenarios, realistic or fictional. Encourage them to choose a conflict (misunderstanding, neglect, chores, personal space, etc.). Guide them to include enough characters (2-4 people) so the role-play is clear. Tell them to follow their scenario plan and produce a meaningful script. Remind them to use at least one social expression (e.g., *We argue, but we still care about each other!*), include one reflexive pronoun, and use the present perfect and comparatives accurately. Encourage peer checking before reviewing the drafts. Ask groups to rehearse aloud. Circulate, monitor, and support students with stress patterns and clarity. Have groups perform. Encourage a supportive listening environment. Make sure students understand the rubric criteria (grammar use, clarity, and cooperation). During performances, peers complete the rubric. Discuss feedback respectfully after all presentations.

**SELF EVALUATION AND REFLECTION****1 Can you express family responsibilities and relationships.**

Instruct students to finish the self-assessment by selecting one option. Then, ask them to complete the sentences using the words given. Encourage independent thinking first, then pair-check before whole-class confirmation. Elicit the answers.

ANSWER KEY

Students' own answers

► **Complete the sentences with the correct words given below. One is extra.**

Ask students to complete the sentences using the words given. Encourage independent thinking first, then pair-check before whole-class confirmation. Elicit the answers.

ANSWER KEY

a respect **b** arguments **c** responsibility bond (Extra)

2 Can you describe how long something has continued or recently happened?

Ask students to read the self-assessment question and tick the option that reflects their confidence level.

ANSWER KEY

Students' own answers

► **Complete the sentences with the correct form of the verbs in brackets.**

Have students choose the correct option to complete the sentences. Elicit the answers.

ANSWER KEY

- | | | | |
|---|-----------------------------|---|-------------------|
| a | have lived/have been living | b | have known |
| c | finished | d | have been helping |

3 Can you use suitable reflexive pronouns in family situations?

Instruct students to finish the self-assessment by selecting one option.

ANSWER KEY

Students' own answers

► **Complete the sentences using suitable reflexive pronouns.**

Ask students to complete the sentences using correct reflexive pronouns. Elicit the answers.

ANSWER KEY

- | | | | | | |
|---|---------|---|------------|---|-----------|
| a | himself | b | themselves | c | ourselves |
|---|---------|---|------------|---|-----------|



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers



Theme 5

Warm-Up



Click or scan the QR code and do the warm up activity.

Follow the instructions to do the well-being activity.

Ask students to stand in two lines facing each other. Explain that this is a short well-being activity focused on boosting classroom energy for their well-being. Label one line "Ping" and the other "Pong". Go over the rules and remind students that compliments should be short, positive, and sincere (e.g., *You are very patient./You explain things clearly.*). Encourage eye contact and a friendly tone.

Start the activity by saying "Ping!" and then "Pong!". Keep a calm but lively pace. After 30 seconds, students move one step to the left to face a new peer and repeat the activity. At the end, invite a few volunteers to share a compliment they liked and finish with a group smile or applause.

LOOKING AT THE BIG PICTURE

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.

Tick (✓) your choices.

Ask students to read each question and tick the option that best matches their preference. Explain there are no right or wrong answers. Give them a short time to work individually, then have them compare their answers with a peer and discuss similarities or differences. If time allows, ask them to give simple reasons (e.g., *I prefer the bus because it's faster.*).

ANSWER KEY

Students' own answers

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

SUGGESTED KEY

city life and neighbourhoods, daily life in urban areas, streets, buildings and public spaces, community life, changes and development in neighbourhoods

b Now, watch Digital Story 5. What connection(s) can you find between the pictures and the story?

Play *Digital Story 5* once without pausing. Ask students to watch carefully and think about how the pictures relate to the story, focusing on places, neighbourhood life, city changes, and people's reactions. After watching, have students share their ideas with a peer.

SUGGESTED KEY

- The pictures show places similar to those in the digital story.
- Both the pictures and the story focus on neighbourhood life and city spaces.
- They reflect changes happening in the city and how people react to them.

5A WATCH AND NOTICE

1 a Look at the snapshots of İstanbul. What do they show about life in the city?

Ask students to look carefully at the snapshots of İstanbul. Encourage them to talk about what they notice related to daily city life, such as buildings, streets, people, traffic, noise, or public spaces. Accept different interpretations and avoid correcting opinions. The aim is to help them notice their neighbourhood and understand changes in it, not to test accuracy.

SUGGESTED KEY

The snapshots show busy places, people, buildings, transportation, and public spaces in daily city life. They reflect daily life, movement, and change in the city. Some areas look crowded and noisy, while others seem calmer.

b Now, take a quick picture in your mind of your own city and describe what you see.

Tell students to imagine a familiar place in your city. Ask them to describe it using simple sentences. Encourage the use of adjectives and concrete details (streets, shops, buildings, people, etc.) Model one example if necessary, but allow students to personalise their answers.

ANSWER KEY

Students' own answers

2 a Read the titles of the scenes in Digital Story 5. Number them (1-5) in the order you remember from the story.

Ask students to read the scene titles and rely on their memory of the story. Remind them that this activity focuses on general understanding, not details. Do not give feedback at this stage.

ANSWER KEY

to be checked in exercise 2b

b Now, watch Digital Story 5 again to check your answers in exercise 2a.

Play Digital Story 5 again without pausing. Ask students to check and correct their answers individually, then compare with a peer.

ANSWER KEY

- | | |
|--------------------------|------------------------|
| 1 The Noise Next Door | 2 Voices from the Café |
| 3 Chasing the Blueprints | 4 Seeing the Sign |
| 5 The Opening Day | |

3 Watch Digital Story 5 again. Fill in the blanks using the words below to complete the summary. One is extra.

Ask students to read the summary first to understand the general meaning. Then, play the video again and let them complete the gaps individually. Allow peer checking before giving feedback.

ANSWER KEY

- | | | | |
|----------------|---------------|-------------------|----------|
| 1 construction | 2 crowded | 3 warning | 4 photos |
| 5 neighbour | 6 information | curiosity (Extra) | |

4 a Work in groups to discuss the questions below. Use the words you already know to explain your ideas.

Divide students into small groups. Encourage them to express opinions politely using the words they already know to explain their ideas. Ask them to support their ideas with simple reasons. Monitor discussions and help with vocabulary if needed, but avoid interrupting fluency.

ANSWER KEY

Students' own answers

b Now, prepare a mini-presentation as a group by following the steps.

Ask groups to organise their ideas clearly and keep their presentation short. Encourage equal participation within groups. Focus on clarity of message rather than grammatical perfection.

ANSWER KEY

Students' own answers

5B TUNE YOUR LANGUAGE

1 a Read and listen to the extracts from Scene 2 of Digital Story 5. Pay attention to the sounds written in bold letters.

Ask students to read the extracts silently first. Then, play the audio and ask them to listen carefully while following the text. Tell students to focus on the sounds highlighted in bold, not on the meaning of the sentences. Replay the audio if necessary to help students notice the target sounds clearly. Do not ask students to repeat at this stage; this activity is for listening and noticing only.

ANSWER KEY

Students' own answers

b Practise saying each line with a peer. Focus on the letters in bold.

Ask students to work in pairs. Tell them to take turns reading the lines aloud, paying close attention to the letters in bold. Encourage clear pronunciation and natural rhythm rather than speed. Do not interrupt fluency unless pronunciation prevents understanding.

ANSWER KEY

Students' own answers

2 Listen to a short extract from a local radio programme about daily life in the city. Circle the word you hear in each pair.

Tell students they will listen to a short radio extract about daily city life. Ask them to read the word pairs before listening. Play the audio once for general listening. Then, play it again and ask students to circle the word they hear in each pair. After the second listening, allow students to compare their answers with a peer.

ANSWER KEY

a green	b checking	c future	d city	e keep
f half	g energy	h cables	i bright	j begin

3 a Listen to the names of the streets. Pay attention to the stressed vowel sound in each.

Ask students to listen to the street names: Green Street, Hill Street, Bright Street. After listening, ask: Which street has the long /i:/ sound? Which one has the short /ɪ/ sound? Which one has the diphthong /aɪ/? Elicit the answers as follows: Green /i:/, Hill /ɪ/, Bright /aɪ/. Make sure students do not move on to the text yet.

b Read text below. Pay attention to the underlined adjectives. Decide and write the correct street name from 3a in each blank according to the same stressed vowel sound.

Tell students they will read the text. Ask them to pay attention to the underlined adjectives and try to notice their stressed vowel sounds. Have them match the adjectives to the street name with the same vowel sound. Remind students that they are matching sounds, not meaning. After completing the task, check answers as a class.

ANSWER KEY

- 1 Green (Green Street: peaceful, clean /i:/)
- 2 Hill (Hill Street: busy, quick /ɪ/)
- 3 Bright (Bright Street: lively, vibrant /aɪ/)

c Now, listen to the text and check your answers.

Ask students to listen to the text and check their answers.

4 Choose one consonant sound: fit, great, hill, joy, kite or one vowel sound: big, deep, light. Create a short slogan about city life. Use the same sound at least three times in your slogan.

Ask students to choose one sound from the list. Explain that they will create a short slogan about city life and repeat the chosen sound at least three times. Give students a short time to think and write individually. Then, invite volunteers to read their slogans aloud. Encourage clear pronunciation and playful use of sound. Do not correct grammar unless it affects understanding. The focus is on sound awareness and confidence.

SUGGESTED KEY

A **great** garden for **gathering**.
We **live**, **build**, and **fit** into city life together.
City **lights** shine **bright** every **night**.

5 a Record your slogans like the ones in Audio 5.1. Listen to your recording and check your pronunciation.

Ask students to record their slogans individually. Then, play Audio 5.1 and ask them to listen carefully. Tell students to compare their own pronunciation, rhythm, and clarity with the model audio. Encourage self-correction rather than teacher correction. This activity focuses on pronunciation awareness and self-evaluation.

ANSWER KEY

Students' own answers

b Now, exchange your recording with your peer to give feedback. Then, check it with your teacher.

Ask students to exchange their recordings with a peer. Tell them to listen carefully and give simple, constructive feedback. Encourage students to focus on clear pronunciation, correct repetition of the target sound, and the natural sound. Remind students to be respectful and supportive while giving feedback. Finally, check their recordings as a class.

ANSWER KEY

Students' own answers

5C VOCABULARY HUB

1 Watch Scene 3 of Digital Story 5 to tick (✓) the words you hear.

Ask students to read the list of words before watching. Tell them they will watch Scene 3 of Digital Story 5 and that they should tick the words they hear. Play the scene once without pausing. Ask students to focus on listening for familiar words rather than understanding every detail. After watching, allow students to compare their answers with a peer.

ANSWER KEY

district, fast-paced, sustainable, eco-friendly, rural, tranquil

2 Do the quiz and go to pages 153-154. Read the script of Scene 3 of Digital Story 5 to check your answers.

Ask students to answer the quiz questions individually. Tell them to focus on the italic parts in the questions. They are the key words as the key words used in Scene 3 of Digital Story 5. After students complete the quiz, ask them to go to the given page and read the script of Scene 3. Encourage them to check their answers by finding the related sentences in the script. Allow pair checking and brief discussion. Emphasise that reading the script helps students confirm meaning through context.

ANSWER KEY

1 b 2 a 3 b 4 c 5 b 6 a

3 a Read the paragraph by paying attention to the words in bold.

Ask students to read the paragraph silently. Tell them to focus on the bold words and try to understand their meanings through context. Remind students that they are not expected to memorise the words at this stage. Encourage them to notice how the bold words are used in sentences related to city planning and neighbourhood life. Do not explain or define the words yet; this activity prepares students for the vocabulary task in the next activity.

ANSWER KEY

Students' own answers

b Now, write the words in bold in the text next to their definitions below.

Ask students to work in pairs. Tell them to read the definitions carefully and match them with the bold words from the paragraph in exercise 3a. Encourage students to use context clues from the text rather than guessing. Allow pairs to discuss and agree on their answers. After they finish, check the answers as a class and briefly clarify meanings if needed.

ANSWER KEY

- | | | |
|------------------|---------------|------------|
| 1 overpopulation | 2 budget | 3 analysts |
| 4 shelter | 5 immigration | |

4 Read the hotel guest requests. Fill in the blanks using the words below. Two words are extra.

Ask students to read the hotel guest reviews silently first to understand the general meaning. Tell them not to fill in the blanks yet. Then ask students to read the word list carefully and complete the sentences using context clues. Remind them that two words will not be used. Allow students to work individually at first, then compare their answers with a peer. After pair checking, go over the answers as a class. Encourage students to notice how adjectives are used to describe places and atmosphere.

ANSWER KEY

- | | | | |
|-------------|------------|--------------------|------------------|
| 1 authentic | 2 lively | 3 tranquil | 4 efficient |
| 5 urban | 6 charming | commercial (Extra) | tropical (Extra) |

LET'S TALK!**1 a Complete the dialogue with the statements in the box.**

Ask students to read the dialogue first without filling in the gaps. Tell them to focus on the flow of the conversation and the meaning of each line. Then ask students to read the statements in the box and complete the dialogue. Encourage them to think about logical sequence, tone, and context. After students complete the task individually, allow pair checking. Check the answers as a class.

ANSWER KEY

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

b Now, think of a place in your neighbourhood to have a similar conversation in pairs. Use the statements in exercise 1a.

Ask students to work in pairs and choose a place from their own neighbourhood. Tell them to create a short dialogue similar to the one in exercise 1a. Encourage students to reuse the statements from the box. Remind them to keep the conversation natural and informal. Monitor pairs and support with vocabulary if needed. Invite a few pairs to act out their dialogues for the class.

GAME**URBAN FIXERS**

Ask students to click or scan the QR code to access the game. Explain that they will play the game in groups of four to work on urban problems and suggest solutions. Give each group a photocopied set of problem cards on page 165 and ask them to place the cards face down on their desks. One student picks a card and reads the problem aloud to the group. Tell students to look at the Word Bank on page 167 and choose three words they can use to solve the problem. Ask them to work together and write three clear sentences explaining their solution.

After preparation, invite groups to present their solutions to the class. Encourage other groups to listen and ask questions if they have any. Then, ask groups to change the reader, pick a new card, and repeat the steps. Monitor the groups, support vocabulary use when necessary, and encourage equal participation. Focus on communication and problem-solving rather than grammatical accuracy.

5D LANGUAGE IN ACTION**1 a Read the speech bubbles from Scene 4 of Digital Story 5. Pay attention to the bold parts.**

Ask students to read the speech bubbles silently. Tell them to focus on the bold parts and notice how they are used in the conversation. Explain that the bold expressions show how people share ideas, make suggestions, or talk about solutions in everyday situations. Do not explain the language yet; this activity is for noticing, not practising. If necessary, read the speech bubbles aloud once to support understanding.

ANSWER KEY

Students' own answers

b Now, work in pairs to discuss the questions below. Explain your reasons.

Ask students to work in pairs and discuss the questions given. Tell them to look back at the bold parts in the speech bubbles from exercise 1a. Encourage students to explain their ideas using simple reasons (e.g., *It was planned before./It sounds like an opinion.*). Monitor the pairs and help with clarification if needed, but do not correct immediately. The aim is to help students distinguish between planned decisions and personal beliefs. After a pair discussion, ask a few students to share their answers with the class.

SUGGESTED KEY

- 1 Statements that refer to *plans, arrangements, or decisions made before speaking* (e.g., *projects, meetings, constructions already planned*).
- 2 Statements that express *opinions, predictions, or personal views* (e.g., *feelings about how a place will change or what might happen*).

2 a Watch Scene 4 of Digital Story 5 carefully. Write PL (plan) or PR (prediction) next to each statement according to what you hear in the scene.

Tell students that they will watch Scene 4 of Digital Story 5 again. Ask them to watch carefully and focus on the speaker's intention in each moment. Explain briefly what *PL* and *PR* are used for; something decided or arranged earlier (*PL*), and what the speaker thinks or believes will happen (*PR*). Play the scene once without pausing. Then play it again and ask students to mark each moment as *PL* or *PR*. Allow students to compare their answers with a peer. Do not give the answers yet to focus on reasoning.

ANSWER KEY

Students' own answers

b Now, go to page 154 and read the script of Scene 4 of Digital Story 5 to check your answers with a peer.

Ask students to go to the given page and read the script of Scene 4 silently. Tell them to check their *PL (Plan)* and *PR (Prediction)* answers by finding the related lines in the script. Ask students to work with a peer and discuss any differences. Encourage them to explain why a moment is a plan or a prediction. Do not spend too much time on corrections. The aim is to support self-checking and awareness, not memorisation.

ANSWER KEY

1	PL	2	PL	3	PR	4	PL	5	PR
---	----	---	----	---	----	---	----	---	----

3 Choose the correct future form for each situation given.

Ask students to read each situation carefully before choosing the future form. Remind them to think about intention and evidence. Check the answers as a class and ask students to explain their choices briefly. Focus on meaning and use rather than on form only.

ANSWER KEY

1	b	2	a	3	b	4	a
---	---	---	---	---	---	---	---

TOOL BOX

Circle the correct options to make the rules.

Ask students to read both rules carefully before circling any option. Tell them to think about the examples they saw in Language in Action activities. Remind students: **be going to** is used when a decision or plan was made before speaking and **will** is used to express opinions, beliefs, or predictions. Ask students to complete the task individually. Then, check the answers as a class and confirm the rules together.

ANSWER KEY

1	a	2	b
---	---	---	---

4 a Watch Scene 4 of Digital Story 5 again. Tick (✓) the linkers you hear.

Tell students they will watch Scene 4 of Digital Story 5 once more. Ask them to focus on the linking words used to connect ideas. Before watching, ask students to read the list of linkers. Then, play the scene without pausing and ask them to tick (✓) the linkers they hear. Play the scene a second time if necessary. After watching, allow students to compare their answers with a peer. Check the answers as a class and briefly discuss how linkers help ideas flow in conversation.

ANSWER KEY

Students' own answers

b Go to page 154 and read the script of Scene 4 of Digital Story 5. Underline all the linkers and check your answers in exercise 4a.

Ask students to go to the given page and read the script of Scene 4 carefully. Tell them to underline all the linking words they find in the script. Encourage students to compare the underlined linkers with the ones they ticked in exercise 4a. Ask them to correct their answers if needed. Allow students to work with a peer and briefly discuss how linkers connect ideas in the dialogue. Do not focus on grammar accuracy; the aim is to raise awareness of cohesion and flow in spoken language.

ANSWER KEY

contrast linkers: but, whereas, although, despite

time linkers: before, by the time, when

cause-effect linkers: because, so

5 Read the mini story. Pay attention to the highlighted words. Guess and discuss what they mean with your peer.

Ask students to read the mini story silently first. Tell them to focus on the highlighted words and try to guess their meanings from the context. Ask students to work with a peer and discuss their guesses. Encourage them to explain why they think a word has a certain meaning by referring to the sentence. Do not give definitions at this stage. The aim is to develop context-based vocabulary guessing skills, not memorisation. After pair discussion, briefly check meanings as a class if needed.

ANSWER KEY

Students' own answers

TOOL BOX**Complete the rules using the highlighted words in the story.**

Ask students to look back at the mini story and find the highlighted linking words. Tell them to focus on the function of each linker rather than memorising definitions. Ask students to complete the rules individually first. Then, allow them to compare their answers with a peer. Check the answers as a class and briefly confirm how each linker connects ideas in terms of meaning.

ANSWER KEY

1 but

2 although, despite

3 so

4 when

5 while

GAME**WHAT HAPPENS NEXT?**

Ask students to click or scan the QR code to access the game. Tell students that they are going to create a funny neighbourhood story together. Explain that the story will continue one sentence at a time, and everyone must follow the same rules. Start the game by reading one starter sentence aloud. Ask the first student to continue the story with one short sentence. Remind students that each sentence must include a future form (*will* or *be going to*) and a linker (*because, so, although, when, before, whereas, even though, until*). Encourage students to keep their sentences short, clear, and logical. Monitor the flow of the story and support students with language if needed. Stop the game by saying "Stop the story." Then, ask each group to choose the funniest or most creative sentence in their story.

Sample Starters

- The bus driver took a wrong turn into a tiny side street.
- Three cats blocked the entrance of the new café.
- A child's kite got stuck on the community centre roof.
- A supermarket trolley rolled away on its own.
- A stray dog sat right in the middle of the new bike lane.

Sample Interaction

Teacher

Three cats blocked the entrance of the new café.

Student 1

People are going to take photos, because it looks funny.

Student 2

The café will get crowded, although nobody can get inside right now.

Student 3

The workers are going to move the cats when they bring food.

Student 4

The cats will run away, so the queue will finally move.

5E READING CORNER**1 Read the quotes. Discuss in pairs. What do they say about cities?**

Ask students to read the quotes silently first. Tell them to focus on the main idea, not on understanding every word. Ask students to work in pairs and discuss what the quotes have in common. Encourage them to think about cities as places that change, grow, and develop over time. You may guide discussion with questions. (e.g., *Do cities stay the same or change every day? Are cities only buildings, or something more?*) Accept different interpretations as long as they are supported by the quotes. Do not correct opinions; the aim is critical thinking and interpretation. After a pair discussion, invite a few students to share their ideas with the class.

SUGGESTED KEY

Both quotes suggest that cities are constantly changing. They show that a city is more than buildings; it is shaped by people and daily life. Cities are living processes that renew themselves over time.

2 Read the projects (a-c). Match them to the sub-themes (1-4). One is extra.

Ask students to read the projects carefully. Tell them to focus on the main idea of each text rather than details. Ask students to match each item with the most suitable sub-theme. Allow pair checking before confirming answers as a class. Encourage students to explain *why* they chose each sub-theme.

ANSWER KEY

1 c

2 b

3 (Extra)

4 a

3 Write the project names in the blanks to show what benefits they offer.

Ask students to read the benefit statements carefully. Tell them to think about which project focuses on people, space, or the environment. Encourage students to look back at the paragraphs and match each benefit with the correct project. Allow students to work individually first, then compare their answers with a peer. Check the answers as a class and ask students to explain their choices briefly.

ANSWER KEY

1 Britain's Little Free Libraries

2 New York Rooftop Beehives

3 Barcelona's Car-Free Superblocks

4 Circle the correct word to describe each project. Then, explain your reason in one sentence.

Ask students to read the projects again briefly. Tell them to circle the word that best describes each project. Explain that students should then write one short sentence to explain their choice. Encourage them to use ideas or phrases from the text. Allow students to work individually first, then compare their answers with a peer. Monitor and support students with vocabulary if needed. When checking answers, accept different choices as long as students can justify them logically.

ANSWER KEY

1 New York Rooftop Beehives **(eco-friendly)**
E.g. *It helps protect bees and supports environmental sustainability in the city.*

2 Barcelona's Car-Free Superblocks **(accessible)**
E.g. *It is a city project that redesigns streets and public spaces for people.*

3 Britain's Little Free Libraries **(local)**
E.g. *It offers local residents a chance to share books with others nearby.*

5 a Work in groups. Choose one of the projects in the text to apply in your neighbourhood. Prepare a short announcement for the residents following the steps below.

Ask students to work in small groups. Tell them to choose one project from the reading texts and imagine applying it in their own neighbourhood. Go through the steps briefly and make sure students understand what to do in their announcements. They will say what is going to happen, explain why it will help or change the neighbourhood, add one possible problem, although the idea is useful, and finally create a short, catchy slogan. Encourage students to use: *be going to* for planned actions, *will* for results or predictions, and linkers such as *because, although, so*. Monitor the groups and support them with language if needed. Focus on clarity of ideas rather than grammatical perfection.

b Share your announcement with the class.

Invite each group to read or present their announcement to the class. Encourage listeners to focus on the idea and slogan. You may ask one simple follow-up question after each presentation (e.g., *Would this work in our neighbourhood? Why or why not?*).

ANSWER KEY

Students' own answers

5F WRITE IT RIGHT**1 a Look at the people in the picture. Choose words from the box to describe them.**

Ask students to look carefully at the people in the picture. Tell them to focus on appearance, behaviour, and mood. Ask students to choose the suitable adjectives given. Remind students that more than one adjective can be suitable for a person, and there is no single correct answer as long as the choice is logical. Allow students to work individually first. Then, ask them to compare their choices with a peer and explain their reasons. Monitor and support vocabulary use if needed. Do not correct immediately; encourage justification and discussion.

ANSWER KEY

Students' own answers

b Work in pairs to describe the neighbours in each window as in the example.

Ask students to work in pairs. Tell them to take turns describing the neighbours in each window. Encourage students to use adjectives from the box, to speak in full sentences, and to give simple reasons for their ideas. Remind them that they can agree or politely disagree with their peer (using expressions such as *I think...*, *Maybe...*, *I guess...*). Move around the classroom and listen to the pairs. Support students with vocabulary if necessary, but do not interrupt the flow. Invite a few pairs to share one description with the class.

2 Read the neighbours' complaints and match them to the correct person in the picture.

Ask students to read the neighbours' complaint messages carefully. Tell them to look back at the picture and think about who might be causing each problem. Encourage students to focus on the actions described in the complaints and the clues about behaviour (noise, mess, habits, daily routines, etc.). Ask students to match each complaint to the correct person in the picture. Allow them to work individually first, then compare their answers with a peer. When checking answers, accept different ideas if students can justify them logically (e.g., *because he looks noisy/because her window is always open*).

ANSWER KEY

a 4

b 1

c 3

d 2

3 a Read the complaints. Match each reply with the problems from exercise 2. Write the correct letter in each box.

Ask students to read the replies carefully. Tell them to look back at the complaint messages in exercise 2 and focus on the main complaint mentioned in each reply. Encourage students to match each reply with the correct complaint bubble. Remind them to use clues such as noise, time of day, and actions. Allow students to work individually first, then compare their answers with a peer. Check the answers as a class.

ANSWER KEY

1 b

2 c

3 a

d (no reply)

b One complaint has no reply. Imagine you caused the problem and write an apology below by using the expressions given.

Tell students that one complaint message did not receive a reply and ask them to imagine that they are the neighbour who caused the problem. Ask students to write a short apology message using the expressions provided (e.g., *I'm sorry about...*, *I didn't realise...*, *It won't happen again*). Remind them to clearly mention what they are apologising for, to use a polite and friendly tone, and to keep the message short and clear. Allow students to work individually while you monitor the class and support them with vocabulary if needed. Invite a few students to read their apology messages aloud and encourage positive feedback from the class.

ANSWER KEY

Students' own answers

4 Work in pairs. Make a polite complaint and an apology. Write a short dialogue as in the example.

Tell students to work in pairs and create a short dialogue including a polite complaint and an apology, using the example as a model. Ask them to decide who will be Student A and Student B. Remind them that Student A should politely explain the problem, while Student B should apologise and respond kindly. Encourage students to use expressions for politeness, apology, and appreciation (e.g., *Sorry to bother you*, *I'm really sorry*, *I didn't realise*, *I appreciate it*). Ask pairs to write their dialogue first and then practise reading it aloud. Monitor the activity and support students with language if needed. Invite a few pairs to act out their dialogues for the class and encourage respectful listening and positive feedback.

ANSWER KEY

Students' own answers

CLIL & CULTURE

1 a Listen to the recording. Tick (✓) the icons of the sounds you hear.

Ask students to look carefully at the sound icons before listening. Tell them that each icon represents a different city sound. Play the recording once without pausing. Then play it again and ask students to tick the icons of the sounds they hear. After listening, ask students to compare their answers with a peer.

ANSWER KEY

Bird singing, Construction work, Train/metro sound, Police sirens

b Work in pairs and discuss the questions.

Ask students to work in pairs and discuss the questions. Tell them to think about the sounds they hear most often in their own neighbourhood and decide which sound they would like to hear less and why. Encourage students to share personal examples and use simple reasons in their answers (e.g., *because it's noisy, because it's relaxing, because it helps me focus*). Monitor the pairs and support them with vocabulary if needed. Invite a few students to share their ideas with the class and accept different answers as long as their ideas are clearly explained.

ANSWER KEY

Students' own answers

2 Skim the text below to find out the colour code to read sound maps. Match the colours to the adjectives below.

Ask students to skim the text quickly to find information about the colour code used in sound maps. Tell them not to read every word in detail, but to focus on key words related to sound levels and colours. Ask students to match each colour with the correct adjective. Allow them to work individually first, then compare their answers with a peer. Check the answers as a class and briefly explain how sound maps use colours to show noise levels.

ANSWER KEY

1 c

2 a

3 b

3 Read the text and the statements below. Write true (T) or false (F).

Ask students to read the text carefully. Tell them to focus on how different cities sound and what these sounds tell us about city life and culture. Then ask students to read the statements one by one and decide whether each statement is true or false according to the text. Encourage students to look back at the text and underline keywords or sentences that support their answers. Allow students to work individually first, then compare their answers with a peer. Check the answers as a class.

ANSWER KEY

1 T

2 F

3 T

4 T

5 F

6 T

4 Work in pairs and discuss the questions below.

Ask students to work in pairs and discuss the questions. Encourage them to share their own ideas and experiences related to city sounds and neighbourhood life. Tell students to explain their opinions using simple reasons and examples from the text or their daily lives. Remind them that there are no right or wrong answers as long as their ideas are clear and relevant. Move around the classroom, listen to the pairs, and support them with vocabulary if needed. Invite a few students to share their thoughts with the class and encourage respectful listening.

ANSWER KEY

Students' own answers

CONSOLIDATION

1 Look at the title. In groups, guess and discuss what happens in the picture strip story.

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

SUGGESTED KEY

Tokyo is a very crowded city, so people often live in small apartments.
In Tokyo, homes are small but well designed and functional.
Micro-living is a solution to the high population and limited space in big cities like Tokyo.

2 Complete the story with the statements below. Then, listen, check and act it out.

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

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

3 Work in pairs and talk about micro-living. Use the questions below to guide your conversation.

Ask students to work in pairs and talk about micro-living by using the guiding questions. Encourage them to share their own opinions and experiences and to give simple reasons for their ideas. Remind students that they can agree or disagree politely (*e.g., I think..., In my opinion..., For me..., I would find it difficult because...*). Monitor the pairs and support them with vocabulary if needed, but do not interrupt fluency. Invite a few students to share one idea or piece of advice with the class.

ANSWER KEY

Students' own answers

WRAP IT UP!**PERFORMANCE ASSIGNMENT****Micro-Living Around the World**

Work in groups to prepare a project comparing micro-living models in two different cities. Follow the steps below.

Ask students to work in small groups and explain that they will prepare a project comparing micro-living models in two different cities. Tell them to choose two cities and describe how people live in small spaces in each place. Ask them to compare similarities and differences, such as size, design, daily life, and challenges, and to decide which model they would prefer and why. Encourage students to use comparison language and suitable adjectives and to support their ideas with simple visuals if possible. Allow time for planning and preparation, monitor the groups, and support them with vocabulary and organisation when needed. Invite each group to present their project briefly to the class and encourage respectful listening and simple feedback.

**SELF EVALUATION AND REFLECTION****1 Can you describe changes, features, and problems in a neighbourhood or city?**

Ask students to read each self-assessment question carefully and reflect on their own learning. Tell them to tick the option that best describes their level of confidence (*Yes, I can / I think I can / I need more practice*). Emphasise that this section is not a test but a chance to think about their progress.

► **Complete the sentences with the correct words. One is extra.**

Ask students to read the sentences carefully and complete them with the correct words from the box. Remind them to focus on the meaning of each sentence and choose the word that best fits the context. Tell students that one word is extra and will not be used. Allow them to work individually first, then compare their answers with a peer. Check the answers as a class and briefly clarify the meanings of the words if needed.

ANSWER KEY

a developed b tranquil c overpopulation sustainable (Extra)

2 Can you talk about your plans and predictions about your city by using future forms?

► **Complete the sentences with will or be going to and the verbs in brackets.**

Ask students to think about how confidently they can use future forms to talk about city plans or predictions. Tell them to choose the option that best reflects their ability (*Yes, I can / I think I can / I need more practice*). Remind students that "be going to" is used for plans or decisions made earlier, while "will" is used for predictions, opinions, or decisions made at the moment of speaking. Encourage honest self-reflection and explain that this activity helps them understand what they have learnt and what they may need to practise more.

ANSWER KEY

a is going to b will c are going to d will

3 Can you describe city life by using linking words (contrast/cause & effect)?

Ask students to reflect on how confidently they can use linking words to show contrast and cause & effect when talking about city life. Tell them to tick the option that best describes their level (*Yes, I can / I think I can / I need more practice*). Remind students that linking words such as *because* are used to give reasons, while *although* and *whereas* are used to show contrast between ideas. Encourage students to think about the examples they completed in the unit and to answer honestly, as this self-assessment helps them recognise their strengths and areas for improvement.

► **Complete the sentences using the linking words below.**

Ask students to complete the sentences using the correct linking words from the box. Remind them to think about the relationship between the ideas in each sentence and decide whether they need a linker for cause and effect or contrast. Encourage students to read the whole sentence before choosing a word. Allow them to work individually first, then compare their answers with a peer. Check the answers as a class and briefly revise the functions of the linking words if necessary.

ANSWER KEY**a** because**b** whereas**c** although**REFLECTIONS ON COLLABORATION****1 Can you participate actively in pair and group discussions and projects?**

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers



Warm-Up



Click or scan the QR code and do the warm up activity.

1 Follow the instructions to do the well-being activity.

Tell students to sit or stand in a circle. Explain that they will share how they feel at the moment by using a simple mood adjective and a short reason. Ask one student to start by saying a sentence, such as *"I'm happy because I had a nice morning,"* *"I'm a little tired because I went to bed late,"* or *"I'm excited because I'm with my friends."* Then, ask the next student to repeat the previous student's sentence and add their own sentence. Continue the activity until all students have shared their moods. Monitor and support students with useful vocabulary or sentence starters if needed. Accept all logical and personal responses. End the activity with a short group cheer, such as *"We are ready to learn!"*, to appreciate everyone's participation and positive sharing.

LOOKING AT THE BIG PICTURE

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.

Tell students to click or scan the QR code to access the "This or That?" activity. Explain that they should tick (✓) their personal choices and that there are no right or wrong answers. Give students time to complete the activity individually. Then ask them to compare their choices in pairs. Accept all logical responses.

ANSWER KEY

Students' own answers

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

ANSWER KEY

Students' own answers

b Now, watch Digital Story 6. What connection(s) can you find between the pictures and the story?

Tell students to watch Digital Story 6 and ask them to find connection(s) between the pictures and the story. Encourage a brief discussion on how the visuals are linked with the story content.

ANSWER KEY

Students' own answers

6A WATCH AND NOTICE

1 a Look at the pictures. Match them to the correct headings. One is extra.

Tell students to look at the pictures carefully and think about what each image shows. Ask them not to read the headings at first but to describe the scenes briefly (place, people, activity). Then ask students to match the pictures with the correct headings. Remind them that one heading is extra. Check the answers together as a class and ask students to explain their choices.

ANSWER KEY

1 a	2 e	3 b	4 d	c (Extra)
-----	-----	-----	-----	-----------

b Work in pairs and discuss the questions.

Put students in pairs. Ask them to read the questions and discuss their ideas together. Encourage students to give examples of global events such as sports tournaments, music concerts, or food festivals. Remind them to listen to their peers and respond politely. Invite a few pairs to share their opinions with the class.

ANSWER KEY

Students' own answers

2 Think about Digital Story 6 and match the scenes to the correct events. One is extra.

Ask students to think about Digital Story 6 as a whole. Tell them to match each scene with the correct description. Remind them that one option is extra. Let students work individually first, then check answers as a class.

ANSWER KEY

1 c	2 f	3 b	4 d	5 a	e (Extra)
-----	-----	-----	-----	-----	-----------

3 Watch Digital Story 6 and number the events in the correct order.

Ask students to read the events before watching Digital Story 6. Explain that they should focus on the order of events, not small details. Play Digital Story 6 once. Ask students to number the events individually. Play the video again if necessary. Check the answers as a class.

ANSWER KEY

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

4 Watch again to write true (T) or false (F) for the statements.

Ask students to read the statements carefully. Tell them to watch Digital Story 6 again and decide if each statement is true or false. Pause the video briefly if needed. After watching, ask students to compare their answers with a peer. Check the answers together and ask students to correct the false statements orally.

ANSWER KEY

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

5 Think of the answers to the questions below. Then, ask and answer in turns.

Put students in pairs. Ask them to take turns asking and answering the questions. Encourage students to give reasons for their answers. Monitor and provide feedback on clarity and fluency.

ANSWER KEY

Students' own answers

6 Now, imagine your class is joining an international cultural festival. Create a festival flyer by following the steps below. Then, present it to your classmates.

Explain that students will imagine joining an international cultural festival. Ask them to work in small groups. Tell students to follow the steps and design a simple festival flyer. Encourage them to choose a slogan, a traditional food, a cultural activity, and a symbol of unity. Monitor group work and support students when needed. Invite groups to present their flyers to the class. After each group presents their flyer, give brief oral feedback by highlighting one strong point, such as creativity or clear ideas, and one simple suggestion for improvement. You may also invite the class to share positive comments to encourage peer feedback.

ANSWER KEY

Students' own answers

6B TUNE YOUR LANGUAGE**1 a Watch Scene 2 of Digital Story 6 and pay attention to the pronunciation of the words below.**

Tell students they are going to focus on pronunciation, not on meaning. Ask them to watch Scene 2 of Digital Story 6 and listen carefully to how the given words are pronounced. Remind students not to write anything during the first listening. Play the scene once without pausing.

ANSWER KEY

Students' own answers

b Now, repeat the words as a class, paying attention to their pronunciation.

Have students repeat the words chorally and individually. Encourage clear word stress and accurate target sounds.

ANSWER KEY

Students' own answers

2 a Listen to the text and repeat the words in bold.

Ask students to listen to the text carefully. Tell them to repeat only the bold words, focusing on vowel and consonant sounds. Play the audio once for listening and a second time for repetition. Monitor students' pronunciation and model difficult sounds if needed.

ANSWER KEY

Students' own answers

b Listen to the text again to write the bold words under the words with the same pronunciation pattern.

Ask students to read the sound categories first. Play the audio again and tell students to write each bold word under the word with the same sound. Allow students to compare answers with a peer. Check the answers together as a class.

ANSWER KEY

coach	shot	global	walk	moment	strong	solemn	receipt
slow	positive	hills	calm	medal	breathing	autumn	psychologist

3 a Listen to the sentences below to underline the words that contain the same sounds in exercise 2b.

Ask students to listen to the sentences carefully. Tell them to underline the words that contain the same sounds as in exercise 2b. Play the audio once or twice if necessary. Check answers as a class.

ANSWER KEY

- 1 A nutrition expert gave each athlete a small box of energy bites to support their stamina during the uphill drills.
- 2 The sports psychologist used a short briefing to limn the key movements in the athletes' minds.
- 3 The coach reminded the younger athletes not to talk during the briefing so everyone could hear the safety rules clearly.

b Practise saying the sentences above aloud with your peer.

Put students in pairs. Ask them to take turns reading the sentences aloud. Encourage clear pronunciation and a natural rhythm. Monitor and give corrective feedback when needed.

ANSWER KEY

Students' own answers

c Work in pairs. Say one more sentence about marathon training using at least two words from the previous exercises.

Ask students to work in pairs. Tell them to create one sentence about marathon training using at least two words from previous exercises. Invite a few students to share their sentences with the class.

ANSWER KEY

Students' own answers

4 a Record yourself reading the sentences in exercise 3a at home. Then, listen to your recording and compare it with Audio 6.3.

Explain that students will record themselves reading the sentences in exercise 3a at home. Ask them to listen to their own recording and compare it with Audio 6.3. Remind them to focus on clarity and fluency.

ANSWER KEY

Students' own answers

- b Now, exchange your recording with your peer and give feedback using the checklist. Then, check it with your teacher.**

Ask students to exchange their recordings with a peer. Tell them to use the checklist to give constructive feedback. Encourage respectful and supportive comments. Finally, check their recordings as a class.

ANSWER KEY

Students' own answers

6C VOCABULARY HUB

- 1 a Watch Scene 3 of Digital Story 6 and tick (✓) the words you hear.**

Tell students they will watch Scene 3 of Digital Story 6 and focus on listening for specific words. Ask them to read the word list before watching. Explain that they should tick only the words they hear, not just familiar words. Play the scene once without pausing. Play it a second time if necessary. Remind students that some words may look familiar but are not actually be mentioned in the scene.

ANSWER KEY

combination, flavour, protein, spice, portion, leaflet, civilisation, consumption, parade

- b Compare your answers with your peer. Discuss the words that are new to you.**

Ask students to compare their answers with a peer and discuss the words that are new to them. Monitor discussions and make sure they understand their meanings. Provide help if needed.

ANSWER KEY

Students' own answers

- c Now, write the words in exercise 1a next to the correct category.**

Ask students to write the words from exercise 1a under the correct category. Explain that some words relate to food, some to events and culture, and some to daily life influenced by globalisation. Let students work individually first, then check in pairs. Elicit answers and write correct examples on the board.

ANSWER KEY

Global Cuisines & Food Habits	protein, flavour, portion, spice, combination, consumption
Cultural Diversity & International Events	parade, legend, myth, representative, fame, civilisation
Impact of Globalisation on Everyday Life	conservation, leaflet, applicant, opponent

- 2 a Work in pairs. Read the extracts from Scene 3 of Digital Story 6 and discuss the meanings of the words in bold. Decide which type of clue in each sentence helps you understand the word. Tick (✓) the correct clue type and write the clue words.**

Tell students they will explore how meaning is understood from context. Ask them to read each extract carefully. Explain the different clue types briefly (example, contrast, adjective, cause-effect, etc.). Students work in pairs to decide which clue type is used and which words help them understand the meaning. Monitor and guide pairs if they struggle.

ANSWER KEY

extracts	Which clue helps?	clue words
organic	adjective	without harmful substances
balanced	examples	protein, herbs, spices
affordable	cause-effect	without spending much
inherited	adjective	from generation to generation
dairy	examples	milk, yoghurt

- b Complete the sentences with the correct words in bold from the exercise 2a. One is extra.**

Ask students to work individually first and complete the sentences. Encourage them to reread the sentences carefully and think about meaning, not only spelling. Remind students that one word is extra and will not be used. After completing the task, have students check answers in pairs. Elicit answers from the class and briefly discuss why the extra word does not fit.

ANSWER KEY

1 balanced 2 inherited 3 affordable 4 organic dairy (Extra)

- c Choose two words from the exercise above and write one sentence for each. Share them.**

Ask students to choose any two words from exercise 2a. Ask students to write one meaningful sentence for each word. Remind them that the sentences should be clear, simple, and related to real life. Invite a few students to read their sentences aloud. Provide brief oral feedback focusing on meaning and correct usage, not minor errors.

SUGGESTED KEY

I try to eat organic food whenever I can.
Traditional dishes are often inherited from previous generations.
A balanced meal helps you stay healthy.
Affordable restaurants are popular with students.

- 3 a Read the short text. Underline the words that describe the events, the performances or the festival. Identify any words you do not know.**

Ask students to read the text silently. Tell them to underline words that describe events, performances, and the festival atmosphere. Clarify that these words often describe quality, feeling, or scale.

ANSWER KEY**At the Four Corners Culture Fest**

Every year, the Four Corners Culture Fest brings people from different countries together. Visitors watch entertaining performances where dancers, musicians, and street artists work in highly skilled teams. The food area shows a mixed range of dishes from Africa, Asia, Europe, and the Middle East.

Organisers make sure every activity is appropriate for families, so both children and adults enjoy the event safely. It has become widespread. People say the festival creates a universal feeling of connection; everyone smiles, cheers, and celebrates their cultures together.

b Compare your answers with your peer, and discuss the words that are new to you.

Ask students to compare their underlined words with a peer. Encourage them to talk about new or interesting words and guess their meanings together.

ANSWER KEY

Students' own answers

c Complete the sentences with the correct words from the text in exercise 3a. One is extra.

Ask students to complete the sentences using words from the text in exercise 3a. Tell them to check that each word fits both the meaning and the grammar. Check answers together as a class.

ANSWER KEY

1	entertaining	2	mixed	3	skilled
4	widespread	5	appropriate		popular (Extra)

LET'S TALK!**1 Match the sentences to their meanings. One is extra.**

Ask students to read each sentence carefully. Tell them to match each sentence with its meaning. Remind them that one option is extra. Check the answers as a class and ask students to explain their choices.

ANSWER KEY

1	e	2	b	3	d	4	a	c (Extra)
---	---	---	---	---	---	---	---	-----------

2 a Read the dialogue below and act it out with your peer.

Tell students to read the dialogue silently to understand the context. Ask pairs to practise the dialogue aloud, focusing on tone, pronunciation, and emotion. Encourage them to act it out naturally using gestures, facial expressions, and eye contact.

ANSWER KEY

Students' own answers

b Now, prepare a new dialogue using at least two expressions in exercise 1.

Tell students to work in pairs. Ask them to prepare a short, original dialogue using at least two expressions from exercise 1. Encourage them to choose a real classroom situation, such as forgetting homework, failing a quiz, or helping a friend. Tell pairs to write 4-6 lines and rehearse their dialogue with correct intonation and natural rhythm. Invite a few pairs to perform their dialogues for the class.

ANSWER KEY

Students' own answers

4 Write a short paragraph in your notebook about how the world influences people through culture, food, or sports. Include at least three words you have learnt.

Ask students to write a short paragraph about how global culture influences people through culture, food, or sports. Remind them to use at least three words from previous exercises. Encourage clear ideas and simple explanations.

ANSWER KEY

Students' own answers

GAME**CATEGORY RELAY CHALLENGE**

- □ ×

Divide the class into teams of four. Before the activity, prepare a short list of words related to the target categories. Write the three category headings on the board. Explain the rules clearly and model one example. Call out words and manage scoring. Encourage fair play and teamwork.

6D LANGUAGE IN ACTION**1 a Read the sentences from Scene 4 of Digital Story 6. Pay attention to the parts in bold.**

Ask students to read the sentences from Scene 4 of Digital Story 6 carefully and pay special attention to the bold parts. Tell them to focus on meaning only. Do not explain the rules at this stage. Allow students to notice the patterns first.

ANSWER KEY

Students' own answers

b Now, work in pairs to discuss the questions below. Explain your reasons.

Tell students to work in pairs and discuss the questions. Ask them to look back at the sentences in exercise 1a and justify their answers using the context. Monitor the discussions and help students if they struggle to explain their reasons. Elicit answers from different pairs and write the modals on the board under suitable headings.

ANSWER KEY

- 1 **Speculation:** can, might
Deduction: must, can't
- 2 **Probability:** must, might, can
Lack of probability: can't

TOOL BOX**Fill in the blanks with the correct function of the modals.**

Ask students to read each rule statement carefully and focus on the function of the modal verbs, not the verbs themselves. Tell students to complete the sentences individually first. Remind them to look back at the examples from Scene 4 of Digital Story 6 if needed. After completing the task, ask students to compare their answers with a peer. Elicit the answers and briefly check them as a whole class.

TEACHER TIP

Must shows the strongest possibility.

May, might, and could show weaker possibilities.

Can't and *couldn't* are used when the speaker believes something is not possible.

ANSWER KEY

- ▶ We express **probability** by using *may, might, could, must*.
- ▶ We express **lack of probability** by using *can't, couldn't*.
- ▶ We express **speculation** by using *may, might, can, could, must, can't, couldn't*.
- ▶ We express **deduction** by using *must, can't, might, may, could*.

2 Read the situations and circle the correct modal to complete each sentence.

Ask students to read each situation carefully and pay attention to the visual clues and context given in the sentences. Tell students to focus on how certain or uncertain the speaker sounds in each situation. Students complete the task individually by circling the correct modal. After completing the exercise, ask students to compare their answers with a peer. Elicit the answers and briefly discuss why the other options do not fit the context.

ANSWER KEY

- | | |
|-----------|-----------|
| 1 a can't | 1 b could |
| 2 a may | 2 b must |

3 a Read the sentences and pay attention to the parts in bold.

Ask students to read the sentences carefully and focus on the bold modals and expressions. Tell students to think about why these forms are used in each situation. Do not explain the rules at this stage. Allow students to notice the patterns on their own.

ANSWER KEY

Students' own answers

b Now, work in pairs to discuss the questions below. Explain your reasons.

Tell students to work in pairs and discuss the questions using the sentences in exercise 3a as support. Ask them to explain their answers by referring to the context and time reference in each sentence. Monitor the discussions and help students if necessary. Elicit answers from different pairs and write the modals on the board under appropriate headings.

ANSWER KEY

- 1 **Obligation:** must
Necessity: need to
Past obligation: had to
- 2 **Lack of obligation:** don't have to

TOOL BOX**Fill in the blanks with the correct function of the modals.**

Ask students to read each rule statement carefully and focus on the function of the structures rather than their form. Tell students to complete the sentences individually first. Remind them to look back at the example sentences in exercise 3a if they need support. After completing the task, ask students to compare their answers with a peer. Elicit the answers and briefly check them as a whole class.

TEACHER TIP

Students may forget to change *have to* in the 3rd person singular. Remind them that *have to* becomes *has to*, while *must* and *need to* stay the same with all subjects.

ANSWER KEY

- ▶ We express **obligation & necessity** by using *must*, *have to*, *need to*.
- ▶ We express **past obligation** by using *had to*.
- ▶ We express **lack of obligation** by using *don't have to*, *don't need to*, *needn't*.

4 Write the sentence number under the correct column.

Ask students to read each sentence carefully and focus on the function of the modal or structure used. Tell students to write the sentence number under the correct column rather than rewriting the whole sentence. Students complete the task individually first. After completing the task, ask students to compare their answers with a peer. Elicit the answers and briefly check them as a whole class.

ANSWER KEY

obligation & necessity	lack of obligation	past obligation
2	1	3

5 a Read the sentences and pay attention to the parts in bold.

Ask students to read the sentences carefully and focus on the bold modal verbs. Tell them to think about what is allowed and what is not allowed in each situation. Do not explain the rules at this stage. Let students notice the difference in meaning through the examples.

ANSWER KEY

Students' own answers

b Now, work in pairs to discuss the questions below. Explain your reasons.

Ask students to discuss the questions in pairs and support their answers by referring to the sentences in exercise 5a. Encourage them to explain their reasons using the function of the modals, not just the form. Elicit answers from different pairs and write the modals on the board under suitable headings.

ANSWER KEY

- 1 **Prohibition** *mustn't* (It shows that something is not allowed.)
- 2 **Permission/lack of prohibition** *can* (It shows that something is allowed.)

TOOL BOX**Fill in the blanks with the correct function.**

Ask students to read each rule statement carefully and focus on the function of the modals rather than their form. Tell students to complete the statements individually. Remind them to look back at the example sentences in exercise 5a if they need support. After completing the task, ask students to compare their answers with a peer. Elicit the answers and briefly check them as a whole class.

TEACHER TIP

Students may use **can** in all permission situations. Remind them that **may** is more formal than **can**, and **could** is used to make **polite requests**.

E.g.

Could I join the workshop? (polite request)

You may join. (formal permission)

ANSWER KEY

- ▶ We express **prohibition** by using *mustn't*, *can't*.
- ▶ We express **permission/lack of prohibition** by using *can*, *may*, *could*.

6 a Work in pairs. Choose one event to write two rules of prohibition and two rules of permission using modals.

Tell students to work in pairs and choose one event from the list. Ask them to write two rules of prohibition and two rules of permission using appropriate modals. Remind students to think about realistic event rules and use modals correctly (*must not/can't/can/may/could*). Monitor the pairs and provide help with wording if needed. Invite a few pairs to read their rules aloud for whole class feedback. Give brief feedback focusing on correct modal use and clarity, not minor grammar mistakes.

ANSWER KEY

Students' own answers

b Share your event rules with a peer.

Tell students to share their event rules with a peer. Ask them to listen carefully and check whether the rules use correct modal verbs for prohibition and permission. Encourage students to give simple peer feedback by saying which rule is clear and which one could be improved. Monitor the activity and provide support if needed.

ANSWER KEY

Students' own answers

7 a Read the sentences and pay attention to the parts in bold.

Ask students to read the sentences carefully and focus on the bold modal and structure. Tell them to think about what function each form expresses in the sentence. Do not explain the rules at this stage. Allow students to notice the difference in meaning through the examples.

ANSWER KEY

Students' own answers

b Work in pairs and discuss the questions. Explain your reasons.

Tell students to work in pairs and discuss the questions using the sentences in exercise 7a for support. Ask them to explain their answers by referring to the time reference and context in each sentence. Monitor the discussions and help students if necessary. Elicit answers from different pairs and write the key words on the board.

ANSWER KEY

- 1 **Advice:** should
- 2 **Present or future ability:** will be able to

TOOL BOX

Fill in the blanks with the correct function.

Ask students to read the rule statements carefully and focus on the function of the structures rather than their form. Tell students to complete the blanks individually first. Remind them to look back at the example sentences in exercise 7a if they need support. After completing the task, ask students to compare their answers with a peer. Elicit the answers and briefly check them as a whole class.

TEACHER TIP

Students may use *should* for all types of advice. Remind them that *should* and *ought to* are used for general advice, *had better* is used for strong advice (often with a possible result), and *could* is used for soft or friendly advice. Also remind students that *be able to* is used instead of *can* to talk about future ability.

ANSWER KEY

- ▶ We express **advice** by using *should, ought to, had better, could*.
- ▶ We express **present or future ability** by using *be able to*.

8 Read the dialogue and fill in the blanks by using *should, ought to, had better, could, or be able to* in the correct form to complete the sentences.

Ask students to read the dialogue carefully and focus on the context of each situation. Tell them to choose the correct modal or structure based on the type of advice or ability expressed in each sentence. Students complete the task individually first. After completing the exercise, ask students to compare their answers with a peer. Elicit the answers and briefly discuss why each modal fits the situation better than the others.

ANSWER KEY

Teacher To get a visa on time, you **should/ought to** apply this week.

Lara I'm worried about the language. Will I **be able to** understand the native speakers?

Teacher Don't worry! You **could** download a language app to practice some common phrases before we go.

Lara What about the weather?

Teacher It's very rainy. You **had better** pack a waterproof jacket, or you will get soaked!

GAME**MODALS IN ACTION**

- □ ×

Tell students to form small groups. Explain that the teacher will read a situation aloud, and one student from each group will respond with one short sentence using only one modal. Remind students to keep their sentences short, clear, and meaningful. Make sure students use different modals correctly according to the situation (e.g., *must, might, can't, should, could*). Award 1 point for each correct sentence. If the sentence is incorrect, ask the student to try again without giving the correct answer immediately. Continue the game until one group reaches 5 points. Congratulate the winning group and briefly review which modals were used and why.

6E READING CORNER

1 Look at the pictures and read the quotes. Then, think about the common priority of these two writers.

Ask students to look at the pictures and read the quotes carefully. Tell them to focus on what the two writers value most and to think about their common priority. Ask students to share their ideas in pairs first, and then with the class. Encourage different interpretations and remind students that there is no single correct answer. Elicit a few responses and write key words (e.g., *culture, traditions, society, identity, values*) on the board.

ANSWER KEY

Students' own answers

2 Read the text quickly and choose the best title.

Tell students to read the text quickly and focus on the general idea, not details. Ask them to choose the best title that reflects the main message of the text. After completing the task, ask students to compare their answers with a peer. Elicit the answer and briefly discuss why the other titles are less suitable.

ANSWER KEY

c Balancing Local Identity and Global Life

3 Read the text again and write the names of the writers next to their ideas.

Ask students to read the text again more carefully. Tell them to match each idea with the writer who expresses it. Remind students to look for key words and metaphors in the text. Students complete the task individually, then compare their answers in pairs. Elicit the answers and check them as a whole class.

ANSWER KEY

1	Kemal Tahir	2	Alev Alatlı	3	Kemal Tahir	4	Alev Alatlı
---	-------------	---	-------------	---	-------------	---	-------------

4 Work in groups. Discuss the questions below.

Tell students to work in small groups and discuss the questions. Encourage them to support their answers with ideas from the text. Monitor the discussions and provide help if needed. Invite a few groups to share their ideas with the class.

ANSWER KEY

Students' own answers

5 Write 3-4 sentences in your notebook explaining how you can be global and local at the same time as in the example below.

Tell students to write 3–4 sentences in their notebooks explaining how they can be both global and local at the same time, following the example provided. Remind them to refer to the model to guide their ideas and sentence structure. Encourage students to include personal examples (e.g. supporting local traditions while following global trends). Monitor as they write and provide help with vocabulary and linking expressions when needed. Invite a few volunteers to share their sentences and give brief, constructive feedback.

ANSWER KEY

Students' own answers

6F WRITE IT RIGHT**1 Look at the items below and choose what each one describes.**

Ask students to read the phrases and decide what each phrase mainly describes. Tell them to focus on the meaning and context, not the form. Students complete the task individually first, then compare their answers with a peer. Elicit the answers and briefly check them as a whole class.

ANSWER KEY

items	descriptions		
★★★★☆	a location	b restaurant decor	c overall rating
fusion restaurant	a a restaurant type	b price	c a type of dessert
Tantuni Wrap	a atmosphere	b menu item	c waiting time

2 Read the restaurant review. Write one sentence from the text for each part.

Have students read the restaurant review and identify the sentences related to place and atmosphere, food and portions, service experience, prices, and overall opinion. Ask them to complete the table using information directly from the text. Monitor students while they work and provide support when necessary. Check the answers as a class and elicit why each sentence matches its category. Then, draw students' attention to the structure of a restaurant review and encourage them to use the same structure in their own writing task.

ANSWER KEY

parts	sentences
1 place & atmosphere	The atmosphere was modern and lively, with neon lights, electronic music, and an open kitchen.
2 food & portions	They had a creative combination of beef and spicy flavours, and the portion was just right.
3 service experience	We waited 25 minutes for the dessert, and when it finally arrived, it was slightly cold instead of warm.
4 overall opinion	Overall, City-Moon Fusion is great for modern global cuisine, but they should improve the speed of service.

3 a Choose a restaurant or café you have recently visited. Before you write, organise your ideas by taking short notes in the table below. Make sure to think of some descriptive adjectives.

Tell students to choose a real restaurant or café they know. Ask them to complete the table using short notes only, not full sentences. Remind students that the table will help them organise their ideas before writing. Monitor the activity and provide help if needed.

ANSWER KEY

Students' own answers

b Now, follow your notes from the table and write your own restaurant or café review in your notebook following the steps below.

Ask students to write their review using the notes from the table. Remind them to include all four parts: atmosphere, food, service, and overall opinion. Encourage students to use at least one modal (e.g., *should, could, might*), one adjective to describe the atmosphere, one adjective to evaluate the food or service. While students are writing, monitor the class and provide support if necessary.

ANSWER KEY

Students' own answers

4 a Work in pairs. Exchange your reviews. Read carefully and provide feedback.

Tell students to work in pairs and exchange their reviews. Ask them to read their peer text carefully and give feedback using the checklist. Remind students to focus on content and organisation, not minor grammar mistakes. Monitor the activity and help students give constructive feedback.

ANSWER KEY

Students' own answers

b Revise your review based on the feedback.

Ask students to revise their reviews using the feedback they received. Encourage them to improve clarity, organisation, and modal use where necessary. Monitor and support students during revision.

ANSWER KEY

Students' own answers

c Reflect on your paragraph.

Ask students to answer the reflection questions individually. Encourage honest answers about what they found easy or difficult. Invite a few students to share their reflections with the class.

ANSWER KEY

Students' own answers

CLIL & CULTURE

1 Do you think music and food can both express culture and emotions? Share your ideas with your peer.

Ask students to work in pairs and share their ideas about how music and food can express culture and emotions. Encourage them to give simple examples from daily life or their own experiences. Monitor the discussion and invite a few pairs to share their ideas with the class. Do not correct language at this stage; focus on sharing ideas and engagement.

ANSWER KEY

Students' own answers

2 Read the text and match the beginnings and endings to form true sentences about Rossini. One is extra.

Tell students to read the text carefully and focus on the main ideas rather than unfamiliar words. Remind them that the text shows how one person combined art, culture, and daily life. Ask students to read silently. The text is about Gioachino Rossini, an Italian composer who was also passionate about food and cooking. Tell students to match the sentence halves based on information from the text. Remind them to look for key words and names. Students complete the task individually, then check in pairs. Elicit the answers and confirm them as a class.

ANSWER KEY

1 b	2 c	3 d	a (Extra)
--------	--------	--------	-----------

3 Create a new recipe, think about the ingredients you will use and reasons. Write about your own creative food idea.

Ask students to imagine creating a new recipe inspired by their personality or culture. Tell them to write a short paragraph explaining what ingredients they would use and why. Encourage creativity and personal expression. Monitor and support students during writing. Invite a few volunteers to read their ideas aloud. Give brief feedback focusing on clarity and creativity, not minor grammar mistakes.

ANSWER KEY

Students' own answers

4 Design a mini "Rossini Menu" card combining food and music, such as *Pasta Symphony*, *Chocolate Sonata*.

Tell students to design a mini menu that combines food and music names creatively. Explain that the aim is to show how art and cuisine can inspire each other. Students may work individually or in pairs. Encourage imaginative titles such as *Pasta Symphony* or *Chocolate Sonata*. Invite students to display or share their menu cards with the class.

SUGGESTED KEY

Pasta Symphony

A rich Italian pasta dish inspired by classical harmony and balance.

Chocolate Sonata

A smooth and sweet dessert inspired by soft and emotional music.

Green Garden Prelude

A fresh salad inspired by light and cheerful opening melodies.

Opera Pizza Finale

A colourful pizza inspired by the dramatic ending of an opera.

Coffee Concerto

A strong and energising coffee inspired by powerful musical rhythms.

CONSOLIDATION

1 Look at the title. In groups, guess and discuss what happens in the picture strip story.

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

ANSWER KEY

Students' own answers

2 Complete the story with the statements below. Then, listen, check and act it out.

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

1 d 2 c 3 b 4 a

3 Work in pairs and choose one global object (e.g., *smartphone, trainers, recipe, app, playlist, snack*) and make a short dialogue showing how this object connects people across cultures. Share your dialogue with the class.

Tell students to work in pairs and choose one global object from the list or their own ideas. Ask them to create a short dialogue showing how this object connects people across cultures. Remind students to keep the dialogue short and meaningful. Monitor the activity and provide help with ideas or language if needed. Invite a few pairs to perform their dialogues for the class.

SUGGESTED KEY

Sare My playlist has songs from Korea, Türkiye, and Brazil.

Jane Mine too! Music apps really connect people from all around the world.

4 Work in pairs. Discuss the following questions.

Ask students to discuss the questions in pairs and support their answers with examples from the strip story. Encourage them to focus on specific moments or expressions rather than general ideas.

ANSWER KEY

Students' own answers

WRAP IT UP!**PERFORMANCE ASSIGNMENT****My Cultural Portfolio**

Ask students to work individually and choose one country to research. Briefly revise the concepts of culture, cultural exchange, and globalisation. Remind students to use reliable, simple sources. Students should gather information on traditional cuisine and food habits, cultural events, and the country's contributions to global sports or arts. They explain how globalisation has influenced these areas. Encourage the use of visuals, short descriptions, simple comparisons, and a brief personal reflection. Students may choose the project format (written report, poster, or short video). During presentations, peers give constructive feedback using the rubric, while the teacher monitors progress and provides guidance and feedback, focusing on clarity, target vocabulary, relevance, and creativity rather than minor language errors.

ANSWER KEY

Students' own projects

**SELF EVALUATION AND REFLECTION**

- 1 Can you talk about global cuisines, cultural events, and how globalisation connects people?**

► **Complete the sentences using the words below. One is extra.**

Tell students to complete the sentences using the words in the box and remind them that one word is extra. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

a flavour b parade c tradition globalisation (Extra)

- 2 Can you express probability, speculation, obligation, and lack of obligation by using modals?**

► **Use the correct modals to complete the sentences. One is extra.**

Ask students to choose their confidence level first. Then tell them to read each sentence carefully and decide which modal best fits the meaning and situation. Students complete the sentences individually, then check their answers in pairs. Elicit the answers and briefly discuss why the other modals do not fit the context.

ANSWER KEY

a might b don't have to c need to d can't should (Extra)

3 Can you describe your feelings, attitudes, and thoughts about your global learning experiences?**► Complete the sentences with a suitable word or expression.**

Ask students to read the sentences and think about their personal feelings and opinions. Tell them that there is more than one possible correct answer. Encourage them to choose words or expressions that best match their own experiences. After completion, invite a few students to share their answers with the class. Give brief feedback focusing on meaning and expression, not grammar accuracy.

SUGGESTED KEY

- a** inspired/excited/curious
- b** meaningful/powerful/unifying
- c** curiosity/openness/cultural awareness

**REFLECTIONS ON COLLABORATION****1 Can you participate actively in pair and group discussions and projects?**

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers



Warm-Up



Click or scan the QR code and do the warm up activity.

1 Follow the instructions to do the well-being activity.

Tell students they will do a short well-being activity to notice their feelings and strengths. Have them close their eyes for about 20 seconds and imagine their inner garden, where flowers are happy moments, trees are strengths, and clouds represent worries. Ask students to write one thing they see in their garden. Then, have them work in pairs, share one item, and say: "I see your garden. It's beautiful." Remind students that every garden is special.

ANSWER KEY

Students' own answers

LOOKING AT THE BIG PICTURE

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.

Ask students to read each sentence and tick (✓) the best ending. Remind them that only one option is correct and they should focus on meaning. Encourage them to complete the task individually, then compare answers with a peer. Monitor the class, offering support if needed. Check the answers together as a class and briefly discuss the reasons.

ANSWER KEY

- ✓ 1 provides the resources that human life depends on
- ✓ 2 take collective action rather than acting individually
- ✓ 3 address complex challenges more efficiently

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

ANSWER KEY

Students' own answers

b Now, watch Digital Story 7. What connection(s) can you find between the pictures and the story?

Ask students to look at the pictures and say what they show. Then, have them watch digital story 7 and think about how the pictures are connected to the story. After watching, students discuss their ideas in pairs. Finally, elicit a few answers from the class and confirm the main connections between the pictures and the story.

ANSWER KEY

Students' own answers

7A WATCH AND NOTICE**1 Look at the pictures and discuss the questions below.**

Ask students to look carefully at the two pictures showing different natural disasters. Tell them to work in pairs and discuss the questions below the pictures. Monitor the discussions and provide language support where necessary. After the pairwork, invite a few students to share their ideas with the class and briefly summarise the main points on the board.

ANSWER KEY

- 1 Students' own answers. Possible answers include: earthquakes, floods, tsunamis, landslides, avalanches, hurricanes, tornadoes, volcanic eruptions, and erosion.
- 2 I think floods are more dangerous because they affect large areas, damage houses, and limit access to clean water and electricity. However, tornadoes can also be extremely dangerous due to their strong winds and sudden impact.

2 a Watch Digital Story 7 and tick (✓) the words/phrases you hear.

Tell students to look at the list of words. Explain that they will listen to the digital story and tick (✓) only the words they hear. Play the digital story once and give them a moment to mark their answers.

ANSWER KEY

flood, habitat, shortage, erosion, device, tsunami, hurricane

b Now, check your answers with your peer.

Ask students to check their answers in exercise 2a with their peer. Tell them to compare which words they ticked and discuss any differences. Encourage them to replay the scene mentally and justify their choices if they disagree. Finally, elicit a few answers as a class and confirm the correct words together.

ANSWER KEY

Students' own answers

3 Watch Digital Story 7 again and match the scenes (1-5) to their main ideas. One is extra.

Explain that students will watch the digital story again, this time focusing on the main idea of each scene. Briefly go over the list of ideas (a-f) to ensure understanding. Play Digital Story 7 and tell students to match each scene with the correct main idea. Remind them that one idea is extra. After watching, allow them to compare their answers with a peer before checking together as a whole class.

ANSWER KEY

1	e	2	c	3	a	4	b	5	d	f (Extra)
---	---	---	---	---	---	---	---	---	---	-----------

4 Watch Digital Story 7 again and write if the sentences are true (T) or false (F).

Ask students to read the sentences first so they know what to look for. Play the digital story and instruct students to mark each statement as true or false using the boxes provided. After they finish, let them check their answers with a peer. Then, check answers together and briefly discuss any false statements, correcting them as needed.

ANSWER KEY

1 F

2 T

3 F

4 T

5 Match each cause to its effect according to Digital Story 7. One is extra.

Ask students to read the causes and effects carefully. Tell them to recall the events in Digital Story 7 and match each cause to its correct effect. Ask them to complete the activity individually first. Then, instruct students to compare their answers with a peer and explain why they chose each match. Monitor and support pairs where necessary. Finally, check answers as a class, eliciting explanations and referring back to the story to confirm understanding.

ANSWER KEY

a 2

b 4

c 3

1 (Extra)

6 Work in pairs to discuss the questions. Then, share your ideas with the class.

Ask students to work in pairs and read the questions carefully. Explain that the questions focus on natural disasters, environmental responsibility, and community resilience. Encourage students to share their ideas freely and support their opinions with simple reasons or examples. After the pair discussions, invite different pairs to share their ideas with the class and briefly discuss similarities or differences in their responses.

ANSWER KEY

Students' own answers

7 Prepare a banner about the effects of any natural disaster, as in the example. Then, present it to the class.

Explain that students will create a simple banner similar to the example provided. Ask them to choose one natural disaster and list its effects using short and clear bullet points. Encourage them to think of the visual layout: a bold title, clear subheadings, and organised points. When finished, invite volunteers to present their banners or display them around the classroom.

ANSWER KEY

Students' own answers

7B TUNE YOUR LANGUAGE**1 a Watch Scene 2 of Digital Story 7 and pay attention to the pronunciation of the words below.**

Tell students to watch Scene 2 of Digital Story 7. Ask them to pay close attention to the pronunciation of the listed words. Encourage them to focus on stress, vowel sounds, and silent letters (e.g., *islands*). After watching, elicit which words sounded different from their spelling.

ANSWER KEY

Students' own answers

b Now, repeat the words as a class, paying attention to their pronunciation.

Ask students to repeat the words together as a class. Model the pronunciation first and encourage them to listen for the target sounds. Monitor the whole class and correct common pronunciation mistakes gently. If needed, repeat difficult words. Finish by asking two or three volunteers to read the full list aloud.

ANSWER KEY

Students' own answers

2 a Listen to an online article about natural disasters and technology, focusing on the words that have a letter in bold, and then repeat them.

Tell students they will listen to an online article about natural disasters and technology. Ask them to read the text silently and focus on the words in bold. Play the audio once while they follow the text. Then play it again and have students repeat the bold words chorally and individually. Monitor and give brief feedback on pronunciation.

ANSWER KEY

Students' own answers

b Read the text again and write the words that have a letter in bold into the correct column.

Tell students to read the text again. This time, ask them to sort the given words into the correct sound groups. When they finish, ask them to compare their answers with a peer and justify their choices. Check as a class by eliciting examples for each sound group and modelling the pronunciation again where needed.

ANSWER KEY

question	use	are	isle	system	music	understand	truth
earthquake	rescue	smart	island	scientists	analyse	eruptions	including
quickly	reduce	started	debris	safely	designed	such	crucial

c Read and circle the words which have a letter that you write but do NOT hear.

Ask students to read the words and focus on pronunciation. Tell them to circle the words that contain a silent letter (written but not pronounced). They may say the words quietly to themselves. After completing the task, students compare their answers in pairs and identify the silent letters. Check the answers together by modelling pronunciation and highlighting the silent letters on the board.

ANSWER KEY

survivors, danger, castle, because, often, buildings

3 Listen to the recording carefully to choose the word pairs you hear in each sentence.

Tell students they will listen to short sentences and choose the words they hear. Ask them to read the options before listening. Play each item twice. Tell them to circle the correct word on their page. Ask students to compare their answers with a peer. Then, check as a class by eliciting the correct words and modelling the pronunciation difference.

ANSWER KEY

- | | | | | | | | | |
|---|---|-------------------|---|---|-----------------|---|---|---------------|
| 1 | b | team - castle | 2 | c | threat - Earth | 3 | a | smart - build |
| 4 | a | rescue - disaster | 5 | c | humans - island | | | |

4 a Practise the dialogue below in pairs, focusing on the pronunciation of the words in bold.

Ask students to work in pairs and practise reading the dialogue. Tell them to pay close attention to the target sounds and focus on clear intonation. Model the first two lines with a student to demonstrate natural rhythm and stress. As pairs practise, walk around and monitor pronunciation, giving quiet support when needed. After practice, invite one or two confident pairs to perform for the class.

ANSWER KEY

Students' own answers

b Now, prepare your own dialogue. Use at least three words from exercise 1a.

Ask students to prepare a short dialogue. They must use at least three words from Exercise 1a. After writing, students exchange their dialogues and practice the dialogues in pairs.

ANSWER KEY

Students' own answers

5 a Record yourself reading the text in exercise 2a at home. Listen to your recording and compare it with Audio 7.1.

Ask students to record themselves reading the text from exercise 2a at home using a phone or another recording device. Tell them to listen to their own recording carefully and then compare it with Audio 7.1, focusing on pronunciation, rhythm, and fluency.

ANSWER KEY

Students' own answers

b Now, exchange your recording with your peer to give feedback. Then, check it with your teacher.

In the next lesson, ask students to exchange their recordings with a peer. Tell them to listen to their peer's recording and give feedback using the Pronunciation Feedback Checklist. Finally, check their recordings as a class.

ANSWER KEY

Students' own answers

7C VOCABULARY HUB**1 a Watch Scene 3 of Digital Story 7 and tick (✓) the words you hear.**

Ask students to watch Scene 3 of Digital Story 7. Tell them to read the list of words carefully before watching. Explain that their task is to tick (✓) the words they hear in the scene. Play the scene once. If necessary, play it again so students can confirm their answers.

ANSWER KEY

urgent, recovery, disaster, wildlife, first-aid kits, landslide, disorder

b Compare your answers with your peer.

After students finish ticking the words, ask them to compare their answers with a peer. Monitor pairs and help with pronunciation or meaning if needed.

ANSWER KEY

Students' own answers

2 a Read the script of Scene 3 of Digital Story 7 on page 157 and tick (✓) what it is mainly about.

Ask students to read Scene 3 again more carefully. Tell them to focus on the general idea rather than details. After they finish, ask them to compare their answers with a peer and justify their choice. Check the answer together as a class.

ANSWER KEY

✓ Effects of a natural disaster on people

b Work in pairs. Find and underline the target words in the table below in the script of Scene 3 of Digital Story 7, and then complete the context clue table.

Tell students to work in pairs and open the script of Scene 3 of Digital Story 7 on the given page. Ask them to scan the text and find the words listed in the table. Then, direct students' attention to the context clue table. Explain that they will complete the table by using information from the scene. Encourage students to use clues from the text rather than dictionaries. Monitor and support pairs as they work.

SUGGESTED KEY

target word	What is happening?	Who/What is affected?	feeling/result
anxious	hearing bad news	Ava	worried
desperate	waiting for help	villagers	feeling helpless
homeless	houses damaged	families	no place to stay
miserable	living in poor conditions	villagers	unhappy
tragic	a very bad night	whole village	sadness
urgent	immediate help needed	people in danger	quick action needed

3 a Match the words with their meanings. One is extra.

Ask students to read the words and meanings in the matching exercise. Tell them to match each word with its correct meaning. After they complete the task individually, ask them to compare their answers with a peer and explain their choices. Finally, check the answers as a class and clarify any remaining confusion.

ANSWER KEY

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

- b Now, circle the correct word to complete the news paragraph from a nature reporter's social media post.**

Ask students to read the news paragraph from a nature reporter's social media post carefully. Instruct students to circle the correct word in each pair to complete the paragraph meaningfully. After they finish individually, ask students to compare their answers with a peer and explain why they chose each word. Finally, check the answers together as a class.

ANSWER KEY

1 anxious 2 desperate 3 homeless 4 tragic 5 miserable

- c Imagine you are a volunteer. Talk about how the families you meet are feeling after the storm. Use at least one of these words: anxious, desperate, homeless, tragic, miserable.**

Ask students to imagine they are volunteers and encourage them to talk about the families' feelings after the storm using the target words.

ANSWER KEY

Students' own answers

- 4 a Read the text from a nature and adventure magazine. Focus on the highlighted words to find out what they mean to you.**

Ask students to read the text carefully and focus on the highlighted words as they read. Tell them not to use a dictionary at this stage and to try to understand the meaning of the words from the context of the text.

ANSWER KEY

Students' own answers

- b Read the paragraph below to complete the missing parts with the suitable highlighted words in exercise 4a. One is extra.**

Ask students to read the paragraph and complete the missing parts using the suitable highlighted words from the text. After they complete the task individually, tell them to compare their answers with a peer and explain why they chose each word.

ANSWER KEY

1 cliffs 2 widespread 3 survival 4 device 5 wise tragedy (Extra)

- c Now, read Bargiel's story and tell it to your peer using as many highlighted words as possible.**

Ask students to retell the whole text to a peer using as many highlighted words as possible from exercise 4a. Afterwards, invite pairs to share short summaries with the class.

SUGGESTED KEY

Andrzej Bargiel became the first person to climb and ski down Everest without oxygen. During his journey, he faced icy cliffs and extreme weather conditions. Before his success, he experienced tragedies and several failures, but these challenges taught him the importance of survival and staying focused. His brother supported him with a modern technological device, a drone, which was very helpful during widespread snowstorms. Thanks to this support, Bargiel was able to make wise decisions, reduce risks, and finally achieve his historic success.

LET'S TALK!**1 a Read the expressions. Two have similar meanings; find and underline the sentences.**

Ask students to read the expressions. Tell them that two expressions have similar meanings. Ask them to circle the two with similar meanings. Encourage students to justify why they think the two expressions are similar. Check together as a class.

ANSWER KEY

- 2 We should do something for the Earth, even if it's small.
4 Small actions matter for our world!

b Now, match the expressions to their meanings. One meaning matches two expressions. One is extra.

Tell students to match each expression to its meaning. Remind them that one option is extra and that two expressions from exercise 1a have similar meanings. After they finish, check as a whole class, eliciting explanations for their choices.

ANSWER KEY

- 1 b 2 a 3 d 4 a 5 c e (Extra)

2 Work in pairs. Choose the expression you agree with the most from exercise 1a and explain by giving reasons, then share it with the class.

Ask students to work in pairs and choose the expression they agree with the most from exercise 1 and ask them to explain their reason to their peer. Afterwards, invite a few students to share their chosen expression and explanation with the class.

ANSWER KEY

Students' own answers

GAME**NATURE IN BALANCE**

- □ ×

Ask students to look at the vocabulary list on the smart board. Give them a short moment to read the words and group them into emotions, nature, and technology. Check understanding quickly and clarify the meanings if needed.

Before starting the game, draw a simple scoring table on the board and keep track of each team's points throughout the activity and also draw two columns on the board: "CAUSE / PROBLEM" and "EFFECT / SOLUTION". Explain that students will create sentences about natural disasters and technology by showing a clear cause-and-effect or problem-and-solution relationship. Write one or two short model sentences on the board (e.g., *A severe flood caused many families to become homeless. / Rescue teams used an efficient device, so more survivors were saved.*).

Divide the class into two teams: Team Nature and Team Technology. Tell students that teams will take turns saying or writing a sentence using at least one target word and a linking word (e.g., *because, so, as a result*).

After a few rounds, move to the challenge stage. Ask each team to write one natural disaster on the board for the other team. Give teams one minute to create the longest logical sentence chain using target vocabulary and linking words.

Finally, listen to both teams' sentence chains, give brief feedback on clarity and accuracy, and declare the winning team.

7D LANGUAGE IN ACTION

1 a Read the dialogue below focusing on the sentences in bold.

Ask students to read the dialogue silently. Tell them to focus only on the sentences written in bold and not to worry about understanding every detail of the text. Encourage them to notice how the ideas are expressed and how information is added in these sentences. Do not explain the grammar at this stage; allow students to observe and process the language naturally.

ANSWER KEY

Students' own answers

b Work in pairs to examine the sentences in bold in the dialogue above and answer the questions.

Put students into pairs and ask them to look again at the bold sentences. Tell them to discuss the two questions together and share what they notice. After the pair discussion, elicit answers from the class and confirm the key points on the board.

SUGGESTED KEY

- 1 What do you notice about the sentences?
The sentences contain two pieces of information joined together. The second part gives information about a noun using a relative clause.
- 2 Which words connect the two ideas in each sentence?
Who, which, that

2 a Watch Scene 4 of Digital Story 7. Pay attention to the sentences that contain *who*, *which*, or *that*.

Tell students they will watch Scene 4 of Digital Story 7. Ask them to pay attention specifically to the sentences containing *who*, *which*, and *that*. Tell them they don't need to write anything while watching; they should simply listen and notice how relative clauses are used. After the video, ask a few students to share examples of the sentences they remember.

ANSWER KEY

Students' own answers

b Go to page 158 and read Scene 4 of Digital Story 7. Find and underline the sentences that contain *who*, *which*, *that*.

Ask students to open the script of Digital Story 7. Tell them to read silently and look for sentences that include *who*, *which*, or *that*.

ANSWER KEY

- "This drone, which can scan large areas, has already mapped the affected parts of the village."
- "I talked to the families who stayed at the shelter last night."
- "The bridge which connects the village to the harbour needs immediate repair."
- "The hillside, which once hosted several rare species, is now covered in mud."
- "These changes, which we must record carefully, will shape future research."
- "I found a nest that survived the flood, right next to a fallen tree, which blocked the lower trail."
- "And all this data, which we should share with rescue teams, will support long-term environmental recovery."

c Compare the sentences you underlined with your peer.

Ask students to compare their underlined sentences with a peer. Tell them to explain why they chose each sentence and which noun the relative clause refers to. Finally, write the sentences on the board and confirm that the class agrees on the correct examples before moving on.

ANSWER KEY

Students' own answers

TOOL BOX

1 Choose the correct option to form the rule.

Ask students to read the rule and the two options (a-b) carefully. Tell them to choose the option that best completes the rule about the use of relative clauses. Then, ask them to compare their choice with a peer. Draw their attention to the idea that relative clauses with *who*, *which* or *that* help identify which person or thing is being referred to. Check the answer as a class and briefly clarify the function of relative clauses using simple language.

ANSWER KEY

- a** refer to people or things by providing information that identifies them

2 a Complete the rule using *who*, *which*, or *that*.

Ask students to read the rule carefully and tell them to complete it by choosing *who*, *which*, or *that*. When they finish, tell them to compare their answers with a peer. Finally, check the answers together as a class and confirm the rule by writing the completed sentences on the board.

ANSWER KEY

- 1 who 2 which 3 that

b Complete the sentences using *who*, *which*, or *that*.

Ask students to read the sentences carefully and complete them. Remind them that *who* is used for people, *which* is used for things or animals, and *that* is used for both people and things. Then, tell students to compare their answers in pairs. Finally, check the answers as a class and briefly elicit the rule for using *who*, *which*, and *that*.

ANSWER KEY

1 who/that

2 which/that

3 Complete the text below using *who*, *which*, or *that*. Then, compare your answers with your peer.

Ask students to read the text once carefully to understand the context. Then, tell them to complete the blanks with appropriate relative pronouns. Remind them that sometimes more than one option may be correct (*which/that*; *who/that*). When finished, ask students to compare answers in pairs. Then, check the answers together and briefly explain why each pronoun works.

ANSWER KEY

1 which/that

2 which/that

3 which/that

4 who/that

5 which/that

6 who/that

4 a Work in pairs. Discuss the difference between the sentences below.

Tell students to read the two example sentences carefully. Ask them to work in pairs and discuss what type of information each relative clause provides. After discussion, elicit responses and clearly label one sentence as defining and the other as non-defining.

SUGGESTED KEY

In the first sentence, the clause “which I downloaded for emergencies” gives essential information. It tells us which app the speaker means.

In the second sentence, the clause “which is useful during disasters” gives extra information about the offline AI communication app.

b Work in pairs. Answer the questions about the sentences above.

Have students continue working with their peer to answer the guiding questions. Once pairs finish, elicit responses, take whole-class feedback and correct any confusion.

ANSWER KEY

1 Commas are used in the second sentence (The flood, which lasted all night, destroyed roads and harmed habitats.). They are there because the clause adds extra information about the flood; it's not essential to identify which flood. If there are no commas, the information is essential (defining) to understand which person or thing we're talking about.

2 The first sentence gives essential information (which I downloaded for emergencies). It tells us which app the speaker means. The second sentence gives extra information (which lasted all night). It only adds more detail about the flood.

TOOL BOX

1 **Circle** the correct option to form the rules.

Ask students to read the two statements and circle the correct term: *defining* or *non-defining*. Ask students to work individually first, then check with a peer. Afterwards, confirm the answers as a class and reinforce the difference.

ANSWER KEY

1 defining relative clauses

2 non-defining relative clauses

2 **Complete the sentences using your own words to make one *defining relative clause*, one *non-defining relative clause*.**

Tell students to write two sentences: one with a *defining relative clause* and one with a *non-defining relative clause*. After writing, students exchange their sentences with a peer to check each other's use of commas and meaning.

SUGGESTED KEY

Defining (D) Scientists who are studying the flood are collecting data about soil erosion.

Non-defining (ND) Scientists, who arrived yesterday, are collecting data about soil erosion.

5 **Read the paragraph and complete it with *who*, *which*, or *that* and add commas (,) where necessary.**

Ask students to read the paragraph carefully. Tell them to complete each gap by choosing the correct relative pronoun (*who*, *which*, or *that*) and to add commas where necessary. After students finish, ask them to compare their answers with a peer and explain their choices. Finally, check the answers together as a class, eliciting reasons for both the pronoun choices and the use (or omission) of commas.

ANSWER KEY

A tsunami (1) **that** was caused by a strong earthquake destroyed several villages, leaving thousands of people in need of urgent help. Soon after, the rescue team, (2) **which** arrived from Spain, worked day and night to help the victims (3) **who** were trapped under debris. At the same time, local volunteers, (4) **who** organised food and shelter, supported families that had lost their homes. During the operation, Dr Lilly, (5) **who** believes technology can prevent global problems, played a key role in coordinating the response. As a result, the warning system (6) **that** sends messages to people before floods helped save many lives.

6 **Work in pairs and practise the mini dialogue. Then, make your own dialogue using *defining* or *non-defining relative clauses* and act it out.**

Ask students to work in pairs and read the mini dialogue aloud together. Then, ask pairs to create their own short dialogue using at least one defining and one non-defining relative clause. Finally, invite some pairs to act out their dialogues in front of the class and give brief feedback on their use of relative clauses.

ANSWER KEY

Students' own answers

7 a Write two sentences: one with a *defining* and one with a *non-defining relative clause* about a natural disaster or a technology that helps people.

Ask students to work individually and write their own sentences about either a natural disaster or a type of technology that helps people. Remind them that they need to use both a *defining* and a *non-defining relative clause* in their sentences.

ANSWER KEY

Students' own answers

b Now, share your sentences with the whole class.

Invite students to share some of the sentences they wrote in exercise 7a with the whole class.

ANSWER KEY

Students' own answers

GAME**SURVIVOR STORY CHAIN**

- □ ×

Tell students that they are going to work together to create a class story about surviving a natural disaster. Explain that this will be a chain story, and everyone will contribute one sentence. Write the opening sentence on the board: *A storm hit the island that everyone thought was safe.* Draw students' attention to the relative clause in the sentence and remind them that each new sentence they add must include *who*, *which*, or *that*. Ask students to listen carefully to their classmates so their sentences connect logically to the story. Encourage them to use vocabulary related to natural disasters, their effects on people and nature, and the role of technology in global issues. Allow the story to develop freely, and let it continue until all students have contributed and the class reaches a fun, unexpected, or creative ending.

7E READING CORNER**1 Work in pairs and describe what you see in the pictures. Then, share your ideas with the class.**

Tell students to look carefully at the pictures. Ask them to think about the situation, the people, and the environment shown in each image. Encourage them to write one meaningful sentence that explains the main idea or event happening in each picture. After they finish, ask a few students to share their sentences with the class.

SUGGESTED KEY

- 1 A climber, who is battling strong winds and heavy snow, is struggling to reach the summit safely.
- 2 A snowcat is a vehicle that transports people and equipment in extreme winter conditions. It is moving across the icy slopes of a mountain.

2 Read the text quickly to tick (✓) the topics mentioned in it. Then, compare your answers with your peer.

Ask students to skim the text for general meaning. Tell them to read the list of topics and tick the ones that are mentioned in the text. Remind them that one topic is not included. When they finish, ask students to compare their answers with a peer and justify their choices. Elicit answers from the class and check as a class.

ANSWER KEY

Natural disasters and survival, Human strength and teamwork, Environmental impact of storms

3 a Discuss the highlighted words in the text with your peer and share what you think they mean.

Ask students to discuss the highlighted words with a peer and share their ideas about the meanings before completing the activity.

ANSWER KEY

Students' own answers

b Read the text carefully to complete the paragraph below using the highlighted words. One is extra.

Ask students to read the text carefully, this time focusing on the meaning and usage of the highlighted words. Allow students to work individually first. Then, ask them to compare their answers with a peer, discussing why each word fits the sentence. Finally, check the answers as a class.

ANSWER KEY

1 forecast	2 anticipate	3 strengthen	4 maintain
5 overcome	6 obtain	progress (Extra)	

4 Read the text again to answer the questions below.

Ask students to read the comprehension questions carefully and discuss each one with a peer. Tell them to give clear, complete answers and to support their ideas with evidence from the reading. Once pairs finish, elicit answers and discuss them as a group.

ANSWER KEY

- 1 The storm blocked several routes and damaged communication systems, making rescue operations difficult.
- 2 Teamwork and quick decisions helped them find safety and survive the disaster.
- 3 Specialists warned that the storm might harm fragile ecosystems that support rare species.
- 4 It shows that while nature is powerful and unpredictable, humans can overcome challenges through cooperation and courage.

5 Complete the sentence to explain the lesson you learnt about human courage, teamwork, and our relationship with nature. Then, share your ideas with the class.

Ask students to read the sentence stem carefully and think about the lesson the story gives about human courage, teamwork, and our relationship with nature. Tell them to complete the sentence individually using their own ideas and experiences from the story. After students finish, invite volunteers to share their sentences with the class. Write a few sample ideas on the board and highlight common themes such as cooperation, responsibility, and respect for nature.

SUGGESTED KEY

This story made me realise that nature is powerful and unpredictable, but humans can stay strong when they work together. We can't always control what happens, yet teamwork and responsibility help us to overcome difficult times. I have learned that respecting nature and being prepared are key to surviving and protecting our planet.

7F WRITE IT RIGHT**1 a Read the article from a nature magazine and choose what it is mainly about.**

Ask students to read the article quickly to understand the main idea, without focusing on every detail. Then, ask them to choose which option (a-b) best describes what the article is mainly about. After they choose their answers individually, ask them to compare their answers with a peer and explain why they selected that option. Check answers as a class and briefly discuss why the other options are less suitable.

ANSWER KEY

b An avalanche in Roldal and how it affected people in the region

b Complete the dialogues using the highlighted words in the article. One is extra.

Ask students to focus on meaning and context to complete the dialogues by choosing the correct highlighted word. After they finish, have them check their answers with a peer and explain why each word fits the dialogue. Elicit answers from the class and clarify the meaning and usage of each highlighted word if needed.

ANSWER KEY

1 desperately **2** dramatically **3** inevitably primarily (Extra)

2 Now, write your own article for an international science and environment magazine.

Explain to students that they will now write their own global report following the model paragraph. Remind them that their report should describe a natural disaster, explain its impact on nature and humans, and introduce a technology solution for the future. Tell them to include two relative clauses, three vocabulary items related to disasters or technology, two adverbs from the model paragraph. When they finish, tell them to write the final version under the magazine-style heading provided (The Global Reporter's Column).

ANSWER KEY

Students' own answers

3 a Exchange your article with a peer and tick (✓) the boxes below to give feedback on his/her work.

Ask students to exchange their written paragraphs with a peer. Tell them to use the checklist to give each other constructive feedback. Encourage them to check especially the two-section structure, use of relative clauses, adverbs, and appropriate disaster and technology-related vocabulary.

ANSWER KEY

Students' own answers

- Tell students to revise their paragraphs based on the peer feedback they received. Ask them to correct grammar, improve clarity, and strengthen the technological solution if needed. Once the edited version is complete, instruct them to create a digital version, such as a poster, blog post, or e-magazine page. Encourage them to use visuals, headings, and a clear layout. When they finish the digital version, encourage and ask them to present it to the class.

Students' own answers

Ask students to look at the pictures carefully and read the names given below. Tell them to match each name to the correct picture by writing the picture number in the circles before the names. After students complete the task individually, ask them to compare their answers with a peer and explain why they chose each match. Finally, check the answers together as a class and briefly discuss what makes each place unique.

1 c **2** b a (Extra)

- Tell students to read the list of headings first. Ask them to skim the introductory paragraph to get a general idea of the topic. Then, tell students to read each paragraph carefully and decide which heading best matches its main idea. After they finish, ask students to compare their answers with a peer and explain their choices. Finally, check the answers together as a class and briefly discuss why the extra heading does not fit any paragraph.

The Ring of Fire – The Zone Where Continents Collide
The Great Rift Valley – The Cradle of Humanity
Surtsey Island – Nature’s Newborn Land
The Frozen Continents (Extra)

- Ask students to read each question and look back at the text to find specific information. After completing the questions individually, ask them to check their answers in pairs. Monitor and support students as needed, then review answers together as a class.

- 1 Surtsey Island
- 2 The Great Rift Valley
- 3 The Ring of Fire and Surtsey Island

4 Work in pairs. Discuss how humans can protect natural places from global problems.

Tell students to work in pairs and discuss how humans can protect these natural places from global problems. Move around the class and listen to different pairs, offering vocabulary support if needed. Afterwards, invite a few pairs to share their ideas with the class.

ANSWER KEY

Students' own answers

5 Create a digital poster using an app or a website titled *A Natural Wonder That Shapes Our World*. Then, present it to the class.

Explain to students that they will create a simple digital poster using any app or website they know. Tell them to choose one natural wonder they find interesting. Remind them to include:

- the name and location of the place,
- what makes it special,
- one sentence with a relative clause,
- one image or drawing.

Allow students to work individually or in pairs. At the end, ask volunteers to present their posters to the class or upload them to a shared classroom platform.

SUGGESTED KEY**The Himalayas – The Roof of the World**

The Himalayas, which separate the Indian subcontinent from the rest of Asia, were formed when two massive tectonic plates collided. These mountains, which include Mount Everest, continue to rise every year because the Indian plate is still pushing against the Eurasian plate. The rivers that begin in the Himalayas provide water for nearly two billion people. However, melting glaciers caused by climate change now threaten this vital source of life.

CONSOLIDATION**1 Look at the title. In groups, guess and discuss what happens in the picture strip story.**

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

ANSWER KEY

Students' own answers

2 Complete the story with the statements below. Then, listen, check and act it out.

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

1 d

2 a

3 b

4 c

- 3 Work in pairs. One of you tells the story from memory, and the other listens and corrects any missing details. Then, exchange roles.**

Ask students to work in pairs. One student retells the story from memory while the other listens carefully and notes any missing details or mistakes. Then, they exchange roles so both students have a chance to retell and correct.

ANSWER KEY

Students' own answers

- 4 Work in groups and talk about what people can do before, during, and after a natural disaster to stay safe.**

Ask students to form groups. Tell them to discuss safety ideas for a natural disaster in three stages: before, during, and after the disaster. Encourage them to think about practical actions, such as preparing an emergency kit, staying calm, and helping others.

ANSWER KEY

Students' own answers

WRAP IT UP!



PERFORMANCE ASSIGNMENT

Exploring Natural Disasters and Technology-Based Solutions: Multimedia Presentation

Ask students to work in small groups to prepare a multimedia presentation about how natural disasters affect people and the environment, and how technology helps reduce their impact. Tell them to follow the steps in order: first, choose one natural disaster (*e.g., earthquake, flood, wildfire, volcanic eruption*). Next, search for information about its causes, effects on humans and nature, and technological solutions such as AI systems, early warning devices, or data tools. Encourage them to suggest innovative and eco-friendly solutions for disaster preparedness and recovery. Afterwards, have each group present their project to the class and ask students to use the rubric on page 171 in the students' book to give constructive feedback to their peers.

ANSWER KEY

Students' own answers



SELF EVALUATION AND REFLECTION

1 Can you explain the effects of natural disasters on humans and nature?

Ask students to reflect on their understanding of natural disasters and technology's role in addressing them. Have them complete the self-assessment checkboxes honestly.

ANSWER KEY

Students' own answers

► Read the statements and choose the correct impact.

Ask students to read the two statements carefully. Tell them to decide what each statement mainly refers to by choosing whether it shows an impact on humans or an impact on nature. Ask them to complete the task individually first. Then, instruct students to compare their answers with a peer and explain their choices using simple language (e.g., *This one is about people's lives. This one is about the environment.*). Finally, check the answers together as a class and briefly discuss why each statement fits its category.

ANSWER KEY

1 b

2 a

2 Can you describe how technology helps solve global problems like disaster prediction or healthcare?

Ask students to read the question: "Can you describe how technology helps solve global problems like disaster prediction or healthcare?" Tell students to consider the examples they studied and tick the option that fits their confidence level. Encourage them to mention a specific technology or device discussed in the lesson. Conclude by eliciting one or two examples from volunteers.

ANSWER KEY

Students' own answers

► Complete the sentences with the correct words below. One is extra.

Ask students to complete the sentences with the correct words from the box (forecast, device, rescue). After completing the task, ask students to compare their answers with a peer and explain their choices, providing reasons for why a word fits a particular sentence. Finally, check the answers as a class and elicit explanations, highlighting key vocabulary and its correct use.

ANSWER KEY

a device

b forecast

rescue (Extra)

3 Can you identify people or things or add extra information about them in your project using *who*, *which*, or *that*?

Ask students to read the question: "Can you identify people or things or add extra information about them in your project using *who*, *which*, or *that*?" Tell them to reflect on whether they feel confident using relative clauses and tick the option that fits.

ANSWER KEY

Students' own answers

► **Complete the sentences with the correct words, *who*, *which*, and *that* (relative pronouns) and write *defining* (D) and *non-defining* (ND).**

Ask students to complete the sentences with the correct relative pronoun (*who*, *which*, or *that*) and indicate whether it is *defining* (D) or *non-defining* (ND). Explain that they should think about whether the clause is essential to the meaning of the sentence or just provides extra information. Remind them to pay attention to the punctuation and meaning. Finally, ask students to compare their answers with a peer and discuss any differences.

ANSWER KEY

Ⓓ a who/that

ⓃⒹ b which



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers



Warm-Up



Click or scan the QR code and do the warm up activity.

1 Follow the instructions to do the well-being activity.

Ask students to open Warm Up 8: *ROLL & RESPOND*. Put students into groups and give a die to each group. Tell them they will roll and respond quickly. Remind them to answer in one sentence. Model one example on the board to set pace and sentence length (e.g., *Today, I smiled because I heard a funny story*). Set a time limit and encourage fast turns. After the activity, invite volunteers from different groups to share one answer with the class.

LOOKING AT THE BIG PICTURE

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.

1 a Read the words below. Tick (✓) the ones that are related to science and technology.

Tell students to read the list quickly and tick the words related to science and technology. Have them check their answers in pairs. Elicit the answers.

ANSWER KEY

experiment, galaxy, electricity, invention

b Which two words do you find most interesting? Why?

Ask students to choose two words and explain their choices briefly. Remind them to give a simple reason in one sentence for each word. Let them discuss in pairs and then invite a few volunteers to share their answers with the class.

SUGGESTED KEY

I find *galaxy* interesting because it is about space and the universe.

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

Ask students to look at the pictures and say what they are about. Let them talk in pairs or groups using the words they already know. Encourage multiple interpretations. Accept creative guesses.

SUGGESTED KEY

They may be about space and technology, such as space travel, scientists doing experiments, and using special tools.

b Now, watch Digital Story 8. What connection(s) can you find between the pictures and the story?

Tell students to watch Digital Story 8 and ask them to find a connection between the pictures and the story. Encourage a brief discussion on how the visuals are linked to the story content.

SUGGESTED KEY

They connect to the story because the story is about space missions and space technology. The characters talk about life in space and future plans for exploring other planets.

8A WATCH AND NOTICE**1 Look at the pictures. Guess and match them to the correct options. One is extra.**

Ask students to look at the pictures and guess what each one shows. Tell them to match the images with the options and remind them that one option is extra. Ask them to do the activity individually, then have them check their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1	a	2	e	3	d	4	f	5	c	b (Extra)
---	---	---	---	---	---	---	---	---	---	-----------

2 Work in pairs. Tick (✓) the topics you remember from Digital Story 8.

Ask students to think about Digital Story 8 and tick the topics they remember. After they decide, have pairs compare their choices with another pair. Elicit the answers and check them as a class.

ANSWER KEY

life in space, how astronauts communicate, technology and teamwork, travelling to other planets

3 a Choose the best heading for each category in the table below. One is extra.

Ask students to read the four headings first and predict what kind of items may go under each category. Then, tell them to choose the best heading for categories 1-3 and remind them that one heading is extra. Give them one minute to decide, then have them compare their answers in pairs. Elicit the answers.

ANSWER KEY

1	c	2	d	3	b	a (Extra)
---	---	---	---	---	---	-----------

b Now, watch Digital Story 8 to tick (✓) the items you notice.

Tell students to watch Digital Story 8 and focus on noticing details rather than understanding every word. Ask them to tick the items they notice in each category while watching. Play the digital story once for general understanding and, if needed, play it again so they can confirm their choices. Have pairs compare their answers, then check the answers as a class.

ANSWER KEY

1	satellite, waveform
2	floating bubbles, catching things, crumbs, boiling water
3	live radio call, sharing tasks, stand by

4 Watch Digital Story 8 again to match each idea to the correct speaker.

Ask students to watch Digital Story 8 again and focus on who expresses each idea. Tell them to match each idea with the correct speaker while watching, then have them compare their answers in pairs. Elicit the answers.

ANSWER KEY

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

- 5 Read the statements inspired by Digital Story 8. Tick (✓) the ones you agree with. Then, explain your reasons to your peer as in the example.**

Ask students to read the three statements and tick the ones they agree with. Remind them that there are no right answers here, but they must give a reason. Tell them to work with a peer and explain their reasons as in the example. Monitor them without interrupting fluency, and then invite a few volunteers to share their opinions with the class.

ANSWER KEY

Students' own answers

- 6 Work in pairs. Imagine you could ask Commander Hayes one more question. Write a sentence like the example below and include your reason. Share your ideas with the class.**

Ask students to work in pairs and imagine they could ask Commander Hayes one more question. Tell them to write one sentence like the example, including a reason using *because*. Have them write their sentences, then ask pairs to share their questions with another pair. Monitor and help students with word order if necessary, then invite a few volunteers to read their sentences aloud.

ANSWER KEY

Students' own answers

- 7 Record a short message about Digital Story 8. Say one important thing you've learnt from it. Then, share it with a peer and improve your sentence after feedback.**

Ask students to choose one key thing learnt from Digital Story 8 and plan a short message using the model, including *because*. They record it, share with a peer for simple feedback (one positive + one suggestion), then improve and re-record if time. Monitor for clarity/pronunciation and invite a few to share.

ANSWER KEY

Students' own answers

8B TUNE YOUR LANGUAGE

- 1 a Watch Scene 2 of Digital Story 8 and pay attention to the pronunciation and word stress of the words below.**

Ask students to watch Scene 2 and listen carefully to how the words are pronounced, and tell them not to focus on meaning at this stage but on accurate sound and stress.

ANSWER KEY

Students' own answers

- b Now, repeat the words as a class, paying attention to their pronunciation.**

Have students repeat the words chorally and individually. Encourage clear word stress and accurate target sounds.

ANSWER KEY

Students' own answers

2 a Listen to the text and repeat the words/phrases in bold.

Tell students to listen to the text once and focus only on the words/phrases in bold. Play the audio and ask them to repeat the bold parts after the recording. Replay it if necessary and have students repeat chorally first, then individually. Monitor and correct only the target sounds and word stress, and keep the pace fast.

ANSWER KEY

Students' own answers

b Listen to the text again to write the suitable words/phrases in bold next to the correct row. Some are extra.

Tell students to listen to Audio 8.1 again and focus on identifying which suitable bold words/phrases match each sound row. Explain that not all bold items fit the target sounds in the table. Ask them to write the words/phrases next to the correct row while listening. Play the audio and then let students compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

galaxy	oxygen, x-factor, existence, exploration
vibration	volunteers, voyage
wind	world
young	year
zone	zero-gravity
	energy, system, whole (Extra)

3 Listen to the recording and choose the word you hear.

Tell students to listen carefully and choose the word they hear in each item. Remind them to focus on the target sounds. Play the recording once for students to answer individually, then have them compare their answers in pairs. Elicit the answers.

ANSWER KEY

1 a	2 b	3 a	4 a	5 b
6 b	7 a	8 b	9 b	10 a

4 a Listen to the sentences to underline the words that have the same pronunciation pattern in exercise 2b. Then, practise the sentences aloud with your peer.

Tell students to listen to the sentences and underline the words that have the same pronunciation pattern as the words in exercise 2b. Remind them to focus on the target sounds while listening. Play the recording once, then ask them to compare their underlined words in pairs. Replay the recording if needed and check the answers as a class. After that, ask students to practise the sentences aloud with a peer, encouraging natural rhythm and clear pronunciation. Monitor and give brief corrections on the target sounds only. Then, elicit the answers.

ANSWER KEY

- The engine voice changed as the spacecraft increased its velocity during launch.
- Engineers used a wire to connect the sensor measuring wave patterns.
- The new radar recorded zero errors and zoomed in on objects moving outside the station.

b Work in pairs. Say a sentence about space training with at least two words from this page.

Ask students to work in pairs and say one new sentence about space training using at least two words from the page. Encourage them to keep the sentence short and clear. Ask pairs to say their sentences to each other and listen carefully to pronunciation. Monitor and help with word choice and word stress if necessary, then invite a few volunteers to share their sentences with the class.

ANSWER KEY

Students' own answers

5 a Record yourself reading the text in exercise 2a at home, focusing on pronunciation, word stress, and rhythm. Then, listen to your recording and compare it with Audio 8.1.

Assign this task as homework and ask students to record themselves reading the text in exercise 2a. Tell them to listen to their own recording and then listen to Audio 8.1 to compare pronunciation, word stress, and rhythm. Remind them to focus on the target sounds from this lesson and to repeat any parts they find difficult.

ANSWER KEY

Students' own answers

b Now, exchange your recording with your peer and give feedback using the checklist. Then, check it with your teacher.

Tell students to exchange their recordings with a peer and listen carefully. Ask them to use the checklist to give simple feedback by ticking (✓) or crossing (X) each criterion. Remind them to be supportive and specific and to focus only on pronunciation, sound contrast (e.g., *not mixing up v/w and pronouncing x differently in exist/exit*), and stress & fluency. After they give feedback to each other, encourage them to choose one point to improve and re-record the text if time allows. Finally, check their recordings as a class.

ANSWER KEY

Students' own answers

8C VOCABULARY HUB**1 a Watch Scene 3 of Digital Story 8 and tick (✓) the words you hear.**

Tell students to watch Scene 3 and listen for the target words on the list. Remind them that they should focus on noticing the words they hear rather than understanding every sentence. Play the scene once, and ask them to tick the words they hear. Replay the scene if necessary for confirmation. Elicit the answers.

ANSWER KEY

space mission, oxygen, radiation, zero-gravity, satellites, aircraft, colonies, interplanetary, travel, navigation

b Compare your answers with your peer. Discuss the words and phrases that are new to you.

Ask students to compare answers with a peer. Then, discuss any new words/phrases from context (use simple examples/synonyms; dictionaries if needed). Monitor, support briefly, and elicit a few words to clarify meaning and pronunciation.

ANSWER KEY

Students' own answers

c Work in pairs. Write the words you have ticked in exercise 1a under the correct categories below. Then, discuss why each word belongs to that category.

Tell students to work in pairs and sort the ticked words into three categories using Scene 3 context. After completing the table, pairs compare with another pair and briefly justify choices. Monitor and support, then elicit and check as a class.

ANSWER KEY

space exploration	space technologies	space conditions
space mission	navigation	oxygen
colonies	aircraft	radiation
interplanetary travel	satellites	zero-gravity

2 a Read the text carefully and pay attention to the words in bold.

Ask students to read the text individually and focus on the words in bold. Remind them not to stop at every unknown word but to use the general meaning of the text to understand how the bold words are used. Let them read, then tell them to compare what they understood with a peer.

ANSWER KEY

Students' own answers

b Read the text again to write the words in bold next to their meanings below. One is extra.

Tell students to read the text again and match each meaning with the correct word in bold. Remind them to look at the sentences for context clues before they decide. Let them complete the matching individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 globe	2 inhabitant	3 carbon
4 mysterious	5 astronomer	6 observation
7 essential	8 potential	atmosphere (Extra)

c Read the mission files below and complete each file by using the words from exercise 2b to fill in gaps 1–4.

Ask students to read Mission Files A and B and complete the gaps using the words from exercise 2b to fill gaps 1-4. Remind them to use the context of each sentence to choose the correct word and to leave the conclusion part blank for the next task. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY**MISSION FILE A**

1 globe 2 observation 3 carbon 4 essential

MISSION FILE B

5 astronomer 6 mysterious 7 potential 8 inhabitant

- d Read the mission files again and complete the conclusion sentence of each file using your own ideas. Then, share your ideas with the class.**

Ask students to reread Mission Files A and B and write one clear conclusion sentence for each, using the mission notes. They share in pairs, then a few volunteers read aloud for brief class reactions.

SUGGESTED KEY**MISSION FILE A**

▶ Conclusion: These conditions explain why Earth can support life.

MISSION FILE B

▶ Conclusion: Not all planets are suitable for life, but some are worth exploring.

- 3 a Read the dialogue of two commanders and complete it with the words below. One is extra.**

Tell students to read the dialogue first for general meaning. Then, ask them to complete the gaps with the given words and remind them that one word is extra. Encourage students to use context clues (*e.g., collocations and sentence meaning*) to choose the best option. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 distant 2 unknown 3 civilisation 4 alien
5 efficient 6 curious solar (Extra)

- b Work in pairs. Underline the parts in the dialogue that helped you choose each answer and compare your choices with a peer. Then, act out the dialogue in class.**

Ask students to work in pairs and underline the parts of the dialogue that helped them choose each word in exercise 3a. Tell them to compare their underlined evidence with a peer and check if they chose the same supporting phrase. Then, have pairs practise the dialogue once quietly and act it out for the class. Encourage clear pronunciation and natural intonation, and remind students to speak loudly enough to be heard. Monitor and give brief feedback after each performance.

ANSWER KEY

1 far beyond our solar system 2 raises new questions
3 with its own culture and technology 4 life forms
5 analyse the data quickly 6 help us understand the universe better

- 4 a** Imagine you are a part of a research team. Read the space report log carefully, and **circle** the correct option to complete the mission. Use a dictionary if you need help with new words.

Tell students to imagine they are working in a research team and to read the space report log carefully. Ask them to circle the correct option to complete the mission, and remind them to use context clues first. Encourage them to use a dictionary only when they are unsure about a new word. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1	rocket	2	outer	3	external	4	database
5	privacy	6	massive	7	dynamic		

- b** Imagine you are explaining this report to a new team member. Complete the sentence below.

Ask students to imagine they are welcoming a new team member and to summarise the report in one sentence. Tell them to use the sentence starter and include a reason using *because*. Let them write individually, then have them compare their sentences with a peer. Invite a few volunteers to read their sentences aloud to the class.

SUGGESTED KEY

This mission attempts to support space exploration because scientists want to understand distant planets better.

LET'S TALK!

- 1** Match the expressions to their similar meanings. One is extra.

Ask students to read the expressions and the options quickly and match each expression with its similar meaning. Remind them that one option is extra. Let them complete the matching individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1	d	2	e	3	a	4	f	5	c	b (Extra)
---	---	---	---	---	---	---	---	---	---	-----------

GAME

GUESS THE WORD

- □ ×

Put students into small groups and tell them that one student will choose a word silently from the Vocabulary Hub section without telling the group. Tell the student to give three short clues to describe the word, one clue at a time, and to wait after each clue so the group can guess. Remind them that they must not say the word itself and must not translate it into their own language. Encourage them to use simple English words, examples, or definitions. Ask the rest of the group to listen carefully and guess the word after each clue. Explain that the student who guesses the word correctly becomes the next clue-giver and chooses a new word.

ANSWER KEY

Students' own answers

8D LANGUAGE IN ACTION**1 a Read the extracts from Digital Story 8 and match them to what they describe.**

Ask students to read the extracts carefully and match each one with what it describes. Remind them to look for key words that show the meaning. Let them complete the matching individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 a

2 c

3 b

b Now, watch Scene 4 of Digital Story 8. Try to notice similar sentences.

Tell students to watch Scene 4 and listen for sentences that are similar to the extracts in exercise 1a. Remind them to focus on the structure (e.g., wish/if *patterns*) and not to worry about every word. Play the scene once without stopping, then give students a short moment to compare what they noticed in pairs. If necessary, replay the relevant part so they can confirm and share the similar sentences they heard with the class.

ANSWER KEY

Students' own answers

c Go to the script of Scene 4 of Digital Story 8 on page 160. Highlight the sentences that describe general truths, underline the ones that describe real future results, and circle the ones that describe imaginary or unreal situations.

Tell students to scan the Scene 4 script for *if* sentences. Ask students to highlight general truths, underline real future results, and circle imaginary situations. Students work individually, compare with a peer and justify, then check as a class and label them as *zero/first/second conditional*.

ANSWER KEY**General truths - Zero Conditional**

- ▶ "If you spill water up there, does it just float around?"
- ▶ "If you heat soup, it doesn't boil like on Earth, but it makes little floating bubbles."
- ▶ "What happens if you forget to close something, like a food bag?"

Real future results - First Conditional

- ▶ "So, if we find another planet like Earth, will people move there someday?"
- ▶ "Scientists are searching for habitable planets all the time, but if we don't cooperate, we won't survive long in space."
- ▶ "If we ever fail to believe in our dreams, we'll remember this day."

Imaginary/unreal situations - Second Conditional

- ▶ "If I were there, I would lose everything in five minutes."
- ▶ "If we had a colony on Mars, would kids study online or in real schools?"
- ▶ "..., but if I had a choice, I wouldn't trade a real classroom for a screen."
- ▶ "If everyone helped more, for example, recycled, saved water and used less energy, the world would stay cleaner."
- ▶ "If people didn't take care of our planet, we would have to look for another one to live on."

TOOL BOX**1 Match the sentences with the structures.**

Ask students to read the sentences and match each one with the correct structure. Remind them to focus on both the verb forms and the meaning of each sentence. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 c	2 b	3 a
-----	-----	-----

2 Match the conditional types with the correct items (a, b, c) in exercise 1.

Ask students to look at the structures in exercise 1 and match each one with the correct conditional type. Remind them to use the sentence examples they have already matched. Let them work individually first, then compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 c	2 b	3 a
-----	-----	-----

3 Choose the correct option to complete the rules below.

Ask students to read the rules and choose the correct conditional type for each one. Encourage them to use the structures and examples from the previous exercises to help them decide. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 a	2 b	3 c
-----	-----	-----

4 Complete the sentences with your own ideas. Then, share your answers.

Ask students to complete the sentences with their own ideas using the correct conditional form in each item. Remind them to write one sentence for a general truth, one for a real future result, and one for an imaginary situation. Let them write individually, then have them compare their answers in pairs. Monitor and help if necessary. Invite a few volunteers to share their answers with the class.

SUGGESTED KEY

- 1 If the temperature drops below zero, water freezes.
- 2 If people reduce waste, the environment will be cleaner.
- 3 If I lived on a space station, I would miss my family.

2 a Read the text. Pay attention to the sentences in bold.

Ask students to read the text individually and focus on the sentences in bold. Tell them not to translate line by line, but to notice how the bold structures are used to express meaning (e.g., *wishes about the present and future, and regrets about the past*). Let them read, then have them briefly compare what they noticed with a peer before moving on to the next exercise.

ANSWER KEY

Students' own answers

b Read the sentences in bold again. Write their numbers to match them to what they describe.

Tell students to read the bold sentences again and decide what each one expresses. Ask them to write the sentence numbers in the correct box. Let them complete the exercise individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- | | |
|----------------------------|---------------------------|
| 1 wishes about the present | 2 wishes about the future |
| 3 regrets about the past | |

TOOL BOX**1 Match the sentences including *wish* to the correct wish-clause structures.**

Ask students to read the sentences and match each one with the correct wish structure. Remind them to focus on the verb forms in each sentence. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- | | | |
|-----|-----|-----|
| 1 c | 2 a | 3 b |
|-----|-----|-----|

2 Choose the correct option in exercise 1 to complete the rules below.

Ask students to read the rules and choose the correct wish structure for each one from exercise 1. Encourage them to use the examples from exercise 1 to help them decide. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- | | | |
|-----|-----|-----|
| 1 b | 2 a | 3 c |
|-----|-----|-----|

3 Complete the sentences with your own ideas. Then, share your answers.

Ask students to complete the sentences with their own ideas using the correct wish structure for the present, future, and past. Remind them to focus on both meaning and verb form. Let them write individually, then compare their answers with a peer. Monitor and help if necessary. Invite a few volunteers to share their answers with the class. Remind students that we often use *were* after *I wish*.

SUGGESTED KEY

- Now** I wish I were on a space mission.
- Future** I wish people would use technology more responsibly.
- Past** I wish I had studied harder for the exam.

3 Read each phrase carefully, think about it, and discuss in pairs which situation type it represents. Then, match each one with what it expresses. One is extra.

Ask students to read each phrase, think about its meaning, and match it with what it expresses. Let them complete the task individually, then compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 e	2 d	3 c	4 a	5 b	f (Extra)
-----	-----	-----	-----	-----	-----------

4 a Work in pairs and practise the mini dialogue.

Ask students to work in pairs and practise the mini dialogue. Remind them to focus on the conditional and *wish* structures. Let them practise, then ask a few pairs to perform the dialogue for the class. Monitor and give brief feedback on pronunciation and the target structures.

ANSWER KEY

Students' own answers

b Work in pairs. Match each idea with the correct verb and complete the mini dialogues using the correct verb form. Then, act them out in class.

Ask students to work in pairs and complete each mini dialogue by matching each idea with the correct verb and using the correct verb form. Remind them to check meaning and grammar: the *if* clause must fit the conditional structure, and the *wish* sentence must fit the intended time reference. Let them complete the dialogues, then have pairs compare their answers with another pair. Check the answers as a class, and finally ask pairs to practise and act out the dialogues. Monitor and give brief feedback on the target structures.

ANSWER KEY

1 a ignores small risks,	b took warning signs seriously
2 a had a stronger backup system,	b tested the radio system

GAME

SPACE DECISION CARDS

- □ ×

Tell students to go to page 169, cut out the Space Decision Cards, and place them face down. In small groups, students take turns picking a card, reading it aloud, and completing a sentence with the correct structure (*zero/first/second conditional* or *wish*). The group listens, checks meaning and form, and gives brief supportive corrections until all cards are used.

ANSWER KEY

Students' own answers

8E READING CORNER**1 a Look at the pictures. Tick (✓) the common characteristics of the products below.**

Ask students to look at the pictures and read the options. Tell them to tick the characteristics that are common to all the products shown. Let them decide individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- They are part of daily life.
- They were created for space missions.

b Which product do you think was developed first? Explain in your own words. Then, discuss in pairs.

Ask students to choose one product and decide which one they think was developed first. Remind them to explain their opinion in their own words and to give one simple reason. Then, ask them to discuss their ideas in pairs before inviting a few volunteers to share them with the class.

SUGGESTED KEY

- Memory foam, because astronauts needed protection during launch.
- Water filtration, because clean water is essential in space.

2 Read the text quickly to choose a title for it.

Tell students to read the text quickly and choose the best title. Remind them to focus on the main idea and key words. Let them skim, then have them compare their choices in pairs. Elicit the answers.

ANSWER KEY

b

3 Read the text again. Match each paragraph to the correct technology. One is extra.

Ask students to read the text again more carefully and focus on what each paragraph describes. Tell them to match each paragraph with the correct technology and remind them that one option is extra. Encourage them to underline one key phrase in each paragraph that gives the answer, then compare their matches in pairs. Elicit the answers and check them as a class.

ANSWER KEY

a 3 b 1 c (Extra) d 4

4 Read again. Write the verbs in bold next to their meanings. One is extra.

Tell students to read the text again and focus on the verbs in bold. Ask them to match each meaning with the correct verb and remind them that one verb is extra. Encourage students to use context clues from the sentences before they decide. Let them complete the matching individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 implement 2 observe 3 launch
4 estimate 5 detect interact (Extra)

5 Think of the answers to the questions below. Then, ask and answer in turns.

Ask students to think about their answers first, then ask and answer the questions in turns with a peer. Remind them to answer in full sentences and support their ideas with information from the text. Monitor and help if needed, then invite a few pairs to share their answers with the class.

SUGGESTED KEY

- Memory foam was first developed for astronauts because they needed protection from pressure during launch.
- Scientists needed to detect harmful particles in space because these particles could be dangerous for astronauts and safe resources were limited.
- Space missions helped people settle far from power networks because they led to solar technology that can be used in remote areas.

6 Discuss in pairs. Choose one technology from the text. Explain why you think it will be the most important in the future, why it is fair for people to use it.

Ask students to work in pairs and choose one technology from the text. Remind them to explain two points: why it will be important in the future and why it is fair for people to use it. Encourage them to use the example as a model and to support their ideas with simple reasons. Let them discuss. Monitor and help with vocabulary if necessary, then invite a few pairs to share their ideas with the class.

ANSWER KEY

Students' own answers

7 Write a short comment in your notebook for the class blog about a technology you chose. Include the name of the technology, who it helps, and why it is important.

Ask students to write a short blog comment in their notebooks about one technology they chose. Remind them to include the name of the technology, who it helps, and why it is important, and to keep their comment short and clear. Let them write individually, then have students exchange their comments with a peer to check clarity and basic accuracy. Invite a few volunteers to read their comments aloud.

SUGGESTED KEY

3D printing will be very important in the future. It helps people by making useful objects and medical tools quickly. It is important because it can save time and support people in emergencies.

8F WRITE IT RIGHT**1 a Work in pairs. Look at the pictures and each one to an idea below. One is extra.**

Ask students to work in pairs and look at the pictures carefully. Tell them to match each picture with the correct idea. Remind them that one is extra and encourage them to use simple clues from the visuals. Let them complete the matching, then have pairs compare their answers with another pair. Elicit the answers and check them as a class.

ANSWER KEY

1 d	2 b	3 c	a (Extra)
-------	-------	-------	-----------

b Choose one of the pictures above and say what kind of future it suggests to you.

Ask students to choose one of the pictures in exercise 1a and describe what kind of future it suggests to them. Remind them to speak in full sentences and give one simple reason. Let them discuss in pairs, then invite a few volunteers to share their ideas with the class.

SUGGESTED KEY

I think Picture 3 shows our planet as a shared home because it suggests that everyone is responsible for protecting it together.

2 Read the letter written for future generations and discuss its main ideas in class.

Ask students to read the letter individually and focus on the writer's main message. Then, lead a brief whole-class discussion by eliciting the key ideas and writing short notes on the board.

SUGGESTED KEY

- responsibility for the future
- technology, environment, and human choices
- role of young people
- importance of action today

3 Complete the sentences with the highlighted adverbs in the text. One is extra.

Tell students to read the sentences and complete each one using the highlighted adverbs from the text. Remind them that one adverb is extra and they should use context clues to choose the best option. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

- | | | |
|---------------|----------------|---------------|
| 1 potentially | 2 elsewhere | 3 essentially |
| 4 universally | beyond (Extra) | |

4 Choose one topic: *Protecting the Planet, Technology and Responsibility* or *Young People and Global Change*. Then, plan your letter for future generations. Think about the questions below and take notes.

Ask students to choose one of the given topics. Later, tell them to plan their letters by answering the questions and taking brief notes. Remind them that these notes will help them organise ideas before writing their letters and that they do not need full sentences at this stage. Let them take notes individually, then have them share one or two ideas with a peer to get additional suggestions.

ANSWER KEY

Students' own answers

5 Write a letter on a piece of paper for future generations using your notes in exercise 4. Follow the steps below.

Tell students to write their letter for future generations using their notes from exercise 4. Remind them to include at least three of the highlighted words from the model text. Also, remind them that their letter must include at least one *if* clause and one *wish* clause. Monitor and support students with organisation and language, and encourage them to check their work for the required features before they finish.

ANSWER KEY

Students' own answers

- 6 a Work in pairs. Exchange your messages. Read your classmate's letter and put a tick (✓) next to two strong points. Then, circle one sentence that needs improvement.**

Ask students to work in pairs and exchange their letters. Tell them to read their classmate's letter carefully and choose two strong points to tick (✓). Then, ask them to circle one sentence that needs improvement and remind them to focus on clarity, organisation, and the required language features (highlighted words, an *if* clause, and a *wish* clause).

ANSWER KEY

Students' own answers

- b Share your feedback with your classmate. Say one idea you agree with and give one suggestion to improve the message.**

Tell students to share their feedback politely. Remind them to say one idea they agree with and give one specific suggestion (e.g., *add a clearer reason, improve one sentence, or use a highlighted word more accurately*). Monitor and support students with useful feedback language if necessary.

ANSWER KEY

Students' own answers

- c Revise your own letter. Rewrite the paragraph you want to improve most using your peer's feedback. Then, improve one sentence by adding a clearer reason using *because* or *so*.**

Ask students to revise their own letters using the feedback they received. Tell them to rewrite the paragraph they want to improve most, then choose one sentence and make the reason clearer by adding *because* or *so*. Monitor and help with linking ideas and accuracy, then invite a few volunteers to share one improved sentence with the class.

ANSWER KEY

Students' own answers

CLIL & CULTURE

- 1 a Look at the pictures to guess what they are about. Match them to the descriptions below. Then, compare your answers with a peer. One is extra.**

Ask students to look at the pictures and guess what each one shows. Tell them to match the pictures with the descriptions and then compare their answers with a peer. Remind them that one is extra. Let them complete the matching, then elicit the answers and check them as a class.

ANSWER KEY

1 d

2 a

3 c

b (Extra)

- b Which picture best shows shared responsibility for the future? Why?**

Ask students to choose one picture and decide which one best shows shared responsibility for the future. Remind them to give a simple reason and to use the example language if needed. Let them discuss in pairs, then invite a few volunteers to share their answers with the class.

SUGGESTED KEY

Picture 1 best shows shared responsibility for the future because it highlights how people come together to raise awareness.

2 a Read the text quickly and write a title for it. Then, share your title with the class.

Tell students to read the text quickly and focus on the main idea. Ask them to write a short title that summarises the text, then share it with the class. Let them write, then invite a few volunteers to read their titles aloud.

SUGGESTED KEY

When Science and Art Speak Together

b Read the text carefully. Match the paragraphs to the correct pictures in exercise 1a.

Ask students to read the text carefully and focus on what each paragraph describes. Tell them to match each paragraph with the correct picture from exercise 1a. Let them complete the matching individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

1 c

2 a

3 b

3 Read again to choose the main idea of the text.

Tell students to read the text again and focus on the overall message rather than details. Ask them to choose the best option that summarises the main idea. Let them decide individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

b

DID YOU KNOW?

Draw students' attention to the "Did You Know?" box and either read it aloud or ask a volunteer to read it. Briefly check understanding by asking what *Fallen Astronaut* was and why it was placed on the Moon. Encourage a short, respectful class discussion on the idea of remembering people who lost their lives during exploration (e.g., *Why do people create artworks to remember others?*, *How can art communicate respect and gratitude?*), and then move on without extending the discussion for too long.

4 Work in pairs and discuss the questions below.

Ask students to work in pairs and discuss the questions. Remind them to answer in full sentences and give a simple reason using *because*. Let them discuss, monitor, and support them as needed, then invite a few volunteers to share their ideas with the class.

SUGGESTED KEY

- I think an installation is more powerful because people can experience it directly.
- If I were an artist, I would share how the Earth is fragile and needs protection.

- 5 Make a mini-poster called *Space + Art, One Future*. Include a clear subtitle, one strong image, and one short slogan. Display your poster on the classroom noticeboard.**

Tell students to work alone or in pairs to create a mini-poster titled *Space + Art, One Future* with a subtitle, one strong image, and a short slogan. Keep it simple and linked to the text. Set a time limit, then display posters and do a short gallery walk.

ANSWER KEY

Students' own answers

CONSOLIDATION

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.**

Ask students to look at the title and the picture strip and predict what happens in the story. Encourage them to use simple future forms such as "I think...", "Maybe...", or "They will..." and to mention the setting and the main problem. Let them discuss in groups, then elicit a few predictions and write key ideas on the board.

SUGGESTED KEY

I think the story is about a science event where students present a new satellite. There is a small technical problem during the demo, but they manage to fix it. In the end, the experience shows the importance of teamwork and asking questions about the future.

- 2 Complete the story with the statements below. Then, listen, check and act it out.**

Ask students to read the picture strip story without filling in any gaps at first. Have them identify the emotions and context in each scene. Then, tell them to choose the correct statements from the list and complete the gaps. Finally, play the audio so they can check and correct their answers. Encourage them to act out the picture strip story in pairs.

ANSWER KEY

1 c 2 d 3 a 4 b

- 3 Put the sentences in the correct order according to the scenes.**

Ask students to read the four sentences and put them in the correct order according to the scenes in the picture strip. Remind them to use the visuals and the dialogue cues to decide the sequence. Let them order the sentences individually, then have them compare their answers in pairs. Elicit the order and check it as a class.

ANSWER KEY

3, 2, 1, 4

- 4 Work in pairs. Discuss the following questions.**

Ask students to work in pairs and discuss the questions. Remind them to answer in full sentences and give a reason using *because*. Let them discuss, monitor, and support with vocabulary if needed, then invite a few pairs to share one answer with the class.

SUGGESTED KEY

- 1 Yes, I would like to visit a technology fair like this because it is exciting to see new inventions and meet people who work on projects.
- 2 I would like to see clean energy technologies in Türkiye because they can protect the environment and improve daily life.

WRAP IT UP!**PERFORMANCE ASSIGNMENT****My Future Journal: Life in the Universe**

Tell students that they will complete a short project individually or in pairs about the future of life in the universe. Ask them to choose one future challenge (e.g., *overpopulation, limited resources, environmental crises, space exploration*) and research a real space technology or mission connected to it. Then, tell them to write a futuristic journal entry imagining life 100 years from now, using the target words and structures, and add a model, drawing, or digital design of a technology that could solve the problem. Explain that they will present their projects to the class and remind them to use the rubric on page 171 to give peer feedback while listening to other presentations. If time is limited, assign the research and writing as homework and reserve class time for presentations and feedback.

ANSWER KEY

Students' own answers

**SELF EVALUATION AND REFLECTION****1 Can you talk about universal issues related to the future, space, and technology?**

Ask students to read the question and reflect on their progress in this theme. Tell them to answer honestly and briefly, and remind them that there is no single correct answer. If you want, ask a few volunteers to share one thing they feel more confident about.

ANSWER KEY

Students' own answers

► **Complete the sentences with suitable words below. One is extra.**

Tell students to complete the sentences using the words in the box and remind them that one word is extra. Encourage them to use context clues first. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

ANSWER KEY

a Observation	b Satellite	c Potential
d Mysterious	Mission (Extra)	

2 Can you talk about general truths, possible future situations and unreal situations?

Ask students to reflect on how confidently they can use zero, first, and second conditional forms. Tell them to answer briefly and honestly.

ANSWER KEY

Students' own answers

► **Complete the sentences in a meaningful way.**

Tell students to complete the sentences in a meaningful way, using an appropriate form of conditional structures. Let them complete the task individually, then have them compare their answers in pairs. Elicit the answers and check them as a class.

SUGGESTED KEY

- a If people protect natural resources, the world becomes safer.
- b If scientists discover a habitable planet, humans will consider living there.
- c If I lived 100 years from now, I would work on space technology.

3 Can you express ideas, hopes, and possibilities about the future clearly?

Ask students to reflect on how clearly they can express ideas, hopes, and possibilities about the future. Tell them to answer briefly and honestly.

ANSWER KEY

Students' own answers

► **Complete the sentences in a meaningful way.**

Tell students to complete the sentences in a meaningful way, using a present *wish* in item a and a future *wish* in item b. Encourage them to write clear, logical sentences and to check accuracy. Let them write individually, then have them compare their answers with a peer. Invite a few volunteers to share their sentences with the class.

SUGGESTED KEY

- a I wish technology were used more responsibly today.
- b I wish people in the future would use technology more responsibly and wisely.



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

Have students reflect on their participation in group and pairwork throughout the theme. Encourage honest self-evaluation by mentioning one specific strength and one area for growth.

ANSWER KEY

Students' own answers

2 Complete the following sentences.

Ask students to complete the sentences individually. Encourage honest and specific answers. After writing, allow students (optionally) to share one sentence with a peer. Remind them that the purpose is growth, not perfection.

ANSWER KEY

Students' own answers

REVISION AUDIO SCRIPTS

REVISION 1A

REVISION AUDIO 1.1

- Sally** Good evening, friends! Welcome to our first school radio show of the year. I'm Sally.
- Arthur** And I'm Arthur. Today, we have a very special guest in the studio. Our headmistress, Ms Carter.
- Ms Carter** Hello, everyone! I am happy to be here. I always listen to your radio programme. Congratulations on starting a new season.
- Sally** Thank you, Ms Carter! So, many students are curious... What are the most important school and classroom rules this year?
- Ms Carter** Well, first of all, nearly all of the rules from previous years are the same. We have an assembly every Monday in the school garden. Students must be punctual. You have to arrive before the first bell at 8:30. In class, please raise your hand to speak and don't disturb others. And of course, you mustn't cheat in exams.
- Arthur** Clear and simple! Now, let's take our first phone call. Hello, who's there?
- Jenny** Hi, this is Jenny from 10B. I want to ask a question. Can we use our mobile phones during breaks?
- Ms Carter** Good question, Jenny. Yes, you can use your phones at break time, but you mustn't use them in lessons.
- Sally** Thank you, Jenny. And now our second caller... Hello, who's speaking?
- Gale** Hello, I'm Gale from 9A. I have a request. Shall we start a chess club this year?
- Ms Carter** That's a nice idea, Gale. You have to talk to the student council, but yes, you can start the club if enough students join.
- Arthur** Great! I also have a small request, Ms Carter. Can we have more books in the library?
- Ms Carter** Of course, Arthur. The librarian is preparing new shelves. There are already many new books waiting.
- Sally** That's exciting! Before we finish, Ms Carter, do you have a message for the students?
- Ms Carter** Yes. Always respect each other, be kind, and participate actively in school life. This year will be wonderful if we all follow the rules together.
- Arthur** Thank you so much, Ms Carter!
- Sally** And that's all from us today. Remember: Be respectful, be punctual, and be positive.
- Arthur** Stay tuned for our next school radio show. Bye for now!

REVISION AUDIO 1.2 - 1.3 - 1.4

- Podcast Host** Welcome to *Real Talk Around the World*! Today's episode is titled *Meet My Family Member*. And our teenage guests will be with us from different cities in Türkiye. They'll introduce a family member and tell us what makes them special. Let's hear from our young guests from around Türkiye. First, Elif is here from Eskişehir.
- Elif** Hi! He's my brother Kaan. Right now, he's wearing his tracksuit because he's getting ready for basketball practice. He usually plays football after school, but he's trying something new this week. I like how he helps me with my homework before practice. He's always there for me. He's got a heart of gold, hasn't he?
- Podcast Host** Thanks a bunch, Elif. Now, Can is speaking from Antalya.
- Can** Have a nice day. My mum is a nurse, so she usually works night shifts and comes home in the morning. Today is her day off, so she's making lentil soup in the kitchen, her favourite recipe. She's wearing a soft blue cardigan that goes with her calm energy. Everyone in the neighbourhood says she's kind and graceful. I agree with them. She's down-to-earth.
- Podcast Host** Lucky you! Let's hear from Selin from Gaziantep.
- Selin** Hello, everyone. He's my cousin Mert. He usually spends all day gaming, so we don't

expect him to do much of the household chores. But right now, he's vacuuming the living room. I couldn't believe it! He's wearing my dad's old jumper. It's way too big for him. He says it's vintage. He may be a bit lazy at times, but he's easy to get along with, and I think that makes him special.

Podcast Host Sounds like Mert brings his own kind of charm to the family, vintage jumper and all! Thanks, Selin. Now, let's head over to Trabzon, where Deniz is with us.

Deniz Hi everyone! It's so nice to be part of this lovely podcast. My grandma is the heart of our family. She always bakes apple cake on Fridays. That's her tradition. Right now, she's setting the table for afternoon tea. She says we're going to have a small family celebration because my cousin is going to start working in a big company as an industrial engineer. She's wearing her pearl earrings. She's very thoughtful and organised. She always brings everyone together.

REVISION 1B

REVISION AUDIO 1.5 - 1.6 - 1.7

Host (Elvia) Good evening, everyone! Welcome to *The World Around the Corner*, where cities, travel, and curious facts come together in a fast-paced challenge. I'm Elvia Thornelle, your host. Tonight we have two brilliant contestants: Umut from Ankara and Sophie from Brighton. Let's dive in.

Elvia First question for Sophie: What's the oldest underground transport system in the world?

Sophie Easy! That's the Tube in London.

Elvia Absolutely! It opened in 1863. *Mind the gap*, as they say.

Elvia Now Umut: Which city has the largest public square in the world?

Umut Hmm... Red Square in Moscow?

Elvia Oh, not quite! Sophie, do you want to give it a go?

Sophie Is it Tiananmen Square?

Elvia Correct! It's in Beijing and covers over 440,000 square metres. It's massive, isn't it?

Elvia Alright Sophie, here's one for the geography fans: Which city allows you to travel by metro, ferry, and tram all in one day while crossing two continents?

Sophie Hmm... Could it be Cairo?

Elvia That's a clever guess, but not quite the right answer. Umut?

Umut That's got to be Istanbul.

Elvia Absolutely spot on! It's the only city that connects Europe and Asia through public transport. *East meets West*, quite literally.

Elvia Umut, your turn: Which country has the most UNESCO World Heritage Sites as of 2024?

Umut Italy?

Elvia Correct! With 59 UNESCO sites, Italy is number one. From ancient ruins to beautiful cities, that's a country made for exploring. *Let's hit the town*, Italy style.

Elvia The fifth question for Sophie: How many continents are entirely surrounded by water?

Sophie Two, Australia and Antarctica?

Elvia Yes! That's right. And they're both unique continents.

Elvia Final round! Umut, this one's for you: It is one of the world's largest pedestrian suspension bridges, and it is in Switzerland. What is its name?

Umut Hmm... In Switzerland... Wait, yes, it's the Charles Kuonen Bridge. The length... is it around 500 metres? Maybe 494?

Elvia That's right! The Charles Kuonen Bridge is 494 metres long. It stretches over a deep valley and looks amazing, but it can be a little scary. *Not for the faint-hearted*.

Elvia Sophie and Umut, you've both travelled the globe without leaving your seats. And to our audience: Remember, learning is always just around the corner. See you next time for another round of *The World Around the Corner*. Good night!

REVISION AUDIO 1.8 - 1.9

Talk Show Host Today, we're talking to Ece Türkoğlu, a rock climber and nature lover. She has applied to the Turkish Space Agency because she wants to be Türkiye's third astronaut and the first female astronaut. Welcome, Ece!

Ece Thank you! I'm very happy to be here.

Talk Show Host Let's start with your past. You had some exciting adventures in nature. Can you tell us about one of them?

Ece Of course! Two years ago, I went climbing in the Taurus Mountains. It was amazing but also dangerous. While I was climbing a high rock, a thunderstorm suddenly started. The wind was strong, and it was raining heavily.

Talk Show Host That sounds scary! What did you do?

Ece I stopped climbing and waited in a small cave. Lightning was flashing in the sky, and the temperature dropped. I stayed calm. After an hour, the storm passed, and I safely climbed down.

Talk Show Host You were very brave. Now, let's talk about the future. What will you do in space if you are Türkiye's first female astronaut?

Ece Well, I will monitor the surface of Mars and measure the temperature of the planet. I will also analyse the atmosphere. It will be a peaceful but exciting mission.

Talk Show Host What do you need for your space trip?

Ece I'll need a spacesuit, of course. If I don't wear it, I can't breathe. I'll also take a backpack, a map of the surface, and some scientific tools.

Talk Show Host What do you think about protecting Earth?

Ece That's very important. If we don't protect our planet, we will face more natural disasters, like hurricanes and volcanic eruptions. We must save our forests, recycle, and take care of our resources.

Talk Show Host Thank you, Ece. From mountains to Mars, you are truly adventurous.

Ece Thank you! Always follow your dreams, whether on Earth or in space!

REVISION 2A

REVISION AUDIO 2.1 - 2.2

Interviewer Welcome to our podcast *Future of Schools*. Today, we're talking about how technology is changing education. We have two guests with us: Ayşe from a science high school in Türkiye and Daniel from a virtual school in the UK. Ayşe, would you like to start by telling us about your school?

Ayşe Sure. When people talk about the future of schools, I always think about my own school first. Technology is already a big part of our daily life there. For example, we use VR headsets in biology lessons, and our experiments are recorded with digital cameras so we can watch them again before exams. It really helps when something is difficult to understand at first.

Daniel That's interesting! My school is quite different because lessons are delivered online. Teachers and students are connected through a digital platform. Assignments are submitted electronically, and feedback is given immediately. Exams are held at the end of each term, just like in traditional schools.

Interviewer That sounds very modern. And what about extracurricular activities?

Ayşe We have a coding club and a writing club. Competitions are organised every year.

Students are encouraged to join at least one club, so school spirit is built through teamwork.

Daniel We also have clubs, but meetings are held online. Sometimes, group projects are created using shared documents and presentations. It feels different, but it is still fun!

Interviewer Many students feel stressed about exams and schoolwork. How do your schools deal with anxiety?

Ayşe At our school, students are supported by counsellors. Workshops about stress management are arranged before exams. We are told, "Remember, even a bad day doesn't last forever." That really helps.

Daniel In my school, students are always reminded, "We should study regularly, not just before exams." Relaxation sessions are offered, and teachers often say, "There is no need to rush." These conversations inspire and motivate us when we feel nervous.

Interviewer Thank you, Ayşe and Daniel. It's clear that whether learning happens in a traditional classroom or online, schools everywhere are shaped by technology and care about students' well-being.

REVISION AUDIO 2.3 - 2.4

Sophie Hi, Oliver. You look exhausted. Are you okay?

Oliver Not really. I've had a headache for days, and I barely sleep anymore. I think I'm a bit dehydrated, too. I'm pushing myself too hard.

Sophie That explains a lot. If only you listened to your body sometimes! You should recharge your batteries before it gets worse.

Oliver You're right. My mum keeps saying, "Balance is everything." She even put her foot down last week and made me skip football practice.

Sophie She did the right thing. If you had continued like that, you might have become seriously ill.

Oliver Probably. The truth is, I'm stressed about school and the future. I keep thinking I should already know what I want to become.

Sophie That's a lot of pressure for one person.

Oliver Exactly. I wish I were more relaxed like you. You're always in high spirits. What's your secret?

Sophie I'm not perfect, but I try to manage stress. I write down a few things I'm grateful for, and remind myself that I don't have to decide everything immediately.

Oliver That sounds healthier than what I'm doing. By the way, have you been able to decide on your future plans?

Sophie Yes, I've been focusing on my dream of becoming a doctor. My father says determination runs in our family.

Oliver Wow! That's ambitious. I admire your confidence.

Sophie Thanks! What about you?

Oliver To be honest, I'm still figuring things out. I'm not very ambitious. I guess I'm afraid of choosing the wrong path.

Sophie Everyone is. If only students realised that changing their mind is normal.

Oliver You're right. If I had a healthier mindset, I'd probably feel more motivated instead of anxious all the time.

Sophie Exactly. Start with small steps: Rest, drink water, and be a bit kinder to yourself.

Oliver I'll try. Thanks, Sophie. I really needed this talk.

REVISION 2B

REVISION AUDIO 2.5 - 2.6

Host Good evening, dear listeners. On *Culture and Life FM* tonight, we're discovering two festivals from two different countries. Even though the countries are different, these celebrations show us how culture and tradition bring people together and are passed down from generation to generation.

Part 1 – Manisa, Türkiye

Let's begin in Manisa, Türkiye, with the *Mesir Macunu* Festival. This tradition started back in 1527, when Hafsa Sultan, mother of Sultan Süleyman the Magnificent, fell seriously ill. A special paste from 41 herbs and spices contributed to her recovery. Grateful for her recovery, Hafsa Sultan asked for the paste to be shared with the public every year, and that simple act of kindness became the festival. UNESCO recognised its cultural importance by adding it to the Representative List of the Intangible Cultural Heritage of Humanity in 2012. Today, the paste is wrapped in colourful paper and scattered from the minarets of Sultan Mosque to visitors from across Türkiye and abroad, who try to catch it for good luck. The festival also features parades, concerts, cooking competitions, children's activities, theatre, and folk dances. With so many visitors, overcrowding can sometimes be a challenge, so authorities have created wider walking routes and helpful signs to make it easier for everyone to move around comfortably.

Part 2 – Baku, Azerbaijan

Now, let's travel to Baku, Azerbaijan, for the Nowruz Festival, marking the start of the new year. Nowruz celebrates renewal, family, and ancient traditions. Families prepare traditional foods, children jump over bonfires, and music fills the streets. Visitors enjoy colourful parades, games, and cultural shows. With so many people attending, overcrowding and safety issues can sometimes be a challenge. To address this, organisers have added wider festival routes, helpful signs, and more safety staff to ensure everyone enjoys the celebrations safely. As one visitor said, "This celebration is a window into the past, connecting us with ancient traditions and bringing everyone together in joy." Nowruz truly shows how culture can unite communities and create lasting memories.

Whether in Manisa or Baku, these festivals remind us that traditions are living celebrations. They bring people together, create joy, and connect generations through culture and community.

REVISION AUDIO 2.7 - 2.8

Interviewer Welcome to *EcoTalk*. Today we are joined by Nora, a volunteer who has recently taken part in an environmental project. Nora, could you tell us what it was about?

Nora Of course! Our team had been cleaning the rivers before the floods hit. The floods carried plastic and waste into the water, and we noticed that pollution was destroying natural habitats. If people had recycled more, the water would have been much cleaner and many animals would not have suffered.

Interviewer That must have been challenging. What kind of actions did you take?

Nora We started a recycling campaign in the local community. We collected bottles, encouraged people to reuse bags, and planted trees in the wetlands. Honestly, this project was just the tip of the iceberg. There are far bigger issues, like deforestation and climate change, but at least our campaign raised awareness among young people.

Interviewer Some scientists suggest that, by 2100, humans will have colonised Mars. Do you think we will need to live in space one day?

Nora If humans had protected the Earth more carefully, we wouldn't even be discussing leaving it. But who knows? By 2050, researchers will have been exploring interplanetary travel for decades.

STUDENT'S BOOK AUDIO SCRIPTS

THEME 1 SCHOOL LIFE & EDUCATION

AUDIO 1.1

Gina Our school has different clubs, such as drama and robotics.
Mary That sounds exciting!
Gina I'm a sports lover. However, the sports club isn't very popular.
Mary Really? Do students prefer academic clubs instead?
Gina Yes, they do. Many students try hard to join the science fair every year.
Mary It's a great opportunity to present new ideas and experiments, isn't it?
Gina Exactly. It helps us improve our social skills as well.

AUDIO 1.2

- 1 Our school organises an art exhibition every spring.
- 2 This year's ceremony isn't as long as last year's.
- 3 Do students in your school wear uniforms?
- 4 She's preparing for the debate competition, isn't she?

AUDIO 1.3

REPUBLIC DAY CELEBRATION

Ayşe Hey, Jack! On this Republic Day, we are trying to do something more special.
Jack That sounds cool! Back home, we do parades too, sometimes competitions or debates.
Ayşe Oh, nice! Could you tell us what your school does? It could be fun to try something new. Teamwork makes the dream work!
...
Jack So, you do folk dance recitals here, don't you?
Emre Yeah, we usually perform folk dances. We always sing some songs too.
Jack Sounds awesome. I like seeing everyone get involved.
...
Emre Jack, maybe you can help with the exhibition photos.
Jack Sure! Oh, and... Can I try the folk dance too?
Ayşe Haha, of course! Just don't step on anyone's toes. We'll help you.
...
Parent 1 You do work hard. I'm proud of you.
Jack's Mum Seeing this, I always say, Education is the passport to the future.
Jack Wow... This feels amazing. Everyone's so happy together.
Ayşe Yeah, that's the best part. Seeing everyone smile makes all the preparations

THEME 2 CLASSROOM LIFE & LEARNING

AUDIO 2.1 - 2.2

- 1 "I love acting out dialogues and writing essays."
- 2 "What about debates and quizzes?"
- 3 "Debates aren't always easy."
- 4 "They give everyone a chance to practise real-life skills, don't they?"
- 5 "Do presentations really help us learn better?"

AUDIO 2.3

LABORATORY SCIENCE PROJECT

- Alp** Everyone, put on your safety goggles first.
Hira Right, I have mine here.
Mia Oh no, I forgot mine at home. I meant to do it, but I totally spaced out.
Alp Don't worry, there are extra ones in the storage cabinet.
...
Mia I don't really understand this step. Can you explain?
Alp That's fine. Ask questions, grow smarter.
Mia So, do we add the liquid slowly or all at once?
Hira Slowly, with the graduated cylinder.
...
Hira Look, it's starting to bubble up!
Mia Whoa, that's so cool.
Hira This class is our learning playground.
Alp Let's take notes to share this experience.
...
Alp Did we mix the right amounts?
Mia I think so, but I'm not completely sure.
Alp Let's check with the procedure sheet.
Hira Let's ask the teacher, just in case.

THEME 3 PERSONAL LIFE & WELL-BEING

AUDIO 3.1

- 1 I used to believe more training meant more success.
- 2 Running longer and pushing harder, that sounded like discipline, right?
- 3 But it wasn't.
- 4 Rest is not weakness; it's part of strength.
- 5 It knows better than I do, doesn't it?

AUDIO 3.2

A WEEKEND RECHARGE

- Ralph** May, you've been staring at the same page for ten minutes.
May Seriously? My brain's working in slow motion. I just need a break today!
Greg Then, let's stop here. Coffee break, anyone?
Ralph You read my mind. We should go before May completely runs out of energy.
...
Greg You know, I always feel guilty when I'm not studying.
May Don't! Self-care isn't selfish! Even laptops need to recharge, remember?
Ralph Exactly. You can't pour from an empty cup.
Greg Fine, you win. I'll chill, but only if there's cake.
...
Ralph This place is magic. Listen! Birds, water and the breeze, instead of notifications.
May Let's chill for a bit! My brain finally feels like it's breathing.
Greg We should do this every weekend. No stress, no rush, just vibes.
Ralph Deal. Balance club, anyone?
...

May Today was perfect. My energy's back online.
Greg Same here. Healthy mind, healthy life! Let's make this a weekly session.
Ralph Count me in! Next time I'm bringing snacks and a picnic playlist.

THEME 4 FAMILY LIFE & HOME

AUDIO 4.1

FAMILY LIFE

Last Sunday, I had a wonderful time with my family. All the children in my family were at home, spending time in the bright garden. The sofa near the balcony was perfect for a chat, and my dad was fixing the broken kettle while everyone was eating my mother's delicious apple tart. After eating the tart, my brother and I picked a basket of fresh berries, and my cousin helped my mother decorate the dining table. Everyone was laughing and sharing their stories. Our handsome cat Alex showed us some amusing scenes from his playful tricks after dinner. Our home was warm and welcoming, full of care and memories.

AUDIO 4.2

- 1 After the long hike, her muscles were sore but strong.
- 2 The children were watching a funny match on TV.
- 3 She packed her bag quickly before leaving for the airport.
- 4 He sat on the couch and turned on the TV.
- 5 He had a severe backache while he was climbing up the hill.
- 6 He felt completely exhausted after a long day at work.

AUDIO 4.3

A TYPICAL SUNDAY AT HOME

Mum Can someone please set the table? We've already been late.
Daisy I did it yesterday. Can you do it, Gina?
Gina Why me?
Daisy Because it's your turn. You have been getting on my nerves lately.
...
Dad Come on, everyone, let's enjoy our breakfast together.
Mum No phones at the table, please. Love, laugh, and listen! This is our family motto! So, pay attention.
...
Daisy Mum, I feel like we're always cleaning something. The dishes never end.
Mum Don't complain, sweetheart. Remember, family is life's greatest blessing! Even these little moments together are special.
Gina You're right, Mum. I guess helping each other makes the house feel warmer.
...
Dad Look at that trip to the coast. Oh, how we argued about the tent.
Gina Yeah! We argue, yet we still care about each other as a family.
Mum That's what has made our bond stronger in years.

THEME 5 LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

AUDIO 5.1

- 1 "Green gallery, garden. It even sounds calm."
- 2 "Healthy homes, hopeful hearts."
- 3 "For the future, we need more free, friendly places."
- 4 "Wow! Cool science corners for kids."
- 5 "Sure, it always feels like a joyful journey."

AUDIO 5.2

City Pulse (98.4 FM/Morning Report)

Good morning, city travellers. You're listening to our morning report. The green line is running smoothly, and the future transport hub is now half open. Engineers are checking the cables, and the culture centre near Hill Street will begin test lighting tonight. Please keep your metro cards ready, and have a safe ride. Your energy makes this city bright every day. Same time, same place! See you tomorrow.

AUDIO 5.3

Hill Street - Bright Street - Green Street

AUDIO 5.4

In our city, each street has its own character. Let me show what I mean by telling you about my favourites. Let's start with Green Street. It is always peaceful and clean, filled with people enjoying the early morning breeze. A few minutes away, Hill Street feels busy and quick, with a brisk crowd moving toward the tram stop. But Bright Street is lively and vibrant, and as you can guess from its name, it has colourful lights and music all the way. Together, these streets shape the moving rhythm of the city.

AUDIO 5.6

A MICRO-LIVING ADVENTURE IN TOKYO

Alex Wow! Yuki, so this is it? It's really compact.

Yuki Yes. Everything is in one place in Tokyo. It's all about smart use of space.

Alex I see. Back home, I need more steps just to reach the kitchen. I think I'm learning how much space I usually use without noticing.

...

Alex Oh, no! It's stuck. Did I break it?

Yuki No, no. You need to pull it a bit more. It locks if you stop halfway.

Alex Okay, that makes sense, but still, I didn't expect a bed to test my mechanical skills.

...

Alex Yuki, look at this. My poor jacket doesn't believe this is a wardrobe.

Yuki Come on Alex. It just needs a little folding.

Alex OK, now I can get why people own thinner clothes here; I think wardrobes make you think summer is the only season here.

...

Alex And one more question, Yuki. Which bin does this bag go into?

Yuki Hmm, it depends. Is it something burnable, recyclable, PET waste, or mixed?

Alex I have no idea. This chart looks more complicated than a science diagram. I'm scared I'll choose the wrong bin and start a chain reaction.

THEME 6 LIFE IN THE WORLD & CULTURE

AUDIO 6.1 - 6.2

MORNING AT THE MARATHON TRAINING VENUE

Early this morning, a group of young athletes arrived at the international venue to prepare for a long-distance marathon. Coaches opened the storage rooms to equip runners with water packs and protective gear, because the route could be risky on the steep hills. Before the practice began, a sports psychologist spoke to the team about staying calm, controlling their breathing, and keeping a positive mindset. As the autumn breeze passed through the open track, one group continued doing slow warm-ups, while others focused on long running sessions to build stamina. Many runners apparently hoped to win a medal, but most simply wanted to enjoy the global spirit of the event and support one another.

AUDIO 6.3

- 1 A nutrition expert gave each athlete a small box of energy bites to support their stamina during the uphill drills.
- 2 The sports psychologist used a short briefing to limn the key movements in the athletes' minds.
- 3 The coach reminded the younger athletes not to talk during the briefing so everyone could hear the safety rules clearly.

AUDIO 6.4

A DAY OF GLOBALISATION

Lyra Noor! Every morning starts with a new music surprise. I still can't get used to your global playlist, you know, little sister.

Noor I swear I didn't touch anything! It started with Korean pop, then jumped to Turkish rock. It's not my fault!

Lyra Your playlist travels more than we do.

Noor Facts.

...

Lyra This breakfast looks like a world tour, Noor.

Noor Totally. The toast with hummus is genuinely good. You should try it.

Lyra Should I add wasabi too?

Noor Be brave, in appropriate portions!

Lyra OK, next stop: Turkish olives!

...

Lyra Wow, everyone actually must be awake today.

Noor For now... It can be morning for some, midnight for others.

Lyra Global life, huh?

Noor We're all connected more than we think.

Lyra Good morning! Merhaba! Bom dia!

...

Lyra We basically travelled the world without leaving the house today.

Noor Music from Asia, breakfast from everywhere, meetings across continents...

Lyra And now world news.

Noor That must be globalisation in one day.

THEME 7 LIFE IN NATURE & GLOBAL PROBLEMS

AUDIO 7.1

The last earthquake, which happened on the island, damaged some buildings, including the old stone castle. Fortunately, there was only minor debris. After this sudden disaster, scientists started to analyse safer and smarter ways to support rescue teams. They designed a virtual system that helps reduce danger and enables experts to locate survivors more quickly. It also enables people to communicate more effectively and safely during emergencies. Similar tools are also used in areas where floods, tsunamis, or volcanic eruptions are common. Specialists often say that such technology is not only useful but also crucial for our future because it allows teams to stay safe, start rescue work sooner, and protect both people and nature.

AUDIO 7.2

- 1 The rescue team arrived at the castle before the storm got worse.
- 2 Global warming is one of the most serious threats to the Earth.
- 3 Smart drones can build strong communication networks.
- 4 The rescue drones are ready to take off to see the damage of the disaster.
- 5 Humans on the island used technology wisely to prevent danger.

AUDIO 7.3

SMALL ACTIONS, BIG IMPACT

Ruth Look at this. There was a volcanic eruption last week.
James Oh, is that the one which scientists had been monitoring for a long time?
Ruth Yes. The volcano, which had been quiet for years, surprised many people.
...
James This area near the volcano has habitats that support a lot of wildlife.
Ruth Really? I didn't realise so many species live around it.
James They do. Nature often adapts, even after major changes.
...
Ruth Actually, this app uses satellite data to track volcanic activity.
James Right, and experts who analyse this data can forecast changes earlier.
Ruth So, that kind of technology helps communities plan recovery more efficiently.
...
James It's interesting how an event connects nature, people, and technology.
Ruth Yeah, it makes you think a bit more about everyday choices.
James Exactly. Small actions matter for our world after all.

THEME 8 LIFE IN THE UNIVERSE & THE FUTURE

AUDIO 8.1

Last week, a group of volunteers joined a special workshop at the Space Research Centre. They observed how signals travelled through different materials and learnt why oxygen and energy are essential during long missions. One engineer talked about the first voyage into deep space and said that curiosity was the x-factor behind every mission. Later, the team discussed the possible existence of life beyond Earth and examined data from exploration studies in a distant galaxy. They also watched a simulation of the world as seen from space at zero altitude and discussed how astronauts prepare for zero-gravity exercises in a closed system. By the end of the year, the volunteers felt more confident about working with advanced technology to protect the whole planet.

AUDIO 8.2

- | | | | | |
|--------------|-------------|---------|----------|----------|
| 1 vehicle | 2 vibration | 3 wave | 4 galaxy | 5 zone |
| 6 technology | 7 byte | 8 whole | 9 system | 10 exist |

AUDIO 8.3

- 1 The engine voice changed as the spacecraft increased its velocity during launch.
- 2 Engineers used a wire to connect the sensor measuring wave patterns.
- 3 The new radar recorded zero errors and zoomed in on objects moving outside the station.

AUDIO 8.4

FROM A QUESTION TO A SIGNAL

- Amy** Alp! Here you are. This place is crowded.
- Alp** Welcome to the stand. You know, today is special. We're presenting TÜRKSAT 6A, a new communication satellite developed in Türkiye.
- John** Hi, sorry to interrupt. I'm John, an Erasmus student taking photos for a project.
- Alp** Nice to meet you. Feel free to ask anything.
- ...
- John** All this tech makes me wonder... What do you think the future will be like?
- Amy** If projects like this continue, people trust science more.
- Alp** TÜRKSAT 6A focuses on advanced communication systems. Strong systems like this will change how countries work together.
- ...
- Amy** Alp, the screen just froze. The live data stopped!
- Alp** Oh, no! If we don't fix this now, the demo will fail.
- John** Would people see the project differently if the signal stopped for too long?
- Alp** Yes. Even a small delay can affect how people see the project.
- ...
- Alp** Okay, signal is back. We're live again.
- Amy** Great! People are watching closely.
- John** This experience changed my view. I wish more young people would join projects like this in the future.
- Alp** That's why your question mattered. Big ideas start with small questions.

WORKBOOK AUDIO SCRIPTS

THEME 1 SCHOOL LIFE & EDUCATION

AUDIO 1.1 - 1.2

Amy Here we are again, the world of desks and boards.
Nina Oh, come on! Not that bad, Amy. New notebooks, new hopes.
Jay And the same old cafeteria sandwiches, Nina. Some things never change.
Amy Hey Jay, you sound like a poet. Roses are red, school is blue...
Leo Wait! Let's make it fun, shall we? First week, first challenge; best school joke wins.
Nina Great idea, Leo. The winner gets a free cafeteria sandwich.
Jay I'm in. Go!
Leo Okay, here comes the first one. Why does the maths book look sad?
Amy Because it has too many problems.
Jay Ugh, too classic.
Nina My turn! What does the biology teacher say to the cell that is always late?
Jay Hmm... Something about division?
Nina No, he says "You need to cell-organize yourself!"
Everyone *(groans and laughs)*
Amy Okay okay, I've got one. Why does the student want to eat his homework?
Leo Because the teacher says it is a piece of cake.
Nina These are terrible, but I can't stop laughing.
Jay Alright, my turn. What's a teacher's favourite country?
Amy Hmm, is it a geography joke? No idea.
Jay Explainistan. That's where everything needs to be explained twice at least.
Everyone *(burst of laughter)*
Leo You win. But I've got a final one. What is the greatest Shakespearean conflict about pencils?
Amy I don't know, what?
Leo Here it comes, are you ready? 2B or not 2B!
Jay That's so bad Leo.
(The bell rings.)
Leo Time's up. Our morning fun session is officially over.
Jay Just for now. See you next break, with even worse jokes.

AUDIO 1.3

- 1 Let's make it fun, shall we?
- 2 What's a teacher's favourite country?
- 3 Is it a geography joke?
- 4 What is the greatest Shakespearean conflict about pencils?
- 5 Here it comes, are you ready?
- 6 "2B or not 2B."

THEME 2 CLASSROOM LIFE & LEARNING

AUDIO 2.1 - 2.2 - 2.3

Teacher Welcome to our *Innovation Fair*, everyone! You have worked hard, and now it's time to share your projects. Diego, please start.
Diego Thanks! My project is about science education. I designed an educational app that shows experiments step by step. It works quickly and safely, so students can practise without making dangerous mistakes.
Amira That's useful. Does it also explain the results clearly?

Diego Yes, it even gives examples and short quizzes.

Yuki Nice. At my stand, I'm showing a virtual reality headset for geography. Imagine walking across a desert or climbing a mountain during the lesson. It makes learning memorable and exciting.

Clara Wow, that's amazing! But VR is expensive. What happens if the headset stops working?

Yuki Good question. I think we should either have a few headsets for group use or combine VR with videos on the smart board.

Amira My idea is about teamwork. I created a smart board activity where students compete in quiz competitions. It's interactive, and it motivates everyone to participate.

Clara I like that! But sometimes competitions are stressful.

Amira True, but they also improve cooperation and critical thinking.

Clara My turn now. I focus on speaking skills. I designed a *Debate Jar*. Each week, a student picks a topic card from it. Neither the teacher nor the students know it in advance. It keeps everyone curious and helps us practise real conversations.

Diego That sounds challenging but fun.

Teacher Excellent projects! Tomorrow morning, the school will vote, and we will announce the winner at 9:00 a.m. in the auditorium.

Yuki Clara, remember to bring your vote card this time. You're always forgetting it at home.

Clara Come on, I'm ready this time, promise!

AUDIO 2.4

- 1 Do you enjoy working in groups?
- 2 Debates aren't always easy.
- 3 Our project presentation starts at 10 tomorrow.
- 4 What happens if the headset doesn't work?
- 5 You're always forgetting your notebook, aren't you?

THEME 3 PERSONAL LIFE & WELL-BEING

AUDIO 3.1 - 3.2 - 3.3

Lina I still can't believe we survived a whole weekend without our phones. I actually felt a kind of relaxation I didn't expect.

Omar Speak for yourself. I kept checking my empty hands like a lost robot. My anxiety was really bad on Saturday morning.

Jade Yeah, but admit it, you slept better, didn't you?

Omar Okay, true. I felt relieved by Sunday. My brain finally stopped buzzing, and it felt like a small bit of recovery from screen addiction. I even made breakfast instead of scrolling.

Lina That's exactly the point of the Reset Challenge... More mindfulness, less chaos, and more balance in our routines.

Jade I actually read a real book for two hours. My eyes were like, "What is this? Paper?"

Omar I went for a walk with my sister. We talked about everything; no messages, no filters.

Lina So, are we extending it for another week?

Jade Definitely. I feel lighter, relieved, and more focused. It made my daily routine feel more balanced.

Omar Fine, but next time we should add one rule: Coffee is allowed, right?

Lina Deal. Balance, not torture.

AUDIO 3.4

- 1 I kept checking my empty hands like a lost robot.
- 2 Yeah, but admit it, you slept better, didn't you?
- 3 That's exactly the point of the Reset Challenge.
- 4 What is this? Paper?
- 5 Are we extending it another week?

THEME 4 FAMILY LIFE & HOME

AUDIO 4.1 - 4.2

- Arda** Guys, can I ask you all something? Do you ever feel stuck between what you want and what your parents expect?
- Alin** All the time. Why? Did something happen?
- Arda** Yeah... Classic generational conflict. My parents want me to study engineering, but I want to study psychology. We keep going in circles.
- Mateo** Sounds tough. Did you talk to them properly about it?
- Arda** I tried. When I finally explained myself instead of getting defensive, they actually listened to me carefully. It's still not perfect, but at least we're talking.
- Alin** Oh, your conflict is about the future and with your parents. Mine is about tiny things every day. Last week, my brother borrowed my laptop and deleted half of my files. I got so angry that we didn't speak for two days.
- Selin** Ouch! Did you sort it out?
- Alin** Yeah, we both apologised. I guess most family conflicts happen because everyone is stressed.
- Mateo** True. In my family, we try to focus on being a positive example. We try to join charity events at weekends. It's a small thing, but it has already reminded us that caring and sharing starts at home.
- Selin** Oh, I loved that cooperation. In my opinion, families don't have to be perfect. If you support each other, solve problems respectfully, and act responsibly, you naturally become a positive example for the community.

AUDIO 4.3

sleep - energy - ago - late - battery - planet

AUDIO 4.4

- 1 She climbed up the hill slowly.
- 2 They took the city bus at 7:00 a.m.
- 3 Please cook the rice carefully.
- 4 The children were excited about the trip.
- 5 He tied the handkerchief around his wrist.

THEME 5 LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

AUDIO 5.1 - 5.2

- Presenter** Welcome back. I'm here with our mayor, Ms Lisa Sanders, to talk about the city's new redevelopment plan. Mayor Sanders, what will the first stage include?
- Mayor Sanders** We are going to restore the old bridge. It is still structurally strong and a unique part of our city's heritage. We're also working on a new clean-energy system. Our engineers have already started laying new energy cables under the river.
- Presenter** And transportation?
- Mayor Sanders** We are adding more bike lanes and pedestrian areas. This will reduce car use and make the district quieter and healthier.
- Presenter** Some residents have privacy concerns about smart neighbourhoods.
- Mayor Sanders** We understand that. We are setting strict, transparent rules so cameras are used only for safety, not for monitoring daily life.
- Presenter** People in urban areas are used to cameras, but how do rural communities perceive them?
- Mayor Sanders** They value their tranquil style, but they still welcome improvements, as long as their way of life is protected.
- Presenter** Where do you see the city in the future?
- Mayor Sanders** If everything goes as planned, by 2040 our city will become a global example of a smart and sustainable urban environment.
- Presenter** Thank you, Mayor Sanders. That was today's programme. Stay tuned!

AUDIO 5.3

district - time - cycle - green - river - clean

AUDIO 5.4

budget - high-tech – heritage – fast-paced – global – cable – design – know

THEME 6 LIFE IN THE WORLD & CULTURE

AUDIO 6.1 - 6.2

- Host (Dalia)** Hello everyone, and welcome to *Global Tastes Live!* Today's guest is known for his creative dishes and his little accidents in the kitchen. Please welcome Chef Cedric.
- Chef Cedric** Hi, Dalia. Thanks for hosting me. And yes, I have already dropped a fork backstage. Sorry!
- Host** That's why our audience loves you. So, Chef Cedric, you've travelled to many countries for food festivals. And you've recently visited Türkiye, right?
- Chef Cedric** Yes. I went to a food festival in Gaziantep. The flavours were incredible, and the people were hospitable. I wanted to learn how they prepare their famous dishes.
- Host** What did you learn there?
- Chef Cedric** I tried to learn a special technique for chopping onions very finely; local chefs do it so fast and so neatly. I thought, "How hard can it be?"
- Host** And, how did it go?
- Chef Cedric** Well, the onion jumped off the cutting board and rolled all the way to the customer's feet. Everyone laughed, but they were very friendly about it.
- Host** That sounds like you. Did you manage to cook something after that?
- Chef Cedric** Yes. With a chef from the festival, I made a balanced and organic bulgur bowl with herbs, vegetables, and a small portion of protein. It even had a light dairy sauce. People said it was delicious and affordable.
- Host** That's great. So even with your famous accidents, you still created a successful dish.

Chef Cedric Exactly. Sometimes a small mistake makes the moment more memorable.
Host What advice would you give people who want to try international recipes?
Chef Cedric Be curious. Try dishes from different countries, watch how chefs cook, and don't be afraid of small accidents. Sometimes the best recipes begin with a clumsy moment. Cooking is a journey; you learn step by step.
Host Great advice. Thank you, Chef Cedric, for bringing your energy and stories to our programme.
Chef Cedric Thank you, Dalia. And I promise... I won't drop anything on my way out.
Host We'll see. Thanks for listening, everyone. Keep exploring global flavours!

AUDIO 6.3

global - problem - often - focus - cooperation - policy

AUDIO 6.4

belong - million - film - equipment

AUDIO 6.5

- 1 At the international event, people listened to each country's hymn.
- 2 The doctor said he has been studying psychology for ten years.
- 3 We should work together to solve the global problem.

THEME 7 LIFE IN NATURE & GLOBAL PROBLEMS

AUDIO 7.1 - 7.2

Bianca Welcome to *Nature's Fury*, the documentary that explores how natural disasters affect both humans and nature. Today, we'll talk about the floods in Mexico and the volcanic eruptions in Hawaii. Dr Alvarez, can you tell us about the floods that hit Mexico on 18 October 2025?

Dr Alvarez Of course. The floods that were caused by tropical storms Priscilla and Raymond affected five states across the country. The rainfall, which was heavier than expected, led to widespread destruction of habitats and farmland. Many survivors desperately tried to cope with the rising waters.

Bianca That sounds tragic. How have rescue teams been responding?

Dr Alvarez Over 20 helicopters and hundreds of firefighters have been deployed to the areas which suffered the most severe damage. The Federal Electricity Commission, which repaired more than 95 per cent of the power lines, said that full recovery would be achieved very soon.

Bianca Thank you. Now, let's move to Hawaii, where Kilauea Volcano has erupted several times since 2018. Dr Kimura, what's the current situation there?

Dr Kimura The Kilauea Volcano, which is one of the most active volcanoes in the world, erupted again on 17 October 2025. The lava, which reached nearly 400 metres high, damaged several wildlife areas and destroyed some houses. The local communities, who have learned to anticipate such eruptions, are now better prepared with survival kits and evacuation plans.

Bianca It's amazing how people manage to overcome such disasters. How does technology help in these situations?

Dr Kimura Technology, which primarily supports early warning systems, helps us forecast eruptions and monitor lava flows efficiently. We also use drones and AI-based sensors that collect real-time data, allowing us to maintain communication even when the area is unsafe for humans.

Bianca Thank you both for sharing your insights. These events remind us that nature, which can both create and destroy, must be respected and understood wisely.

AUDIO 7.3

- 1 Thousands of people were evacuated after the landslide.
- 2 The coast guard warned boats to stay away from the island.
- 3 The data collected by drones was extremely valuable.
- 4 The flood survivors waited in a long queue for medical help.
- 5 The volunteers built a safe shelter near the beach.
- 6 Many farmers lost their crops after the drought.
- 7 The rescue leader often stopped speaking to attract people's attention.
- 8 The sun disappeared behind the dark clouds.
- 9 The local people built stronger bridges after the storm.
- 10 The engineers used sensors to monitor lava movement.

THEME 8 LIFE IN THE UNIVERSE & THE FUTURE

AUDIO 8.1 - 8.2 - 8.3

Part A

Presenter This is the *Science News Update*. Today's story comes from a tiny asteroid called Bennu. A spacecraft has brought material from Bennu back to Earth. Scientists have started their first checks in secure laboratories. In the early results, researchers report evidence of high levels of carbon and water in the sample. This matters because carbon and water are connected to the building blocks of life as we know it. The work is only beginning. The team will study the rocks and dust for many years to learn more about how our solar system formed and how key materials may have reached Earth. Scientists add that this research can also improve our understanding of asteroids and support future efforts to protect Earth.

Part B

Host We're now speaking to Dr Green, a scientist on the team. Dr Green, it seems like the future is closer than we think. So, why is this sample special?

Dr Green Well, it was collected in space and brought back to Earth carefully. So, it can give us new clues about our solar system.

Host People often ask one question: Does this mean there is life on Bennu?

Dr Green No, we can't say that. But the early results are interesting because carbon and water are important for life as we know it.

Host What will scientists do next?

Dr Green We will do more tests over time. Different scientists will study it in different ways.

Host And why should humanity care about this?

Dr Green Because big discoveries start with small questions. If we keep exploring, we can understand our world and maybe our future a little better.

AUDIO 8.4

whole - exist - zone - young - exoplanet - vibration - world - fly

AUDIO 8.5

- 1 The voyage starts next week.
- 2 Astronauts need oxygen in closed systems.
- 3 We studied waveforms in the lab.
- 4 The screen shows zero-gravity training.

IRREGULAR VERBS LIST

Present	Past Simple	Past Participle	Present	Past Simple	Past Participle
awake	awoke	awoken	hide	hid	hidden
be	was, were	been	hit	hit	hit
beat	beat	beaten	hold	held	held
become	became	become	hurt	hurt	hurt
begin	began	begun	keep	kept	kept
bend	bent	bent	know	knew	known
bet	bet	bet	lay	laid	laid
bid	bid	bid	lead	led	led
bite	bit	bitten	learn	learned/learnt	learned/learnt
blow	blew	blown	leave	left	left
break	broke	broken	lend	lent	lent
bring	brought	brought	let	let	let
broadcast	broadcast	broadcast	lie	lay	lain
build	built	built	lose	lost	lost
burst	burst	burst	make	made	made
burn	burned/burnt	burned/burnt	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
creep	crept	crept	ring	rang	rung
cut	cut	cut	rise	rose	risen
deal	dealt	dealt	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed/dreamt	dreamed/dreamt	send	sent	sent
drive	drove	driven	show	showed	showed/shown
drink	drank	drunk	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
flee	fled	fled	swim	swam	swum
fly	flew	flown	take	took	taken
forbid	forbade	forbidden	teach	taught	taught
forget	forgot	forgotten	tear	tore	torn
forgive	forgave	forgiven	tell	told	told
freeze	froze	frozen	think	thought	thought
get	got	got	throw	threw	thrown
give	gave	given	understand	understood	understood
go	went	gone	wake	woke	woken
grow	grew	grown	wear	wore	worn
hang	hung	hung	win	won	won
have	had	had	write	wrote	written
hear	heard	heard			

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