

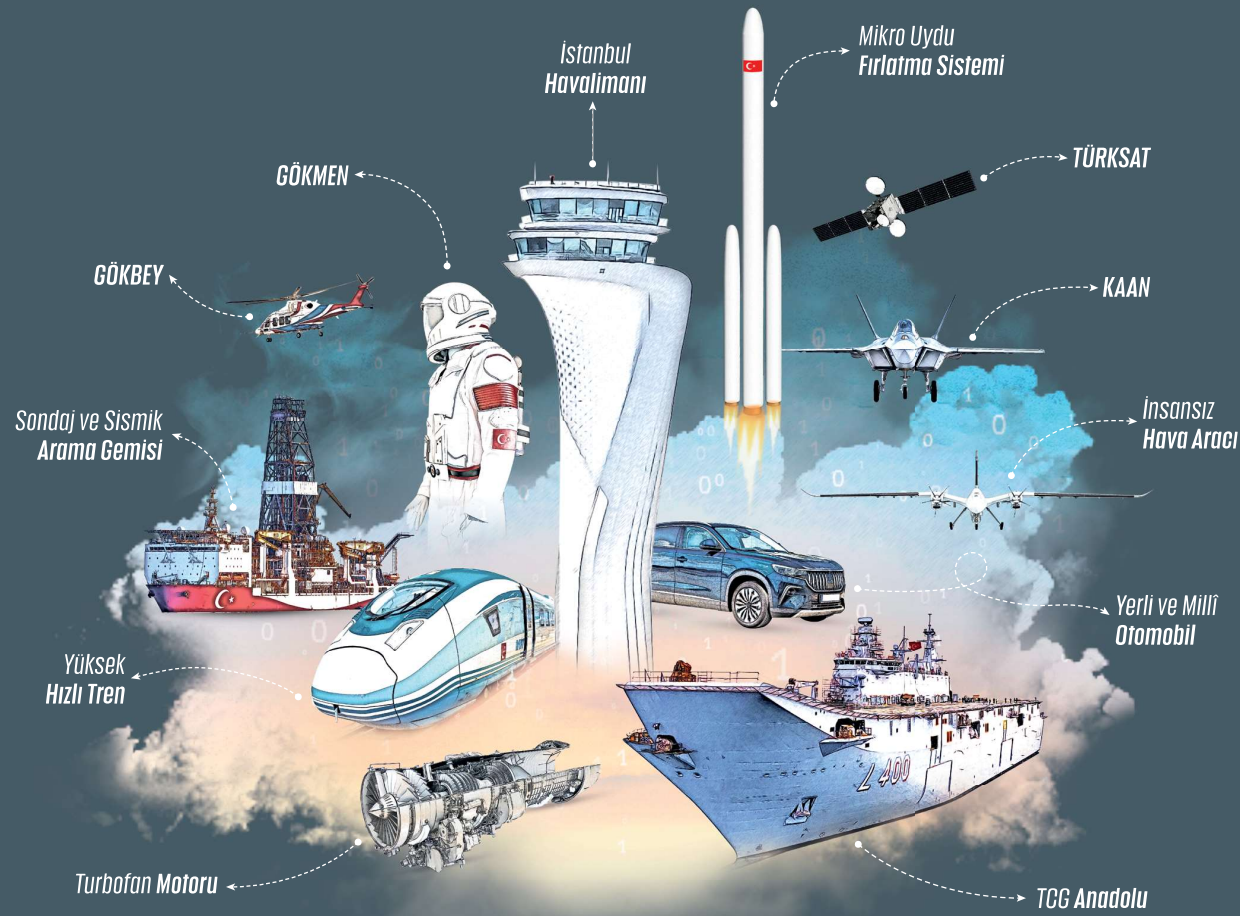
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BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA  
ÜCRETSİZ OLARAK VERİLMİŞTİR.  
**PARA İLE SATILAMAZ.**

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

T.C. MİLLÎ EĞİTİM BAKANLIĞI

ORTAÖĞRETİM

ÖĞRETMEN KILAVUZ KİTABI

ORTAÖĞRETİM

WAYMARK 9. SINIF / B1.1

ÖĞRETMEN KILAVUZ KİTABI



UPPER SECONDARY EDUCATION

# WAYMARK

YEAR 9/B1.1



UPPER SECONDARY EDUCATION

# WAYMARK

YEAR 9/B1.1

TEACHER'S BOOK

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DEVLET KİTAPLARI

....., 2025

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI ..... :0000  
DERS KİTAPLARI DİZİSİ/YARDIMCI VE KAYNAK KİTAP DİZİSİ ..... : 0000

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

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Millî Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının ..... tarih ve ..... sayılı  
Kurul kararı ile ..... yazısı ile eğitim aracı olarak kabul edilmiştir.





## İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

**Mehmet Âkif Ersoy**



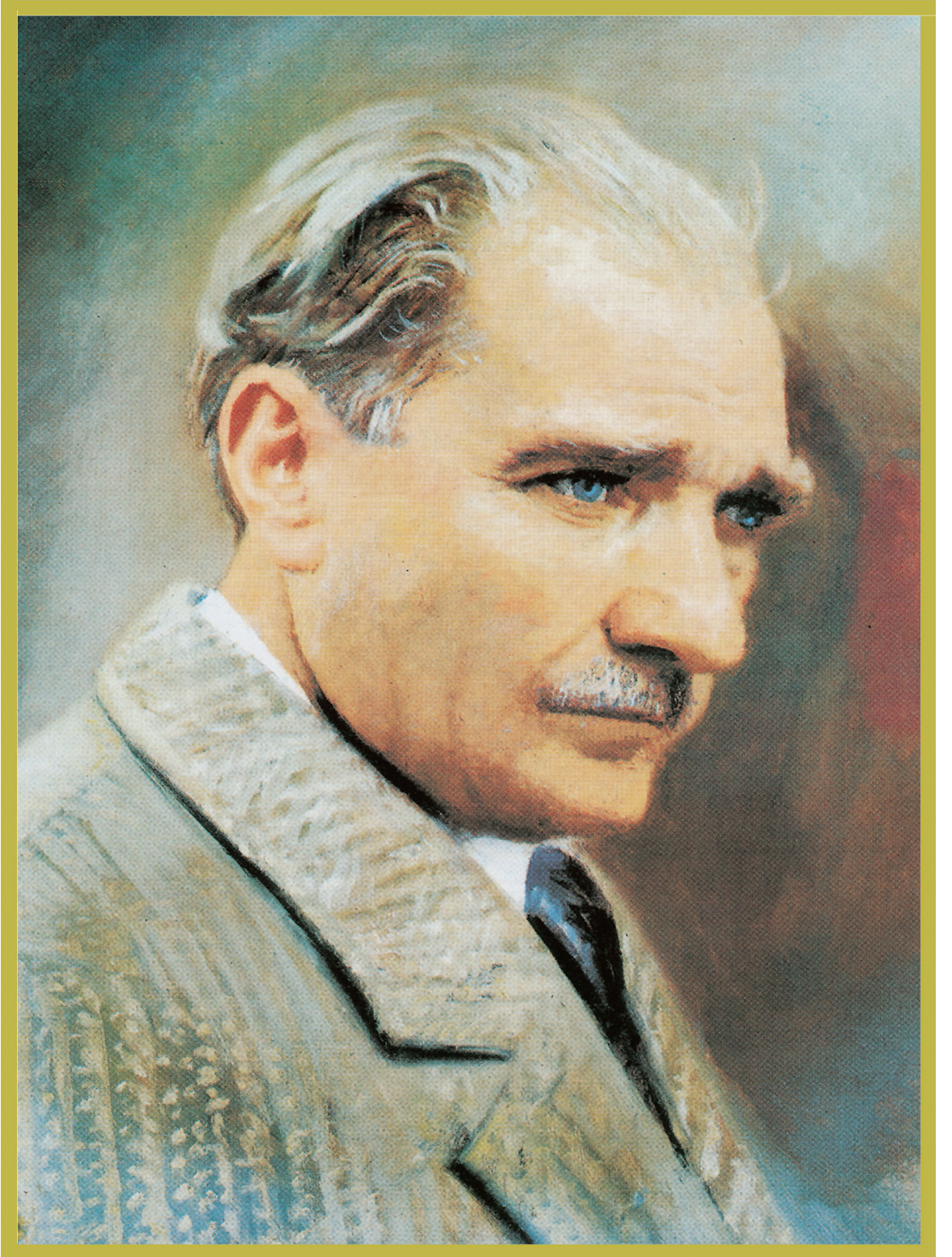
## GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK





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THEME NO	MAIN THEME	SUB-THEMES	GRAMMARING: SELECTION AND USE	VOCABULARY: SELECTION AND USE	PRONUNCIATION: SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
1	SCHOOL LIFE	<ul style="list-style-type: none"> <li>- Students of different countries, nationalities, and languages</li> <li>- Capitals of their countries, and tourist attractions</li> <li>- Activities in their capitals and countries</li> <li>- National days and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing home countries, nationalities, etc. in the present time by using "To be" (am, is, are)</li> <li>- Describing possibility, opportunity, and ability by using "Can"</li> </ul>	<ul style="list-style-type: none"> <li>- Countries (Azerbaijan, Poland, Hungary, etc.)</li> <li>- Nationalities/ languages (Azerbaijani, Polish, Hungarian, etc.)</li> <li>- Tourist attractions and activities (sightseeing, castle, monument, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Long and short vowels: a: (/æ/; /aeɪ/; /ə/; /ɑ:/; /eɪ/; /ɑ:/; /ɔ:/; /ə/)</li> <li>- Consonants: b: (/b/); silent /b/; c: (/s/; /k/); d: /d/</li> <li>- Recognising and using sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- Recognising key words and phrases</li> <li>- Listening for meaning and making inferences</li> <li>- Listening for details and factual information</li> <li>- Asking and answering questions</li> </ul>
2	CLASSROOM LIFE	<ul style="list-style-type: none"> <li>- Classmates</li> <li>- Friendships</li> <li>- Daily and study routines, habits, and activities</li> </ul>	<ul style="list-style-type: none"> <li>- Describing daily and study routines, habits, and activities by using The Simple Present Tense</li> </ul>	<ul style="list-style-type: none"> <li>- Daily routines, habits, and activities (to wake up, to comb hair, etc.)</li> <li>- Study routines, habits and activities (to plan, to repeat, etc.)</li> <li>- Time expressions (every day, often, etc.)</li> <li>- Adverbs of manner (slowly, quickly, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Vowels: e: (/e/; /ae/)</li> <li>- Consonants: f: (/f/), g: (/g/; /dʒ/), h: (/h/)</li> <li>- Recognising, comparing, and using sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- A Typical Day for Jacob</li> <li>- Listening for details</li> <li>- Listening for gist</li> </ul>
3	PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY	<ul style="list-style-type: none"> <li>- Physical appearance</li> <li>- Physical features</li> <li>- Personality</li> <li>- Personal traits</li> <li>- Characters</li> </ul>	<ul style="list-style-type: none"> <li>- Describing people's physical appearances and personalities by using The Simple Present Tense</li> <li>- Indicating degrees and the right amount of something by using "Too and Enough"</li> </ul>	<ul style="list-style-type: none"> <li>- Physical features (medium-height, plump, blond, brunette, etc.)</li> <li>- Physical appearance: (attractive, handsome)</li> <li>- Personality (cheerful, honest, moody, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Vowels: i: (/i:/; /ɪ/; /aɪ/)</li> <li>- Consonants: j: (/ʒ/); k (/k/), l (/l/)</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- Recognising key words and phrases</li> <li>- Listening/Watching for gist</li> <li>- Listening/Watching for specific information</li> <li>- Understanding sequence</li> <li>- Listening/Watching for details, etc.</li> </ul>

READING - COMPREHENSION	SPEAKING - EXPRESSION	WRITING - EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
<ul style="list-style-type: none"> <li>- Reading</li> <li>- Skimming, scanning, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Analysing pre-existing knowledge and experiences</li> <li>- Producing meaningful and accurate content</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Practising, producing, and reconstructing a text about classroom life</li> </ul>	<ul style="list-style-type: none"> <li>- Roots &amp; Routes</li> <li>- Exploring new perspectives on the needs of cybersecurity education</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Self-recording about introducing Türkiye</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Pronunciation</li> <li>- Writing</li> <li>- E-Portfolio</li> <li>- Self-Reflection</li> <li>- Recognising perceiving, identifying, and evaluating the learning process</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1 and 11</li> <li>- Rating Scale 10</li> </ul>
<ul style="list-style-type: none"> <li>- Reading</li> <li>- Skimming, scanning and detailed reading</li> <li>- Jigsaw reading</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Gamifications</li> <li>- Interacting, producing meaningful and accurate spoken content</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Comparing a person's weekday routine and weekend routine</li> <li>- Analysing and understanding the provided model</li> <li>- Producing a new written task about a daily life of a person</li> </ul>	<ul style="list-style-type: none"> <li>- Roots &amp; Routes</li> <li>- Informing readers about the integration of digital technologies into education</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Self-recording a detailed outline of their day, including the activities and routines</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Pronunciation</li> <li>- Writing</li> <li>- E-Portfolio</li> <li>- Self-Reflection</li> <li>- Recognising perceiving, identifying, and evaluating learning process</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1 and 11</li> <li>- Rating Scale 10</li> </ul>
<ul style="list-style-type: none"> <li>- Reading</li> <li>- Charming Personalities, Soft Furs</li> <li>- Skimming</li> <li>- Scanning</li> <li>- Reading for specific information</li> <li>- Reading for gist</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Gamifications</li> <li>- Interacting, producing meaningful and accurate spoken content</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Comparing two familiar pets</li> <li>- Describing-Comparing</li> </ul>	<ul style="list-style-type: none"> <li>- Roots &amp; Routes</li> <li>- Describing physical appearance and personal traits</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Creating a digital poster</li> <li>- Describing favourite persons in terms of personality and physical appearance</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Reflection</li> <li>- Individual reflection on students' learning process in the theme</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1 and 11</li> <li>- Rating Scale 10</li> </ul>



THEME NO	MAIN THEME	SUB-THEMES	GRAMMARING: SELECTION AND USE	VOCABULARY: SELECTION AND USE	PRONUNCIATION: SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
4	FAMILY LIFE	<ul style="list-style-type: none"> <li>- Family members' jobs</li> <li>- Work routines</li> <li>- Work activities</li> <li>- Workplaces</li> </ul>	<ul style="list-style-type: none"> <li>- Asking and answering about family members' and other people's jobs and work activities by using The Simple Present Tense</li> </ul>	<ul style="list-style-type: none"> <li>- Jobs (a bank clerk, a security guard, a pharmacist, etc.)</li> <li>- Workplaces (a bank, a shopping centre, etc.)</li> <li>- Family members' work routines and activities (to serve (customers), to check (IDs), etc.)</li> <li>- Family members (a cousin, a nephew, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Vowels: o: (/o/, /ɒ/, /ɔ:/) Consonants: m: (/m/), n: (/n/) p /p/</li> <li>- Recognising and using sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- Listening for scanning</li> <li>- Listening and note taking</li> <li>- Listening for collaborative discussions, etc.</li> </ul>
5	LIFE IN THE HOUSE & NEIGHBOURHOOD	<ul style="list-style-type: none"> <li>- Types of houses, rooms, furniture and activities in the house</li> </ul>	<ul style="list-style-type: none"> <li>- Asking and answering about types of houses by using The Simple Present Tense</li> <li>- Describing present activities in the house by using The Present Progressive Tense</li> </ul>	<ul style="list-style-type: none"> <li>- Types of houses (block, villa, cottage, etc.)</li> <li>- Rooms and places in the house (garden, bathroom, kitchen, etc.)</li> <li>- Furniture and appliances in the house (bathtub, oven, fridge, etc.)</li> <li>- Household items and decorative items (pillow, rug, etc.)</li> <li>- The activities to be done at home (to iron, to relax, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Consonants: q: (/k/); r: (/r/); s: (/s/) sh: /ʃ/</li> <li>- Recognising and using sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- Recognising key words and phrases</li> <li>- Listening for meaning and making inferences</li> <li>- Listening for details and factual information</li> <li>- Asking and answering questions</li> </ul>
6	LIFE IN THE CITY & COUNTRY	<ul style="list-style-type: none"> <li>- Local and international food culture</li> <li>- Food festivals in the city</li> </ul>	<ul style="list-style-type: none"> <li>- Asking for options to help someone choose something by using the word "or"</li> <li>- Asking and answering about factual information in the present time with Wh-questions by using The Present Simple Tense and Present Progressive Tense.</li> <li>- Comparing the descriptions of general truths, routines and habits by using The Simple Present Tense with actions happening at the present moment and/or around the current time by using The Present Progressive Tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Food events and festivals (a cuisine, street food, etc.)</li> <li>- Food items (cream, sweetcorn, etc.)</li> <li>- International dishes (Turkish pizza, falafel, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Vowels: u: (/u/, /u:/)</li> <li>- Consonants: t: (/t/, /ð/, /θ/); v: (/v/)</li> <li>- Recognising, comparing, and using sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- A Feast of Flavours</li> <li>- Listening for details</li> <li>- Listening for gist</li> </ul>

READING - COMPREHENSION	SPEAKING - EXPRESSION	WRITING - EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
<ul style="list-style-type: none"> <li>- Divided by Routines, United by Ties</li> <li>- Skimming</li> <li>- Scanning</li> <li>- Jigsaw reading</li> <li>- Making comparisons based on the the information in the text</li> <li>- Making meaningful inferences</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Gamifications</li> <li>- Interacting, producing meaningful and accurate spoken content</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Practising, producing, and reconstructing a text about two families by comparing their jobs, workplaces, and work activities</li> </ul>	<ul style="list-style-type: none"> <li>- Roots &amp; Routes</li> <li>- Love Through Traditions</li> <li>- Deriving meaning from the content on Turkish culture, traditions, and values</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Creating a short film featuring the jobs, work routines, and work activities of a family member</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Pronunciation</li> <li>- Writing</li> <li>- E-Portfolio</li> <li>- Self-Reflection</li> <li>- Recognising perceiving, identifying, and evaluating learning process</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1, 7, and 11</li> <li>- Rating Scale 10</li> </ul>
<ul style="list-style-type: none"> <li>- Reading</li> <li>- Skimming, scanning, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Gamifications</li> <li>- Interacting, producing meaningful and accurate spoken content</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Practising, producing, and reconstructing a text about types of houses</li> </ul>	<ul style="list-style-type: none"> <li>- Roots &amp; Routes</li> <li>- Understanding zero-energy buildings and their role in protecting nature</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Self-recording about types of houses, rooms, furniture, and activities in the house</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Pronunciation</li> <li>- Writing</li> <li>- E-Portfolio</li> <li>- Self-Reflection</li> <li>- Recognising perceiving, identifying, and evaluating the lear</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1 and 11</li> <li>- Rating Scale 10</li> </ul>
<ul style="list-style-type: none"> <li>- Reading</li> <li>- Skimming, scanning and detailed reading</li> <li>- Jigsaw reading, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Gamifications</li> <li>- Interacting, producing meaningful and accurate spoken content</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Organising the information for the task</li> <li>- Analysing and understanding the provided model</li> <li>- Producing a new written task about a festival</li> </ul>	<ul style="list-style-type: none"> <li>- Experiencing Türkiye Through Festivals</li> <li>- Informing readers about GastroAntep Culture Route Festival</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Self-recording about a local or an international festival that takes place in the city</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Pronunciation</li> <li>- Writing</li> <li>- E-Portfolio</li> <li>- Self-Reflection</li> <li>- Recognising perceiving, identifying, and evaluating learning process</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1, 2, and 11</li> <li>- Rating Scales 3 and 10</li> </ul>

THEME NO	MAIN THEME	SUB-THEMES	GRAMMARING: SELECTION AND USE	VOCABULARY: SELECTION AND USE	PRONUNCIATION: SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
7	LIFE IN THE WORLD & NATURE	<ul style="list-style-type: none"> <li>- Nature</li> <li>- Endangered animals</li> <li>- Endangered animals' natural living conditions and habitats</li> <li>- The protection of endangered animals</li> </ul>	<ul style="list-style-type: none"> <li>- Asking and answering for information at a specific time in the past by using "Verb to be (Was/were)"</li> <li>- Asking and answering about factual information and</li> <li>- questioning the existence of things, people, and animals at a specific time in the past by using "There was/There were"</li> <li>- Describing advice, recommendation, expectation, and obligation by using the modal "Should"</li> </ul>	<ul style="list-style-type: none"> <li>- Endangered animals (a tiger, a whale, a cheetah, etc.)</li> <li>- Their habitats (grasslands, oceans, deserts, etc.)</li> <li>- Other related vocabulary (a shelter, wildlife, illegal, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Diphthongs: ea: (/eə/), ee: /iə/</li> <li>- Consonants: w: (/w/); x: (/ks/)</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- Recognising key words and phrases</li> <li>- Listening/Watching for specific information</li> <li>- Listening and note-taking</li> <li>- Listening/Watching for details</li> <li>- Listening for meaning and making inferences, etc.</li> </ul>
8	LIFE IN THE UNIVERSE & FUTURE	<ul style="list-style-type: none"> <li>- Films</li> <li>- Film genres</li> <li>- Futuristic films with futuristic ideas</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Describing events and happenings in films by using The Simple Present Tense</li> <li>- Describing predictions, expressing what speakers believe and expect, explaining speakers' opinions or guesses about the future by using The Simple Future Tense</li> </ul>	<ul style="list-style-type: none"> <li>- Film genres: film, comedy, action, cartoon, etc.</li> <li>- Futuristic film genres: space adventure, robots, alien invasion, etc.</li> <li>- Other related words (invention, futuristic, discover)</li> </ul>	<ul style="list-style-type: none"> <li>- Diphthong: o, oe, owoa, ou, eau: /əʊ/</li> <li>- Consonants: y: (/j/, /i/); z: (/z/)</li> <li>- Recognising and using sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Watching</li> <li>- Listening for scanning</li> <li>- Listening and note taking,</li> <li>- Listening for collaborative discussions, etc.</li> </ul>



READING - COMPREHENSION	SPEAKING - EXPRESSION	WRITING - EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
<ul style="list-style-type: none"> <li>- Reading</li> <li>- Türkiye: The Noah's Ark of the World</li> <li>- Skimming</li> <li>- Scanning</li> <li>- Reading for specific information</li> <li>- Reading for gist</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Gamifications</li> <li>- Interacting, producing meaningful and accurate spoken content</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking about how to help protect wildlife personally in Türkiye</li> <li>- Describing at least three ways to protect wildlife</li> </ul>	<ul style="list-style-type: none"> <li>- Roots &amp; Routes</li> <li>- Describing nature, endangered animals and their natural living conditions and habitats, protection of them</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Creating a digital poster</li> <li>- Describing an endangered animal to raise awareness by mentioning its history, habitat, appearance, and importance in a few sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Self-reflection</li> <li>- Individual reflection on students' learning process in the theme</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1 and 11</li> <li>- Rating Scales 3 and 6</li> </ul>
<ul style="list-style-type: none"> <li>- Türkiye's Roadmap for Growth</li> <li>- Skimming</li> <li>- Scanning</li> <li>- Jigsaw reading</li> <li>- Making comparisons based on the the information in the text</li> <li>- Making meaningful inferences</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Gamifications</li> <li>- Interacting, producing meaningful and accurate spoken content</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Practising, producing, and reconstructing a text about a country and how it supports its film industry</li> </ul>	<ul style="list-style-type: none"> <li>- Türkiye's Space Journey and Future Plans</li> <li>- Deriving meaning from the content on Türkiye's National Space Programme</li> </ul>	<ul style="list-style-type: none"> <li>- E-Portfolio</li> <li>- Writing and designing the content of a futuristic film script and presenting it as a film-showing event in class by inviting other students as actors, directors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening &amp; Watching</li> <li>- Pronunciation</li> <li>- Writing</li> <li>- E-Portfolio</li> <li>- Self-Reflection</li> <li>- Recognising perceiving, identifying, and evaluating learning process</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics 1, 2, 7, and 11</li> <li>- Rating Scale 6</li> </ul>

## THEME COMPONENTS OVERVIEW



### Warm-Up/Well-Being

Relaxing non-theme activities to prepare students emotionally and mentally for the lesson.



### Lead-In

Engaging tasks to introduce the theme through videos/visuals to spark interest, activate prior knowledge, and build readiness.



### Listening/Watching

Tasks that are tied to a video to introduce the theme's context, functions, and target vocabulary while developing listening/viewing skills.



### Pronunciation

Focused practice of key sounds to improve students' articulation, intonation, and fluency through listening and repetition.



### Vocabulary

Target words that are presented in meaningful contexts and practised through individual/interactive tasks.



### Gamification

Fun and competitive game-based activities to review and reinforce target vocabulary and grammar through teamwork, collaboration, and challenge.



### Language Awareness

Tasks that are designed to guide students notice and analyse grammar structures that are presented in meaningful contexts through text analysis, rule discovery, and practice.



### Let's Discover

Guided discovery tasks for independent grammar rule deduction through examples and concept-check activities.



### Reading

Activities that are intended to build and refine students' comprehension skills, such as skimming, scanning, and inference, with theme-aligned texts.



### Writing

Tasks that guide students to produce theme-related texts by using target structures and vocabulary with the help of a model texts and planning/drafting steps.



### Roots and Routes

Contextual tasks that connect the theme to scientific, technological, historical, national, and cultural elements and values.



### Consolidation

Revision activities that cover target vocabulary and grammatical items that have been learnt in the theme through meaningful contexts.



### E-Portfolio

Creative tasks for students to demonstrate their mastery of the theme in a digital format, following steps for designing and presenting their work.



### Self-Reflection

A guided reflection to help students evaluate their own learning and progress and set future goals for improvement based on the theme.

# REVISION 1

a

② an upcoming school event

## RV AUDIO SCRIPT 1

Listen to the audio and circle what it is about.

**Elif:** Hi, Ali! Are you coming to the school event tomorrow?

**Ali:** Yes, I am! We're performing a short musical play.

**Elif:** I have to set the stage and decorate the background with Lisa.

**Ali:** Great. I must bring my costume, mustn't I?

**Elif:** Yes, you must. Don't forget your script. You need to practise your lines.

**Ali:** Actually, my instructor says I'm improving a lot.

**Ms Miller:** Good morning, everyone! Are you ready for tomorrow's performance?

**Elif & Ali:** Yes, we are, Ms Miller!

**Ms Miller:** That's wonderful. Don't forget: you must behave responsibly during the event. It's not just about fun; it's about teamwork and achievement.

**Ali:** Can we also present our environmental project during the event, Ms Miller?

**Ms Miller:** Of course, you can! It's a great idea. Students must care for the environment, mustn't they?

**Elif:** Yes, they must. We've prepared a diagram and a short lecture about how to protect nature.

**Ms Miller:** Excellent! You had to do a lot of research for that, right?

**Ali:** Yes, we did. We collected data through a survey.

**Elif:** We also planted some trees last week. It was part of our science assignment.

**Ms Miller:** You're both very responsible and creative. I'm proud of you.

b

1 **d** I have to set the stage

2 **a** Don't forget your script

3 **f** Can we also present our environmental project

4 **b** Students must care for the environment

5 **c** We collected data through a survey

**Extra: e** You had to download the educational material last night

c

1 They are performing a musical play.

2 Elif and Lisa have to set the stage.

3 He wants to present his environmental project.

4 They did a lot of research and collected data through a survey.

5 Planting trees was a part of their science assignment.

d

1 d

3 e

5 a

2 c

4 f

**Extra: b**

e

Students' own answers

f

Students' own answers

g

2

h

1 B

2 A

3 C

4 B

5 A

6 C

i

1 F – The teacher asked the students to spend the weekend without their smartphones.

2 T

3 F – He stayed in the sitting room with them.

4 T

5 F – Emir drew a picture of his family eating and smiling.

6 F – They did not argue.

7 T

j

Students' own answers



**a**

**2** a sports event

## RV AUDIO SCRIPT 2

Listen to the audio and circle what it is about.

**Theo:** Hey, Selin! You have finally made it to the sports festival in the city!

**Selin:** Yes! I've just arrived. I applied for the swimming race last week. Luckily, I got accepted!

**Theo:** That's perfect! You brought your equipment, didn't you?

**Selin:** Of course. My trainer helped me pack everything. He said I was fit enough for the final.

**Theo:** Great, but be careful! Last year, I fell off my bike during the cycling race and hurt my knee.

**Selin:** Ouch! Did you win any prizes?

**Theo:** Surprisingly, yes. I reached the finish line and received a small prize. Nothing big, but it felt good.

**Selin:** Well, I've trained a lot in the countryside. There's less noise, more peace, and I'm always swimming in nature.

**Theo:** That sounds amazing. In the city, there's too much noise pollution and traffic. I love the peace and quiet of the countryside. You are so lucky!

**Selin:** There are pros and cons. We have affordable housing and less stress, but fewer medical services and fewer transportation options.

**Theo:** You are right. So, what do you want to do before the race starts?

**Selin:** I'm starving! We can try different dishes and cooking styles. I've already seen a place with regional cuisines. They serve boiled beans, fried beef, and a sweet dessert.

**Theo:** That sounds perfect! I haven't eaten yet. Don't let me eat too much, I've put on weight recently.

**Selin:** Haha, me too! We'll share a bowl and cover it with just a small amount of sauce. By the way, have you ever tried Turkish food?

**Theo:** Deal! Yeah, I tried Turkish kebab in Istanbul last year. It was delicious and spicy.

**Selin:** Some of them can be really hot!

**Theo:** True! I burned my tongue once eating that! I didn't know it contained so much spice.

**Selin:** It's not for everyone but it's ideal if you like strong flavours.

**Theo:** Yeah, I guess food really connects people. Even if we live far apart, in the city or countryside, we both love eating.

**Selin:** Exactly, and we both love sports, too! Now, let's enjoy our food and win that race like real champions.

**b**

**1 b** equipment

**2 f** fell off

**3 a** prize

**4 d** noise pollution

**5 e** put on weight

**Extra: c** professional

**c**

**1** She applied for the swimming race last week.

**2** She trained for the swimming race in the countryside.

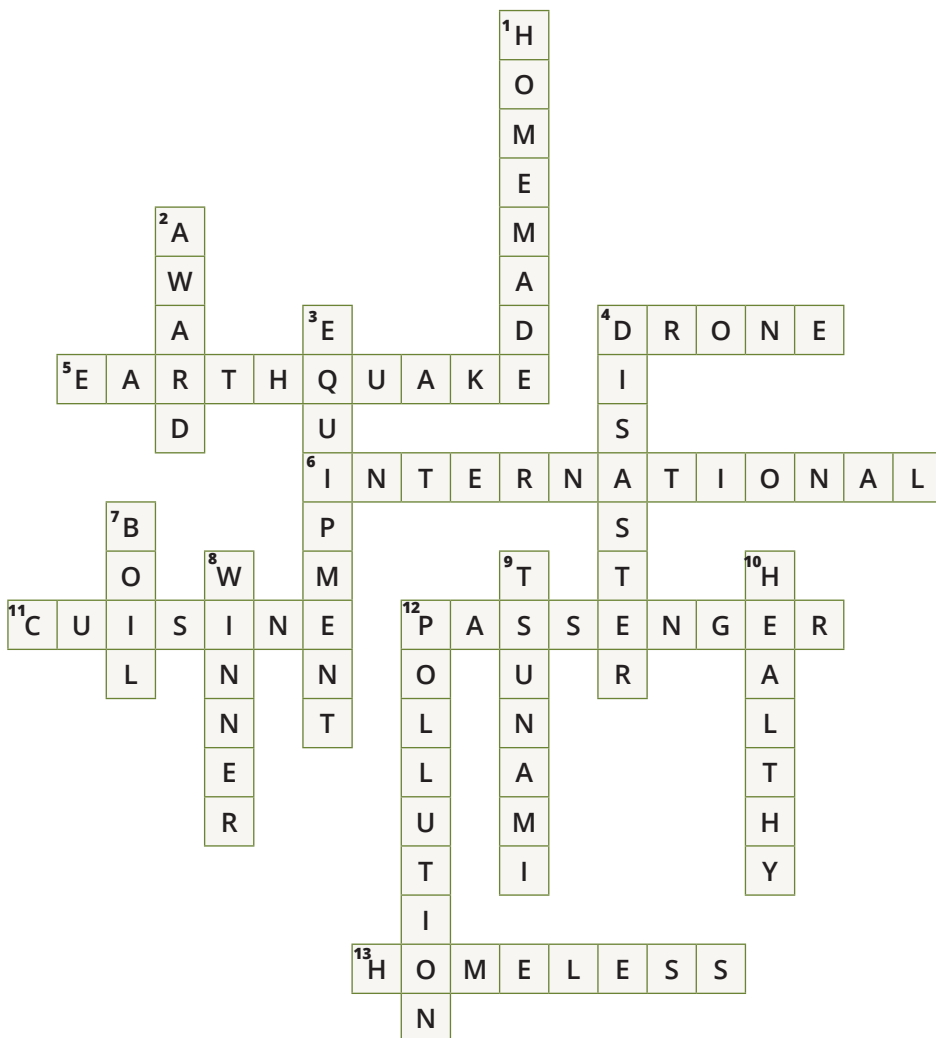
**3** She has mentioned trying Turkish food before the race.

**4** Theo tried Turkish kebab in Istanbul.

**5 Pros:** There are affordable houses and less stress.

**Cons:** There are fewer medical services and fewer transportation options.

d



e

3

f

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

g

- 1 F – Natural disasters affect cities and animals.
- 2 T
- 3 F – Rescue teams take action immediately.
- 4 T
- 5 F – Thanks to the new electric vehicles, our cities will be cleaner.

h

Students' own answers



Theme 1



### Warm-Up/Well-Being

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

#### Audio Script 1.1

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

- 1 She sells seashells by the seashore.
- 2 Red lorry, yellow lorry, red lorry, yellow lorry.
- 3 Can you can a can as a canner can can a can?
- 4 Twelve twins twirled twelve twigs.
- 5 Green ghosts grow grapes in green grassy groves.



### Lead-In

#### Establishing Links

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

#### Answer Key

Students' own answers

#### Interaction

Direct students' attention to the photos on the double spread page. Give them a moment to look at them quickly. Then ask students to explain what they are about and encourage them to share their opinions with the class. Guide them by asking follow-up questions to highlight the connections between the photos, the video, and the topic of the theme.

#### Answer Key

Students' own answers

#### Teacher's Notes



## Listening/Watching

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

### Answer Key

- 1 ☒ Polish                      2 ☒ Bulgarian                      3 ☒ Hungarian  
5 ☒ Norwegian                      6 ☒ Korean

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

### Answer Key

Person	e.g. Mehmet	Alina	Odett	Ivan	Ingrid	Min-su
Country	Türkiye	Poland	Hungary	Bulgaria	Norway	South Korea
Nationality	Turkish	Polish	Hungarian	Bulgarian	Norwegian	Korean
Language	Turkish and German	Polish	Hungarian and French	Bulgarian	Norwegian	Korean
Capital	Ankara	Warsaw	Budapest	Sofia	Oslo	Seoul

- c** Play *Digital Story 1* again and ask students to tick the sentences that can be inferred. Before starting, briefly explain that inference means understanding something that is not directly stated in the text but can be logically concluded based on the given information. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations.
- d** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the story. Remind them that they can write the answers in their notebooks before starting to ask and answer the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.

### Answer Key

- 1 ☒ The students at the school are friendly and welcoming to newcomers.  
2 ☒ Mehmet is curious about and interested in learning about other countries.  
3 ☒ There are famous tourist attractions in all of the students' countries.

### Answer Key

- 1 Alina.  
2 In Ankara/Türkiye.  
3 Hungary.  
4 They can hike in the mountains.  
5 Min-su.  
6 In Bulgaria.  
7 At the Alta Museum.

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

### Answer Key

Students' own answers

- f** Tell students that they will now create their own role cards, similar to those used in *Exercise e*. Ask each student to prepare their role card in their notebook. Once the cards are ready, pair students up by assigning them a different peer from the previous activity. Tell students to act out a dialogue like the one in *Exercise e* by using the role cards they have prepared. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help when needed.

### Answer Key

Students' own answers



### Pronunciation

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

### Audio Script 1.2

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

Diego and Ishaan want to go on a trip to explore different countries. Their adventure starts in Bulgaria, a country famous for its beautiful mountains. Next, they go south-west to North Macedonia to explore its rich history and culture. After that, they fly to New Delhi, India's capital, as they can enjoy many fun festivals there. This visit is special because it is also Ishaan's home town. Finally, they travel far to reach Acapulco, a warm and lively city by the ocean in Mexico, where Diego's parents live.

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

### Audio Script 1.3

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

- 1** The film club meets at the local cinema to watch and discuss the characters of classic films.
- 2** After a hard day at work, he went to the park and ate a sandwich while admiring the calm lake.
- 3** The dog dug a deep hole in the backyard to bury its bone.



- c** Ask students to focus on the pronunciation of the words while listening to the audio. Then encourage them to find words with similar sounds from the passage in *Exercise a*. Have them write these words in the appropriate place and practise their pronunciation. Give students a few minutes to complete the activity. Then elicit the answers from the class.

### Answer Key

smart	far
around	can
way	famous
control	capital
exercise	Macedonia

### Audio Script 1.4

Listen to the audio. Then find words with similar sounds in *Exercise a* and write them in the correct category.

- 1 smart
  - 2 around
  - 3 way
  - 4 control
  - 5 exercise
- d** Have students work in pairs. Encourage them to make sentences with the words in *Exercise c* and practise them appropriately and effectively with the correct intonation and pronunciation.

### Answer Key

Students' own answers

- e** Ask students to work in pairs and take turns reading their sentences to each other. Then have them assess their peer's pronunciation using *Rubric 2*. Encourage them to provide constructive feedback and discuss any areas for improvement.



## Vocabulary

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

### Answer Key

- 1 historical site
- 2 Castle
- 3 tourist attraction
- 4 ancient ruin
- 5 Palace
- 6 art museum

Extra word: tower

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

### Answer Key

- 2 A Journey Across Countries

- c** Ask students to read the text quickly and tick the cities Nora visits. Give them enough time to complete the activity. Then elicit the answer.

### Answer Key

- 1 ☒ Santiago
- 2 ☒ Lima
- 4 ☒ Baku
- 7 ☒ Astana
- 8 ☒ Bangkok

- d** Ask students to read the text again and circle the words and phrases that they do not know. Give them enough time to complete the activity.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

- f** Have students work in pairs. Ask them to categorise the words and phrases they have studied in *Exercise e*. Give them enough time to complete the activity.

### Answer Key

**Countries:** Chile, Peru, Turkish Republic of Northern Cyprus, Azerbaijan, Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Thailand

**Nationalities / Languages:** Chilean, Spanish, Peruvian, Turkish Cypriot, Turkish, Azerbaijani, Uzbek, Turkmen, Kazakh, Kyrgyz, Thai

**Tourist Attractions and Activities:** journey, ancient ruin, monument, sightseeing, square, historical site, location, tower, palace, trip

- g** Have students read the text carefully and complete the missing parts according to the information in *Exercise c*. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1 Spanish
- 2 sightseeing
- 3 Chilean
- 4 Turkish Cypriot
- 5 Azerbaijan
- 6 Uzbekistan
- 7 Turkmenistan
- 8 Kazakhstan
- 9 Kyrgyzstan
- 10 Thailand
- 11 towers

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

### Answer Key

**1 Possible answer:** She is a vlogger, so she probably wants to make interesting videos about different cultures and places.

**2 Possible answer:** She might want to keep it a surprise to make her videos more exciting for her followers.

- i** Ask students to write a paragraph about their favourite tourist attraction in their notebooks, using the words and phrases they have learnt. Give them enough time to complete their paragraphs. Then ask them to share their paragraphs with their peers.

### Answer Key

Students' own answers

- j** Let students discuss the questions with their classmates. Monitor them and give feedback occasionally.

### Answer Key

Students' own answers



### Gamification

Ask students to read the instructions carefully and move around the class to form a group of students that matches the descriptions on the list in ten minutes. When the time is up, let them share their lists with the class and check if the matches are correct.



## Language Awareness

- a** Ask students to look at the photos and circle the things they describe. Tell them that they can also take notes about the photos to describe them to the class but on a voluntary basis. Allow them to share their thoughts and ideas about the photos. Check the answers with the class.

### Answer Key

- ① Natural beauty
- ③ Tourist attractions

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

### Answer Key

**Country:** The Republic of Azerbaijan

**Capital city:** Baku

**Nationality:** Azerbaijani

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

### Answer Key

Students' own answers

- d** Have students work in pairs. Remind them that the questions are inference questions. Tell them that making inferences means understanding information that is not explicitly mentioned in the text; they should use their prior language knowledge and recognise clues in the text itself to answer the questions. Ask them to think of each question and find the answers according to the given text. Remind them that they can

write the answers in their notebooks before starting to ask and answer the questions. Then check the answers with the class.

### Answer Key

- 1 They have got a unique culture, rich history, and many unexplored locations.
  - 2 It has unique arts, cultural activities, and a modern business city life.
  - 3 It is a trading and cultural exchange crossroads.
- e** Ask students to read and examine the given sentences. Draw their attention to the use of the target grammatical structure of the theme without telling them the grammatical rules in detail. Have students focus on the words in bold, then check the answers with the class.

### Answer Key

Students' own answers

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

### Answer Key

- 1 People can experience these distinctive natural beauties.
- 2 Additionally, in the capital city, Baku, travellers can visit UNESCO World Heritage Sites.
- 3 They can explore unique arts, cultural activities, and a modern business city life.
- 4 Tourists can also enjoy an atmosphere with historical wonders, architecture, and modern skyscrapers.
- 5 Visitors can taste the traditional dishes in a peaceful atmosphere.
- 6 One can enjoy their visit thanks to the welcoming Azerbaijani people.

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

### Suggested Answer Key

- 1 I can speak English.
  - 2 I can speak Turkish.
  - 3 They can visit the Ankara Castle and the Old City.
  - 4 They can go for a hike around Eymir Lake.
  - 5 Tourists can go shopping in local markets in the Praga district.
  - 6 They can visit the Old Town.
  - 7 I can speak Hungarian, and a little French.
  - 8 Tourists can visit famous landmarks like Buda Castle.
  - 9 They can enjoy a boat ride on the Danube River.
- h** Ask students to discuss and find the common points of the sentences they have highlighted in groups. Have them list the common features in those sentences, what kind of things are used repeatedly, and why they think they are used in that way. Then ask the groups to say what they have found and write them on the board and give the class time to look at them and think about them. Then they check the rule as a whole class and reflect on their experiences on how and how much they have learnt.

### Answer Key

Students' own answers



### Let's Discover

- Ask students to rethink the target grammar structure they have discovered together to do the activity. Ask them to circle the correct options for the use of *can*. If they have some difficulties with the other use of *can*, create new contexts and explain the rules in detail. Check the answers with the class.

### Answer Key

I can **write** poetry.

- a** possibility
  - c** ability
  - e** opportunity
- She **is** my close friend.

- Ask students to match the sentences to the options they have circled above to control practice. Check the answers with the class.

### Answer Key

- 1 c
- 2 e
- 3 a

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

### Answer Key

- 1 am
- 2 can help
- 3 can eat
- 4 can't play
- 5 can't place
- 6 can shop
- 7 can't touch
- 8 are
- 9 is

- j** Ask students to brainstorm about cultural and social norms in Türkiye. Then tell them that the criteria in *Rubric 5* are a guide list that directs them about what they will consider while doing the activity, and also, it will be used as a pair assessment to give feedback after the activity. Have them write a similar paragraph in *Exercise i* about Türkiye using the target grammar structure they have learnt.

### Answer Key

Students' own answers



### Gamification

Ask students to play the game in groups of four. Each group creates a story about the activities a tourist can do in İstanbul, using the photos and given expressions in ten minutes. The group that creates a meaningful story with the most grammatically correct sentences wins the game. While they play the game, monitor them and take notes about their mistakes with the grammar structures, then explain the rules one more time if needed.



### Reading

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

### Answer Key

- 4** Tourist attractions

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

### Answer Key

**1 Paragraph A:** Location

**2 Paragraph B:** Geographic and climatic features

**3 Paragraph C:** Tourist attractions

**4 Paragraph D:** Capital city

**5 Paragraph E:** Language and nationality

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

### Answer Key

Students' own answers

- d** Ask students to complete the table according to their paragraphs. If needed, help them to find clues for unknown words.

### Answer Key

Students' own answers



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

### Answer Key

Students' own answers

- f** Explain to students what the careful reading strategy is in detail before doing the activity. Tell them that reading carefully means that they should clarify their purpose before and during reading, they should monitor their understanding to think about and have control over their reading. Then ask them to read the given statements so that they can be aware of what they will focus on in the text. Have them read the text carefully to complete the sentences in their own words. Check the answers with the class.

### Suggested Answers

<sup>1</sup> Argentina, Peru, and Bolivia border Chile; you can also visit these countries. Chile is a unique country because <sup>2</sup> it has a natural beauty and rich culture. <sup>3</sup> Torres del Paine National Park is a tourist attraction; it has lakes, rivers, forests, and glaciers. Santiago is the capital city, and <sup>4</sup> it offers winter and summer sports on the same day.

<sup>5</sup> The Chileans are a mix of European and indigenous people, so they have a diverse culture.

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

### Answer Key

- 1** It has different geographical features, such as mountains and ocean.
  - 2** It causes the driest desert in the world and millennia-old glaciers.
  - 3** People can go hiking, trekking, climbing, snowboarding, skiing, and surfing.
  - 4** It has different geographical features.
  - 5** They usually come from Europe.
- h** Ask students to work in pairs. Tell them that they are going to ask and answer questions as in the example. Remind them that they can write their questions and answers in their notebooks before taking turns doing the activity.

### Answer Key

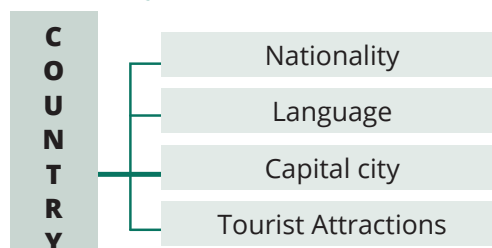
Students' own answers



## Writing

- a** Ask students to discuss what topics best describe the characteristics of a country in groups. Then have them complete the chart. Check the answers with the class.

### Answer Key



- b** Ask students to examine the text on the left page. Then have them find and write sentences for the topics below.

### Answer Key

**Title:** Somewhere Far Away

**Topic Sentence:** Located in western South America, the Republic of Chile is the southernmost country in the world.

**Support the topic sentence:** It is very close to Antarctica and extends across the Andes Mountains and the Pacific Ocean as a narrow strip of land.

**Conclusion:** Indigenous ancestors and European influences come together to create a rich culture that you can observe in the country and feel throughout its diverse populations.

- c** Ask students to write a short text about the country they would like to visit in their notebooks. Remind them that they should use the given checklist to form their paragraphs.

### Answer Key

Students' own answers

- d** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Have them change their texts with their peers' and check each other's texts, using *Rubric 12*. Ask them to share their texts with the class.

### Answer Key

Students' own answers



## Roots and Routes

- a** Ask students to work in pairs and look carefully at the photo and the title of the text. Encourage them to describe what they see in the photo and relate it to the title. They can use simple vocabulary and short sentences. Walk around the classroom to support pairs who need help. After a few minutes, ask a few pairs to share their guesses with the class before moving on to the reading task.

### Answer Key

Students' own answers

- b** Ask students to read the text quickly to find the main idea of the text and choose the correct option that represents it best. Encourage them to focus on the overall message rather than the details. Then check the answer with the class. When they have completed the task, encourage a short class discussion about patriotism. Ask guiding questions to help students reflect on how the activity relates to showing love and respect for their country in daily life.

### Answer Key

- 4** Türkiye is focusing on cybersecurity education to protect its citizens and businesses from online threats.
- c** Ask students to read the text again and mark each statement as true, false, or not mentioned. When they have finished the activity, check the answers with the class. You can have students correct the false statements according to the text.

### Answer Key

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

- d** Ask students to read the text again, this time more slowly and carefully. Then they should answer the comprehension questions. When they have finished the task, check the answers with the class.

### Answer Key

- 1 It allows people to do many tasks quickly and easily and save time for spending time with family or relaxing.
  - 2 Hackers can steal the information and use it for bad purposes.
  - 3 They get real experience and learn more by working with professionals.
- e** Ask students to work in pairs and discuss the tasks they regularly do online and the methods they use to protect their data. Encourage them to give examples from their own lives. Monitor the discussions and provide support where necessary. When they have finished the task, ask students to share their ideas with the class.

### Suggested Answers

#### Online tasks:

I use the Internet to check my emails and stay in touch with my friends and family.  
I shop online for clothes and groceries.  
I watch films and listen to music online.

#### Ways to protect personal information:

I use strong passwords and change them regularly.  
I do not share too much personal information on social media.  
I regularly update my computer's antivirus software.  
I do not click on links or download files from untrusted sources.



### Consolidation

- a** Let students know that the photo strip story features the characters of the listening activity. It consists of four pictures with speech bubbles, including the target structure or vocabulary. Have students take a detailed look at the photos and talk about them with their classmates. Encourage them to use the sentences as clues to understand the context.

### Answer Key

Students' own answers

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

### Answer Key

- ② Introducing their home countries

### Audio Script 1.5

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

**Fredrik:** Okay, everyone! Our project is about cultural heritage. Should we begin by talking about our new home, Canada?

**Olena:** Canada is an amazing country, but first, let's talk about our own countries. It'll be fun to learn more about each other. Luke, would you like to start?

**Luke:** Sure! South Africa is a special place with many different cultures and a rich history. If you go on a safari tour in Kruger National Park, you can experience the incredible wildlife and visit hundreds of archaeological sites. In the capital city, Pretoria, you can see the Union Buildings and the national botanical gardens.

## Teacher's Notes

**Jemma:** Wow, Luke, it's interesting The capital of Thailand is Bangkok. It is a dynamic place with lively streets and colourful markets. To experience the culture, you can visit the Weekend Market. It is one of the largest markets in the world. Don't forget to try some Thai street food there. You can also visit the Grand Palace and walk through the royal halls to learn more about Thailand's history.

**Fredrik:** I will, Jemma! Norway is a very beautiful country with many mountains. If you are lucky, you can view the colourful Northern Lights in the sky. The capital city is Oslo. It has lots of cool places to visit, like the Viking Ship Museum. At the museum, you can see old ships and items from the Viking Age.

**Olena:** Fredrik, that sounds awesome! Ukraine is a country rich in history and culture. The capital city is Kyiv. One of the most famous landmarks in the city is Independence Square, a great place to explore. You can walk around, enjoy the beautiful fountains, and watch street performances. You can also visit the Golden Gate of Kyiv. It's an old city gate from medieval times.

**Luke:** This is all so interesting! We all bring a lot of culture to this project, so let's add a section on historical places from each of our countries, with pictures and descriptions to make it more engaging.

**Fredrik:** Great idea, Luke! Let's get started. This will be a lot of fun, and I'm sure we'll learn so much from each other.

- c Tell students that they are going to listen to the audio again, focusing on details about the four characters and their countries. Ask them to complete the table with information about each character's country, its capital, and famous landmarks. Encourage students to listen carefully and take notes. If necessary, replay the audio more than once. Once they finish, check the answers with the class.

### Answer Key

Character	Country	Capital	Famous Landmark(s)
Luke	South Africa	Pretoria	Kruger National Park/Union Buildings
Jemma	Thailand	Bangkok	Grand Palace
Fredrik	Norway	Oslo	Viking Ship Museum
Olena	Ukraine	Kyiv	Independence Square/Golden Gate of Kyiv

- d Ask students to listen to the audio again, focusing on activities that can be done in each country mentioned. Have them write down suitable activities using action verbs for each country listed. Encourage them to listen carefully and take notes. After they complete the task, check the answers with the class. Discuss any unfamiliar words or phrases.

### Answer Key

- 1 see old ships and items from the Viking Age / view the colourful Northern Lights in the sky
- 2 enjoy the beautiful fountains / watch street performances
- 3 visit the Weekend Market / try Thai street food
- 4 go on a safari tour / visit hundreds of archaeological sites

- e Ask students to work in groups of four. Explain that they will imagine themselves to be at the Cultural Exchange Fair. Remind groups that they should choose one of the countries from the unit and prepare short presentations similar to those in the audio, including tourist attractions, famous landmarks, etc. Encourage them to use phrases from the unit, focusing on simple language and correct pronunciation. As they present, remind them to speak clearly and confidently. Once all the groups have presented, encourage the class to ask questions to each group about the countries they have learnt about. Provide feedback on their use of the language, creativity in their presentations, and ability to engage with the audience.

### Answer Key

Students' own answers

### Teacher's Notes





## E-Portfolio

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



## Self-Reflection

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

## Teacher's Notes



Theme 2



### Warm-Up/Well-Being

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

#### Answer Key

- 1 A river
- 2 A mushroom
- 3 A map
- 4 A candle



### Lead-In

#### Establishing Links

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

#### Answer Key

Students' own answers

#### Interaction

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

#### Answer Key

Students' own answers



### Listening/Watching

- a** Ask students to read the activities and tick the ones that match their daily routine. Then have them discuss their daily activities with their peers.

#### Answer Key

Students' own answers

- b** Have students watch *Digital Story 2* and write Jacob's habits and activities. Give them enough time to complete the activity. Then check the answers with the class.

#### Answer Key

**At home:** to wake up, to clean his face, to comb his hair, to get dressed, to charge his phone...

**In class:** to attend classes, to have a break, to take notes, to read silently...

- c** Have students work in pairs to complete Jacob's daily planner according to the information in *Digital Story 2*. Give them enough time to complete the activity. Then check the answers with the class.

#### Answer Key

##### Friday

- 7.00 Wake up and make bed
- 7.05 Clean face / brush teeth / comb hair
- 7.10 Get dressed
- 7.15 Charge phone
- 7.20 Have breakfast
- 7.40 Leave home
- 7.50 Take the bus to school
- 8.30 Attend class
- 9.10 Have a break
- 12.30 Have lunch
- 15.00 Leave school
- 15.40 Arrive home
- 15.50 Watch TV
- 16.30 Work on tasks
- 18.30 Go shopping
- 21.00 Read a book

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

#### Answer Key

- 1 He usually wakes up at 7 a.m.
  - 2 He makes his bed.
  - 3 He charges his phone.
  - 4 He usually takes the bus to school.
- e** Ask students to read Ceren's plans, study the example, and make sentences. Give them enough time to complete the activity. Then check the answers with the class.

#### Answer Key

- 1 She watches TV at 5 p.m.
  - 2 She does homework/works on her tasks at 6 p.m.
  - 3 She reads a book at 9 p.m.
- f** Ask students to make their own daily planners in their notebooks and write sentences about their daily routine as in *Exercise e*.

#### Answer Key

Students' own answers

- g** Have students work in pairs. Tell them to ask and answer about their daily routine as in the example. Monitor them and give feedback.

#### Answer Key

Students' own answers



### Pronunciation

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

#### Audio Script 2.1

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

Every morning, Pam makes her bed carefully before she starts her day. She washes her face, combs her hair, and charges her phone while she gets dressed. After she leaves home, she follows her busy schedule but always finds time to relax and have a break in the afternoon.

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

#### Audio Script 2.2

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

- 1 Every Friday, I go shopping with my sister, and we carry bags filled with healthy food to our car.
- 2 I generally attend classes in the morning and study hard in the evening to prepare for my exams.
- 3 After he watches a film, George always helps his parents with housework at weekends.

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

### Answer Key

relax	back, catch, hand
bed	already, anything, never
get	August, give, grocery
generally	orange, Germany, Norwegian

### Audio Script 2.3

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

relax: back, catch, hand

bed: already, anything, never

get: August, give, grocery

generally: orange, Germany, Norwegian

- d** Put students into groups of three or four. Ask them to talk about Pam's daily routine mentioned in *Exercise a* and record their speech. Remind them to speak clearly by paying attention to correct pronunciation. Monitor the activity, walking around the classroom and listening to students' speeches. Offer help and feedback when needed.

### Answer Key

Students' own answers

- e** Have students listen to their classmates' recorded speeches. Ask them to provide constructive feedback by using *Rubric 2* to assess their pronunciation according to the given criteria.

### Answer Key

Students' own answers

- f** Put students into pairs. Ask them to talk about their daily routines by using words and sounds they have learnt and paying attention to correct pronunciation.

### Answer Key

Students' own answers



### Vocabulary

- a** Ask students to work in pairs and talk about where they think the people in the photos are, describe them, and write the phrases for each. Tell them that they can take notes in their notebooks before expressing their ideas to feel more relaxed. Encourage them to share their ideas with the class. Check the answers with the class.

### Answer Key

**1 Daily routines before school:** walk to school, wake up, leave home, get dressed

**2 Study routines at school:** attend classes, have a break, take notes

**3 Daily routines after school:** go shopping, leave school, return home

- b** Ask students to work in groups to describe each photo. Tell them that they can take notes in their notebooks before expressing their ideas to feel more relaxed. Encourage them to share their ideas with the class. After they become familiar with the words and phrases related to daily routine, have them watch *Digital Story 2* to put the actions in order. If needed, pause the digital story sometimes or replay it. Check the answers with the class.

### Answer Key

**a** 6

**b** 4

**c** 8

**d** 1

**e** 7

**f** 2

**g** 3

**h** 5

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

### Answer Key

- 1** check my messages
- 2** walk to school
- 3** learn valuable information
- 4** participate in various social events
- 5** take off my outfits

### Teacher's Notes

- d** Explain to students what the synonyms and antonyms of the words are in a context. Then ask them to read the text carefully to write the synonyms and antonyms of the words and phrases. Check the answers with the class.

### Answer Key

Synonym	Antonym
get dressed = put on clothes	have a lie-in X get out of bed
carefully = neatly	slowly X quickly
attend activities = participate in activities	leave home X come back home, arrive home
return home = come back home, arrive home	get dressed X take off clothes/ outfits
have a bath = have a shower	wake up X go to bed
do a task = run errands	end X last

- e** Ask students to work in groups. Remind them that they should not say a word while miming the actions in *Exercise d* for the others to guess.

### Answer Key

Students' own answers



- f** Have students cross out the expression that does not match the verb in each given group. Tell them that while doing the activity, they can discuss and brainstorm the phrases and verbs. Check the answers with the class.

### Answer Key

**plan:** a trip to Italy, your budget, daily activities, ~~in the class~~

**relax:** ~~music~~, with a cup of tea, at home, your muscles, in the sun

**participate:** in classroom activities, in a discussion, ~~in coffee~~, in a ceremony

**make:** her own clothes, ~~sports~~, some mistakes, a hypothesis

**leave:** ~~a cake~~, the company, a message, in a hurry

- g** The use of language with the target grammatical structure of the theme, adverbs, will be taught in the inductive learning process. That is why let them discover the structure in the context on their own without explaining the rule to them before. Ask them to work in pairs. Have them write the words that come after the phrases in the text and discuss their roles in the sentences. Check the answers with the class.

### Answer Key

- 1 get out of bed quite early
- 2 have a shower quickly
- 3 plan neatly
- 4 repeat spontaneously
- 5 go to bed early

- h** Ask students to put the given words and phrases in the table and make sentences with them. Tell them that they should write the sentences they have made in their notebooks. Check the answers with the class. Then encourage them to share their sentences with the class.

### Answer Key

<b>Verbs</b>	have, comb, make, clean
<b>Adverbs</b>	occasionally, carefully, slowly, rarely
<b>Time Expressions</b>	Sundays, at weekends, every day, in the mornings

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

### Suggested Answers

Does she wake up early? Yes, she does.

What time does she wake up? She wakes up at 7.30.

Does she walk to school? Yes, she does.

How often does she walk to school? She rarely walks to school.

Does she watch TV series? No, she doesn't.

What does she do at weekends? She goes swimming.

Does he get out of bed early? Yes, he does.

What time does he get out of bed? He gets out of bed at 7 o'clock.

Does he participate in school activities? Yes, he does.

What does he do at school? He participates in school activities.

Does he go shopping? No, he doesn't.

How often does he go to the park after school? He occasionally goes to the park after school.



## Gamification

Ask students to play the game in two groups of four. Have them read the rules before starting the game. If needed, explain each step of the game in detail. While students are playing the game, monitor them and take notes of any grammar and target vocabulary mistakes they make. Then correct students' mistakes using scaffolding questions, which means offering the class true and false options for a mistake and asking them to figure out their mistakes and correct them.



## Language Awareness

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

### Answer Key

Students' own answers

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

### Answer Key

- ② A Week in My Life

- c** Ask students to read the text quickly and focus on the specific times mentioned. Explain that they should scan the text to find the activities that correspond to each listed time. Provide clarification if needed. Once they have matched the activities to the correct times, check the answers with the class.

### Answer Key

Time	Activity
7.30 a.m.	leave home
8 a.m.	school starts
7 p.m.	have/eat dinner
10.30 p.m.	go to bed

- d** Ask students to read the sentences carefully and tick the ones that can be inferred from the text. Remind them that they need clue words, phrases, or sentences in the text to support any idea that is not directly stated or to reach a logical conclusion. After completing the task, check the answers with the class and discuss any challenging points. Then encourage a short class discussion about healthy living. Ask guiding questions to help students reflect on how the activity relates to making healthy choices in daily life.

### Answer Key

- 1 ☒ James's mother cares about healthy eating habits.  
 3 ☒ James's school is not far from his home.  
 6 ☒ The family values spending time together despite their busy schedules.

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

### Answer Key

- 1 He leaves early for his job.
  - 2 It takes ten minutes.
  - 3 His favourite subject is mathematics because he loves solving problems.
  - 4 His family usually goes out for fun activities on Saturdays.
- f** The target grammatical structure will be taught using an inductive learning approach. Have students work in groups and focus on the underlined words in the example sentences to study how the structure is used.

### Answer Key

Students' own answers

- g** Ask students to find and underline similar sentences in the text. Draw their attention to these structures without explicitly explaining the grammatical rules. Finally, check the answers with the class.

### Answer Key

- Hi, I am James, and I live with my family in Boston.
- We do not wake up late on weekdays because we all have busy schedules.
- My mother never skips breakfast, and we usually have eggs, toast, or cereal with fruit.
- My father does not join us for breakfast, as he leaves early for his job as a doctor.
- We eat quickly and leave the house by half past seven.
- My school is just a ten-minute walk away, so I do not take the bus if it does not rain.
- School starts at eight o'clock, and I always arrive on time.
- My favourite subject is mathematics

because I love solving problems.

- During lunch, I sit with my friends, and we often chat about our hobbies or weekend plans.
- After school, I do not always go straight home; I have guitar lessons every Wednesday evening and meet my friends at the park to play basketball on Fridays.
- In the evenings, my family has dinner at seven o'clock.
- If I do not have much homework, I watch a film or read a book before I go to bed at half past ten.
- My father does not like staying home on Saturdays, so he carefully plans the day and makes sure we do something fun.
- Sundays are quieter, and we rarely go out; instead, we stay home, cook, and relax before the new week begins.

- h** Have students watch *Digital Story 2* and take notes of the similar sentences they have already studied in *Exercise f* and *g*. While watching the digital story, pause it at the scenes where the language with the target grammatical structure is used and ask them to write the similar sentences they hear. They do not have to write all the sentences; four sentences are enough. At the end of watching the digital story, elicit all the target sentences from the students and write them on the board.

### Answer Key

- 1 Every day **starts** the same.
- 2 I **wake up** bright and early and **check** the time.
- 3 I **don't want** to forget anything important.
- 4 She **doesn't buy** anything unhealthy.

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

### Answer Key

Students' own answers



### Let's Discover

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

### Answer Key

- ☒ a habits
- ☒ c routines
- Ask students to match the sentences with the options they have circled in *Exercise a*. Check the answers with the class.

### Answer Key

- 1 a
- 2 c
- 3 a
- 4 c

- j Ask students to read the paragraph carefully and identify the mistakes in the use of *The Simple Present Tense*. Encourage them to focus on subject-verb agreement, verb forms, and sentence structure. Remind students that after they find the mistakes, they should correct them and compare their answers with their peers. Then check the answers with the class.

### Answer Key

School **starts** at 8 a.m., and we **always** begin the day with music. The lesson does not **consist** of just theory; it **involves** class performances, and I love playing the piano very much. My best friend is Lily at school. She usually **forgets** to bring her books but always **remembers** her pencil case because she enjoys writing stories very much. We share many things, like our notes, but she **does** not share her snacks. After school, I usually help my parents with the shopping. Sometimes, Lily **joins** me, but she does not **like** going to the store. What **do** you usually do after school? Do you **have** a best friend like Lily?

- k Ask students to work in pairs and take turns talking about their school day and their peer's. Encourage them to use *The Simple Present Tense* when describing their routines and habits, such as "I start school at 8 a.m." or "My friend always forgets her books." Remind students to ask follow-up questions to keep the conversation going, like "What time do you finish school?" or "Do you have music lessons?" Ask a few pairs to share their conversations with the class.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



### Gamification

Tell students that they are going to prepare two challenge cards for the game: one for “Truth” and one for “Dare.” For the “Truth” card, ask them to write a question about habits or routines. For the “Dare” card, ask them to write a grammar challenge. Once they have prepared the cards, collect them into two separate decks. Students will take turns choosing “Truth” or “Dare” and draw a card from the chosen deck. Explain that they must answer the question or complete the grammar task accordingly. Allow students to ask for help or pass once, but they must complete the next challenge. Remind them that the game continues until everyone has had a turn. Award bonus points for creativity or correctness.



### Reading

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

#### Answer Key

Students’ own answers

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

#### Answer Key

- 3** Akio and Lilja’s daily routines reflect how their cultures shape their lifestyles.

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

#### Answer Key

- 6** Career plans
- d** Ask students to work in pairs, with each student focusing on one person (Akio or Lilja) in the text. They should read carefully and create a list of that person’s activities, organising them by different parts of the day (e.g. morning, afternoon, evening). Remind them that they should write their sentences in their notebooks. Then have them exchange information with their peers to complete the full picture. The jigsaw reading technique is a cooperative learning strategy that enhances reading skills through speaking and summarising.

#### Answer Key

##### Akio’s Daily Routine

##### Before School

- wakes up at 6 a.m.
- makes his bed
- gets dressed in his uniform
- has a traditional breakfast with rice, grilled fish, and *miso* soup
- packs his lunch
- takes the train to school
- goes over his notes

##### At School

- cleans classrooms and shared spaces after school
- joins the robotics club
- builds and programs robots

##### After School

- goes to cram school
- does homework
- checks messages
- reads manga

## Lilja's Daily Routine

### Before School

- wakes up at 7 a.m.
- takes a shower
- puts on casual clothes
- has bread with cheese or yoghurt for breakfast
- cycles to school

### At School

- participates in classroom discussions
- goes outside during breaks to chat with friends and enjoy fresh air
- joins the photography club

### After School

- helps with household chores
- does her homework and practises the violin
- watches nature documentaries
- shares stories with family

- e** Ask students to work in pairs to complete the diagram using their notes in *Exercise d*. Explain that they should identify similarities and differences between Akio's and Lilja's routines. Then ask them to take turns sharing their comparisons using the given example as a model.

### Answer Key

Students' own answers

### Teacher's Notes

- f** Ask students to read the text carefully and find a clue sentence that supports each statement given as in the example. Encourage them to focus on details that confirm the ideas in the statements. Remind them that they should write their sentences in their notebooks. Then check the answer with the class.

### Answer Key

- 1 Clue:** He goes to cram school to prepare for university entrance exams.
- 2 Clue:** She cycles to school, enjoying the view along the way.  
Lilja joins a photography club to capture Finland's natural beauty. During breaks, she and her friends go outside to chat and enjoy the fresh air.
- 3 Clue:** Lilja joins a photography club to capture Finland's natural beauty. She spends an hour studying and practicing the violin.

- g** Ask students to work in pairs. Have them first think about their answers and write them in their notebooks. Then they should take turns asking and answering the questions with their peers. When they have finished the task, check the answers with the class. After students have completed the task, encourage a short class discussion about the values of responsibility and diligence. Ask guiding questions to help them reflect on how these values are shown in the activity and how they are important in daily life.

### Possible Answers

- 1** Akio's routine, with a uniform and a structured breakfast, reflects the discipline and tradition of Japanese culture. Lilja's casual clothing and cycling reflect a more relaxed and nature-focused Finnish lifestyle.
- 2** It teaches responsibility, teamwork, and respect for shared spaces.
- 3** Cycling helps her stay active, enjoy the fresh air, and connect with her natural surroundings.



- h** Ask students to work in pairs and take turns talking about their daily activities and things that they enjoy doing. Encourage them to think about details, such as how they spend their time, what they eat, and what activities they enjoy. After discussing in pairs, have students share the most creative ideas with the class.

### Answer Key

Students' own answers



### Writing

- a** Ask students to think of someone they admire, such as a family member, a friend, or a famous figure. Have them brainstorm and take notes about this person's daily routine for both weekdays and weekends. Encourage them to include activities for each part of the day and to think about what makes this person's routine interesting or special. This will help students organise their ideas before writing a detailed description of the person's routine.

### Answer Key

Students' own answers

- b** Ask students to write a short paragraph about the daily life of the person they mentioned in *Exercise a* in their notebooks. They should also use the lists of weekday and weekend routines to guide their writing. Remind students to follow the checklist to help organise their paragraphs.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



### Roots and Routes

- a** Ask students to skim the text and circle the best title. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Remind students that the correct title should reflect the overall topic of the text. When they have finished the activity, check the answers with the class. As you go over the correct answer, briefly highlight how the project supports equal access to technology across schools, giving all students the opportunity to succeed, regardless of background (V1. Justice).

### Answer Key

- ② Digital Education Advances in Türkiye






- b** Ask students to scan the text and find answers to the questions. Explain that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When they have finished the activity, check the answers with the class. As you guide this activity, note that both students and teachers benefit from the digital platform. This helps foster a shared sense of responsibility (V16) toward learning and teaching. Also, you might point out how the system encourages students to work at their own pace, which promotes independence (V11) and patience (V12) in learning.

### Answer Key

- 1 Interactive whiteboards.
  - 2 Digital Transformation in Education.
  - 3 Students and teachers.
- c** Tell students they will now read the text more carefully to decide which statements can be inferred. Remind them that inference means using clues from the text to understand something that is not clearly stated. Have students tick the correct

items. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations. This activity offers a great opportunity to point out how teachers are continuously developing their skills through the system, modelling diligence (V3) and lifelong learning. Also, you might point out how the system encourages students to work at their own pace, which promotes independence (V11) and patience (V12) in learning.

### Answer Key

- 2  The platform allows students to focus on the subjects that they find most difficult.
  - 3  The platform provides personalised support to match students' learning speeds.
  - 6  Teachers' professional development now includes technology training.
  - 7  Teachers can better understand their students' progress with the help of the platform.
  - 8  The project aims to minimise differences in students' learning opportunities.
- d** Ask students to imagine they are part of a team that works on an online education platform and write one suggestion to improve the platform. Tell them to use the given example as a model. Remind students to state the purpose of their suggestion and explain how it can benefit students or teachers. This activity offers an opportunity to promote compassion (V9) and respect (V14) in digital education, alongside responsibility (V16) in creating a helpful learning environment. Monitor the activity, walking around the classroom and offer help when needed. When they have finished, you can ask some students to share their suggestions with the class.

### Answer Key

Students' own answers



### Consolidation

- a** Tell students that they will do a sequencing activity while listening. Ask them to look at the photos and read their captions. Remind them to listen carefully for these key actions. Play the audio and have students number the photos in the correct order. Replay the audio if necessary. When they have finished the activity, check the answers with the class.

### Answer Key

- 1 He combs his hair.
- 2 He attends classes and participates in class activities.
- 3 He sometimes reads a book silently.
- 4 He relaxes for a while and watches documentaries.

### Audio Script 2.4

**Listen to the audio and put the photos in the correct order.**

Hi! My name is Temir. I want to tell you about my brother Aybek's daily routine. He wakes up and gets out of bed at 7 a.m. every day. After that, he makes his bed neatly and charges his phone. He usually has a shower and gets dressed. Then he combs his hair.

He leaves home at 8 a.m. and takes the train to school. He attends classes and participates in class activities. During the break, he sometimes reads a book silently or listens to an audiobook carefully.

He leaves school at 3 p.m. and arrives home at 4 p.m. He relaxes for a while and watches documentaries. Later, he works on his tasks and takes notes for his lessons. He always plans his studies for the next day.

At 10 p.m., he goes to bed and tries to fall asleep quickly because he usually has a busy day ahead. That's his daily routine on weekdays.

- b** Play the audio again and ask students to find and underline the mistake in each sentence. Have them write the correct information in the blanks. Replay the audio if necessary. When they have finished the activity, check the answers with the class.

**Answer Key**

- 1 his – his brother's/his brother Aybek's
  - 2 quickly – neatly
  - 3 before – during
  - 4 4 – 3
  - 5 watches documentaries – goes to bed
  - 6 always – usually
- c** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the audio. Remind them that they can write the answers in their notebooks before starting to ask and answer the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.

**Answer Key**

- 1 At 7 a.m.
- 2 He takes the train to school.
- 3 During the break.
- 4 He works on his tasks and takes notes for his lessons.
- 5 Always.
- 6 Because he usually has a busy day ahead.

**Teacher's Notes**



## E-Portfolio

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



## Self-Reflection

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

## Teacher's Notes



Theme 3



### Warm-Up/Well-Being

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

#### Answer Key

- 1 The pen has no ink.
- 2 Four because you took them.
- 3 They are a grandmother, mother, and daughter.



### Lead-In

#### Establishing Links

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

#### Answer Key

Students' own answers

#### Interaction

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

#### Answer Key

Students' own answers



### Listening/Watching

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

#### Answer Key

- 1 ☒ attractive
- 3 ☒ handsome
- 6 ☒ careless
- 7 ☒ serious
- 9 ☒ curly

#### Teacher's Notes

- b** Play *Digital Story 3* again and ask students to focus on the details about the characters' physical features and personal traits. Have them complete the table with at least two words or phrases for each category while watching. Remind students to listen carefully for these details, and encourage them to note down any words or phrases they hear. When students have finished the activity, check the answers with the class.

### Answer Key

Physical Features		Personal Traits
Physical Appearance	attractive, young, beautiful, oversized, charismatic, handsome, cute	honest careless brave serious bold confident charismatic kind friendly outgoing funny genius
Body Weight/ Height	skinny, well-built, plump, slim, medium height	
Skin Colour	brunette, fair	
Hair Colour/ Shape	dark curly hair, blond, straight red hair	

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

### Answer Key

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

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

### Answer Key

- 1** A vintage shop.
  - 2** She wants something different.
  - 3** The colour matches his fair skin and blond hair.
  - 4** She does not want to look too young or childish.
  - 5** He thinks it is too oversized and makes him look skinny.
  - 6** She is friendly, outgoing, and talented at drawing.
- e** Ask students to read the sentences below and circle the best option that correctly completes them. Explain that they should use clues from *Digital Story 3* to make inferences. After they have completed the activity, check the answers with the class.

### Answer Key

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

### Teacher's Notes



- f** Ask students to work in groups of three. Explain that they will imagine they are shopping for a special event. Remind them to use the clothes and accessories in the photos in their conversation. Support them by checking out the list below if they need help with the words. Have them role-play a dialogue similar to the one in *Digital Story 3*. Encourage them to include details about the physical features and personal traits of the characters in the costumes and describe how these costumes reflect certain traits or how the characters might look based on the chosen outfits.

#### Clothing and accessories list:

- a scarf
- a headscarf
- an old pilot hat
- a green hat with a flower
- a pair of sunglasses
- a detective hat
- a magnifying glass
- a brown leather vest
- a black leather jacket
- a pair of black leather trousers
- an old brown leather jacket
- an umbrella
- a beige trench coat
- a pair of jeans
- a dress with blue and white colours
- a black dinner jacket with a white shirt and a black bow tie
- a black hat
- a tiara with stones

#### Answer Key

Students' own answers



#### Pronunciation

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

#### Audio Script 3.1

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

Gathering tonight turns into a special occasion for us. It is a perfect decision to watch the Olympic Games on television. We admire an athlete. With her green eyes and shoulder-length, fair hair, Kate is a very beautiful gymnast. She contributes a lot to the global vision of gymnastics. Especially her cheerful and sympathetic attitude in tonight's performance kept the audience's interest and love.

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

#### Audio Script 3.2

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

- 1** The artist is extremely prolific; you can witness a great explosion of creativity in his works.
- 2** Although he sounds like an arrogant person, we draw many conclusions from his speeches.
- 3** As she is allergic to metal, fake jewellery damages her skin.

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

### Answer Key

<b>evening</b>	greedy, team, employee
<b>gym</b>	skin, innocent, dish
<b>time</b>	driver, title, silent
<b>vision</b>	leisure, massage, treasure
<b>clever</b>	confused, successful, academic

### Audio Script 3.3

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

**evening:** greedy, team, employee

**gym:** skin, innocent, dish

**time:** driver, title, silent

**vision:** leisure, massage, treasure

**clever:** confused, successful, academic

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

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Vocabulary

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

### Answer Key

**1** brunette

**2** curly

**3** fair

**4** straight

**5** plump

**6** medium-height

**Extra:** well-built

- b** Put students into pairs and ask them to describe the photos and match them to the personality traits given. When students have finished matching, check the answers with the class.

### Answer Key

**1** careless

**2** confident

**3** kind

**4** serious

**5** brave

**6** friendly

**Extra:** honest

- c** Put students into pairs and ask them to look at the photo and the title of the text. Have them share their predictions in pairs, giving reasons.

### Answer Key

Students' own answers

- d** Ask students to skim the text individually to check if their predictions are correct. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Then have them compare their predictions from *Exercise c* with the actual content in pairs. Monitor the activity, walking around the classroom and check how accurate their guesses are.

### Answer Key

Students' own answers

- e** Ask students to read the text carefully to underline the words they do not know. Explain that the careful reading strategy is reading the text in detail before doing the activity. Tell students that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Encourage them to guess their meanings based on the surrounding words and phrases.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

- g** Ask students to write the inferred meanings of the words they do not know in their notebooks. When they have finished writing, have them check their definitions. They can confirm meanings either by consulting you or using a printed/digital dictionary. For incorrect definitions, ask them to note the correct ones next to those they have written.

### Answer Key

Students' own answers

- h** Ask students to complete the table with the words and phrases from the text. When they have finished the activity, check the answers with the class.

### Answer Key

Physical Appearance	
Height	medium-height
Hair Colour/Shape	straight, black
Skin Colour	tan, pale
Age	middle-aged, old

Personality	
Positive	cheerful, calm, smart, clever, funny, kind, polite, gentle, peaceful, friendly
Neutral	shy, quiet, serious
Negative	moody, forgetful, rude

- i** Put students into pairs and ask them to discuss how and where to use the words they have written in *Exercise h*. Monitor the activity, walking around the classroom and offer help when needed.

### Answer Key

Students' own answers

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

### Answer Key

Synonyms	Antonyms
calm = peaceful	cheerful X moody
smart = clever	tan X fair
polite = kind	rude X gentle

- k** Tell students that they will do a jigsaw reading. Explain that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in pairs or groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then put students into pairs and assign them their paragraphs. Ask them to examine the example first and tell them that each pair needs to identify a cause-and-effect relationship from their assigned paragraphs. When they have finished writing their sentences, have them share their sentences with their peers. Monitor the activity, walking around the classroom and offer help when needed.

### Answer Key

#### Sophie

- Sophie is a bit quiet, so she can sometimes go unnoticed.

#### Liam

- No one can be moody when Liam is around because he is funny and always makes us laugh.

- Liam can sometimes be a bit forgetful, so he often needs reminders to stay on task.

#### Olivia

- Olivia is always kind and polite, so everyone in the school likes her.
- Everyone likes Olivia, so it is easier for her to communicate and give tasks to various groups.
- Olivia can maintain a positive and harmonious atmosphere because she handles conflicts with softness and diplomacy.

#### Ms Lee

- Ms Lee gives her time to help students and even shares useful materials for their stands because she is generous.

- l** Ask students to imagine a fictional character. Tell them that they can take notes about her/his physical appearance and personality. Then put students into pairs and ask them to examine the example dialogue. Have them take turns asking and answering questions about their characters. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help when needed.

### Answer Key

Students' own answers

- m** Tell students that they will write a short paragraph about themselves, using new vocabulary from the lesson. Encourage them to brainstorm a few keywords before forming sentences. Monitor the activity, walking around the classroom and providing individual feedback.

### Answer Key

Students' own answers



### Gamification

Divide students into groups of four or five and have each group choose a well-known public figure or character from films, books, or cartoons. Have students use target vocabulary to create a description with 3–4 clues. Ask the presenting group to read out their clues while the rest of the class listens and asks yes-no questions to gather more details. Remind groups to take turns describing and asking questions. Once a group has presented clues and the class has asked questions, the students try to guess the identity of the described figure. A correct guess earns the guessing group one point. If no one guesses correctly, the speaking group earns one point. Continue the game until all groups have participated. At the end, have students total their points and declare the group with the most points the winner. If multiple groups have the same scores, declare a tie.



### Language Awareness

- a** Have students read the text quickly and circle the photo that best reflects Sophie and Sam. Encourage them to give reasons.

#### Answer Key

②

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

#### Answer Key

④ The Opposite Twins: Sophie and Sam

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

#### Answer Key

**1** Sophie is cheerful, friendly, confident, outgoing, brave, generous, but sometimes she can be careless.

- 2** He has tan skin because he spends time doing sports outdoors.
- 3** Sophie's personality makes it easy for her to talk to new people and make friends.
- 4** Sophie is confident and outgoing; Sam is shy. Sophie has curly, brunette hair; Sam has straight, blond hair.
- 5** They have different appearances and personalities, but they share a close bond; they trust and help each other.
- 6** Students' own answers

- d** Ask students to study the example sentences and discuss the common points in groups. Give them enough time to complete the activity.
- e** Have students find and underline the sentences in the text as in the examples in *Exercise d*. Give them enough time to complete the activity. Then encourage them to share their findings.

#### Answer Key

Students' own answers

- f** Play *Digital Story 3* again and ask students to find three similar sentences to the ones they have underlined. Then encourage them to share their sentences with the class.

#### Suggested Answers

- 1** It's not attractive enough, right?
- 2** Are they bright enough to fit a pop star?
- 3** It's cool, but I'm not sure it's bold enough for my look.
- 4** I love the flow, but does it make me look too young?
- 5** Is it too childish?
- 6** I feel like it's too oversized.
- 7** Does it make me look too skinny?
- 8** Thanks, but I'm not handsome enough to be a pirate, right?
- 9** It's pretty! But that tiara doesn't look magical enough for a fairy.



## Let's Discover

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

### Answer Key

- 1 a something is more than necessary
- 2 b the necessary amount of something

- Ask students to match the sentences with the options they have circled in *Exercise a*. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

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

- g** Ask students to complete the sentences with *too* or *enough*. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1 too
- 2 enough
- 3 too
- 4 enough
- 5 too
- 6 enough

- h** Tell students to study the example and rewrite the sentences accordingly. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1 • The bags are too heavy to carry all day.  
• The bags are not light enough to carry all day.

- 2 • The film is too long to finish tonight.  
• The film is not short enough to finish tonight.
- 3 • The soup is too hot to eat.  
• The soup is not warm enough to eat.

- i** Have students work in pairs to make similar sentences to the ones in *Exercise h*. Encourage them to share their sentences with the class.

### Answer Key

Students' own answers



## Gamification

Ask students to read the instructions carefully and work in groups of four. Tell them two of the group members write true sentences, and two of them write false sentences about themselves, using *too* and *enough* as in the example. Have them read their sentences aloud for other groups to decide which ones are true and which are false. Remind them that they can ask and answer questions, and each correct guess of a perfect bluff gets one point. At the end of the game, count the points and declare the winning group.



## Reading

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

### Answer Key

Students' own answers

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


### Answer Key

- 1 Rex
- 2 Fluffy
- 3 Bella



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

### Answer Key

- 2**  Derek talks about his pets and their lives.

- d** Tell students to read the text carefully to complete the pet passports. Give them enough time to finish the activity. Then check the answers together.

### Answer Key

**Name:** Fluffy

**Species:** Cat

**Gender:** Female

**Appearance:** Round body with white fur, pink skin, bright green eyes

**Personality:** Clever, calm, and quiet, sometimes moody

**Name:** Bella

**Species:** Cat

**Gender:** Female

**Appearance:** Well-built, fit body, dark skin, black fur, hazel eyes

**Personality:** Playful, outgoing

**Name:** Rex

**Species:** Dog

**Gender:** Male

**Appearance:** Big, strong, dark skin, brown eyes, and brown, straight fur

**Personality:** Looks serious, friendly, funny, kind, gentle

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

### Possible Answers

- 1 They were both adopted from a shelter and live in the same house. They both have soft fur and beautiful eyes.
- 2 Rex's appearance makes him look serious, but in reality, he is a kind, playful, and gentle pet. His personality does not match with his appearance.

- f** Ask students to read the text again and circle the answers to the questions. Give them enough time to complete the activity. Then check the answers together.

### Answer Key

**1** B

**2** A

**3** D

- g** Let students discuss the questions with their classmates. Ask them to talk about values such as compassion and benevolence. Monitor them and give feedback occasionally.

### Possible Answers

- 1 Bella is calm and quiet, so she probably does not enjoy Rex's barks.
- 2 Rex is kind and gentle, so he does not want to hurt them, especially because Fluffy is calm and Bella is small.
- 3 Derek may believe in giving stray animals a better life and caring for them.



## Writing

- a** Tell students to think about two pets they know in real life or through TV with opposite personalities and physical features. Ask them to take notes to make comparisons.

### Answer Key

Students' own answers

- b** Ask students to write short paragraphs to compare the pets they mentioned in *Exercise a*, considering the given criteria. Give them enough time to complete their paragraphs.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Roots and Routes

- a** Ask students to look at the photos of Mustafa Kemal Atatürk and share what they feel about them. Remind them that they can take notes about their ideas in their notebooks to organise their thoughts and feel more relaxed. While they do the activity, monitor them and help with the words and grammar structures they use if needed.

### Answer Key

Students' own answers

- b** Explain to students what the scanning reading strategy is in detail before they do the activity. Tell them that scanning is a reading strategy using rapid eye movement and keywords to move quickly through the text to get specific facts, such as specific pieces of information and a particular answer to a question. Then ask them to read the text quickly to circle which topic is not mentioned. Check the answers with the class.

### Answer Key

4

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

### Answer Key

- 1** To honour his extraordinary contributions to humanity.
  - 2** He helped people live in harmony without discrimination against race, religion, or ethnicity.
  - 3** It made him highly knowledgeable and cultured.
  - 4** He liked Turkish classical, folk music, and Rumelian songs.
  - 5** Students' own answers
- d** Ask students to work in groups. Have them brainstorm the quotes of Mustafa Kemal Atatürk about peace, reading, creativity, or sport. Then ask them to discuss what they think about the quotes they have brainstormed. Ask them to share their thoughts with the class.

### Answer Key

Students' own answers

## Teacher's Notes

### 3 PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY



#### Consolidation

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

#### Answer Key

Students' own answers

- b** Ask students to read the descriptions before listening to the audio so that they can be familiar with the words and phrases. Have them listen to the audio and match the names to the descriptions. If needed, replay the audio. Check the answers with the class.

#### Answer Key

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

#### Audio Script 3.4

**Listen to the audio and match the names to the descriptions.**

Hello, I'm River from the USA and now studying software engineering at Oxford University in London. I don't feel lonely here at all; I feel confident and peaceful, as my best friends always help me to overcome all troubles. We usually go to the university library after classes to do more research. Let me introduce my friends.

Ethan sounds like a film star with his handsome, well-built appearance. He has green eyes, short, light brown hair, and fair skin. He's gentle enough to take responsibility for teamwork without hesitation. We really love his cheerful manners as well. He's also tall enough to take the books from the shelves.

Zeynep, my hazel-eyed, curly-haired friend, is a very lovely, helpful, and smart girl. I think she's the most genuine person I've ever met. Whenever we work together, she

does her best to submit the assignments on time. Thanks to her brilliant ideas that bring us new points of view on topics, we analyse them comprehensively, and we usually get very high marks.

Violet, with her shoulder-length, blonde, wavy hair, reminds me of my favourite beautiful actress. She always stays calm enough in stressful situations, but none of us achieve it. She's also very successful in academic classes, but in social activities, she feels too shy and quiet to contact others.

- c** Have students look at the titles in the table before listening to the audio so that they can be aware of what they should focus on. Ask them to listen to the audio carefully to take notes. If they have difficulties with their writing and listening skills, let them write the required information by pausing the audio sometimes. Check the answers with the class.

#### Answer Key

Names	Physical Features	Personal Traits
River	tan skin, short black hair, well-built	confident, smart, friendly
Ethan	tall, handsome, well-built, green eyes, short, light brown hair, and fair skin	gentle, cheerful
Zeynep	hazel eyes, curly hair	lovely, helpful, smart, genuine
Violet	shoulder-length, blonde, wavy hair	calm, successful, shy, quiet

- d** Ask students to take notes while they listen to the audio again. Before retelling each character in their own words to the class, remind them that they can write the sentences in their notebooks. Encourage them to share their sentences with the class.

### Answer Key

Students' own answers

- e** Ask students to work in pairs to ask and answer questions about the characters as in the given example. While they are doing the activity, walk around the class and monitor to help them with the target structures and pronunciation of the words. Check the answers with the class. Then ask students to talk about diligence and friendship values.

### Answer Key

Students' own answers

- f** Ask students to work in pairs. Have them read the dialogue and complete it with the given phrases. Check the answers with the class.

### Answer Key

- 1 out of class
- 2 What does
- 3 handsome
- 4 What type
- 5 enough

### Teacher's Notes



### E-Portfolio

- a** Give students enough time to prepare for the given task. Remind them that they should follow and consider the given steps while preparing their digital poster. Encourage them to be creative. Make sure that they upload their tasks to the portfolio section on <https://www.eba.gov.tr/> after presenting them in the class.
- b** Tell students that pair assessment to give feedback to each other helps them make progress in their own learning pace. Ask them to assess each other's performances, using *Rating Scale 11*.



### Self-Reflection

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



Theme 4



### Warm-Up/Well-Being

Ask students to play a word game in a circle. Tell them that one student will start the game by saying a word (e.g. house). The next student must quickly say the first related word that comes to mind (e.g. room). The chain continues with each student adding a related word. Encourage students to think quickly and keep the game moving.



### Lead-In

#### Establishing Links

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

#### Answer Key

Students' own answers

#### Interaction

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

#### Answer Key

Students' own answers



### Listening/Watching

- a** Tell students that they are going to watch *Digital Story 4* to write about the relationship between Mia, who is the main character of the story, and the people mentioned in the activity. After they have watched the digital story, check the answers with the class.

#### Answer Key

**Henry:** Grandfather

**Miranda:** Grandmother

**Rachel:** Aunt

**Claire:** Aunt's stepdaughter

**Vincent:** Cousin

**Melike:** Friend

### Teacher's Notes

- b** Ask students to read the required information in the table so that they can be aware of what they will focus on in the digital story. Then ask them to watch *Digital Story 4* again and take notes about the people. Help them catch the information they need and give them enough time to write it in the table, pausing the digital story sometimes. Check the answers with the class.

### Answer Key

Names	Occupations	Work Routines and Activities
Henry	An architect	He draws plans and designs the structures.
Miranda	A psychologist	She helps people and counsels clients.
Rachel	A business person and a cook	She cooks and serves her special recipes, She manages her own business.
Claire	A digital marketer	She helps companies promote their products on social platforms.
Vincent	A content creator	He shoots photographs, publishes them online, and shares information about farming.

- c** Have students work in groups. Ask them to compare the jobs in *Digital Story 4*, considering the given questions. Tell them that they can take notes in their notebooks before expressing their ideas to feel more relaxed. Encourage them to share their ideas and thoughts with the class.

### Answer Key

Students' own answers

### Teacher's Notes



- d** Have students work in pairs. Guide them to think of the answers to the inference questions according to the clues in *Digital Story 4*, telling them to make inferences about something that is not explicitly mentioned in the digital story. Explain to them that they therefore should use their prior language knowledge and recognise visual clues and implicit words and sentences in the digital story. Remind them that they can write their questions and answers in their notebooks before taking turns doing the activity. Check the answers with the class.

### Answer Key

Questions		Answers	Clues
1	How does Mia feel about her grandfather?	She is sad and misses him.	Sadness in her eyes
2	Why does Melike think Miranda works with kids?	Mia describes her as a helpful woman.	A loving and caring woman
3	Where does Rachel live?	She lives in the same city with Melike and Mia.	Very close here
4	What does Mia think about being a farmer?	She thinks it is a difficult job.	I don't think it seems easy.
5	Why are Mia and Melike spending time together today?	They are studying together today.	Let's study.

- e** Ask students to imagine they text Mia's relatives. Before starting the activity, brainstorm what can be asked with the class to guide students who do not have any ideas to write about. Give them enough time to think and write what they would like to say and ask them about their jobs. Encourage them to share their texts with the class.

### Answer Key

Students' own answers

- f** Tell students that they can take notes about the photos in their notebooks before they discuss with their peers to organise their ideas and thoughts. Have them talk about what jobs, work routines, and activities they think the people in the photos have. While they are doing the activity, walk around the class and monitor them to guide them in the pronunciation and flow of the target content. Encourage them to share their thoughts with the class.

### Answer Key

Students' own answers

- g** Ask students to work in groups. Remind them that they do not have to talk about their family members; they can talk about any people they know or imaginary people. Encourage them to talk about them, considering the given questions to form the flow of their thoughts while speaking. Tell them that they can take notes in their notebooks to feel more relaxed.

### Answer Key

Students' own answers

- h** Ask students to work in pairs. Ask them to imagine they have their dream job now. Remind them that they can take notes in their notebooks to organise their thoughts before expressing their ideas. Encourage them to talk about how their work routines and activities would be. Let them share their thoughts with the class.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Pronunciation

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

### Audio Script 4.1

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

In my family, everyone has a busy schedule. My mother works in an office as a digital marketer. She organises campaigns and helps businesses publish online, especially on social media platforms. My father is a lawyer and works in an office, too. He helps people who need support with the law. My older sister is a journalist. She reports news on an online channel. My younger sister is studying to become an architect because she wants to design buildings. My brother works at a firm as an accountant and uses specialised software to analyse data. At weekends, we enjoy shopping and spending time together.

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

### Audio Script 4.2

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

- 1 My mother uses her computer to write recipes on an online platform.
  - 2 Going shopping and having fun with friends are occasionally necessary.
  - 3 Janet is looking for an office to move her law firm next month.
- c Ask students to listen to the audio again and find similar words in the text for each category on the chart. Give them enough time to complete the activity. Then check the answers with the class.

### Suggested Answers

<b>marketer</b>	mother, media, computer, firm
<b>accountant</b>	campaign, need, design, weekend
<b>building</b>	younger, accounting, shopping, spending
<b>publish</b>	platforms, people, support
<b>software</b>	office, online
<b>organise</b>	platform, support

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

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



### Vocabulary

- a** Ask students to look at the photos and talk about them with their peers. Then have students match these photos to the jobs listed. Remind students that one word is extra and they should not use it. Then check the answers with the class.

### Answer Key

- 1 a content creator
- 2 an architect
- 3 a digital marketer
- 4 a psychologist
- 5 a business person

- b** Ask students to work in pairs to complete the mind map by adding workplaces and work activities for the given jobs. After completing it, have them watch *Digital Story 4* and compare their answers. Then ask students to use their notes to write sentences for each job, including details about workplaces and work activities in their notebooks.

### Suggested Answers

- 1 A business person works in or manages a company or runs their own business.
- 2 A content creator creates and publishes videos, images, or written content for social media platforms.
- 3 A psychologist counsels clients in a clinic to support their mental health.
- 4 A digital marketer promotes products or services using online platforms like social media and search engines.

- c** Ask students to read the text quickly and complete Tom's family tree by writing the correct family relations (e.g. uncle, mother) and the jobs of each person as in the example. As it is a scanning activity, remind them to focus on finding specific details rather than reading every word carefully.

### Answer Key

**Claire:** mother/bank clerk

**Mark:** father/journalist

**Sophie:** aunt/lawyer

**Peter:** brother/security guard

**Tom:** scientist/biologist

**Julia:** sister/computer programmer

**Bob:** cousin/photographer

**Suzie:** niece

**Albert:** nephew

- d** Ask students to watch *Digital Story 4* and complete the sentences using the correct family-related words from the list (e.g. cousin, grandfather, stepdaughter, stepfather). Remind students that one word is extra and they should not use it. Encourage them to listen carefully for clues in the story that help them choose the right words. After completing the activity, check the answers with the class.

### Answer Key

- 1 relatives
- 2 grandfather
- 3 stepfather
- 4 stepdaughter
- 5 cousin

### Teacher's Notes

- b** Ask students to read the text again carefully and match the workplaces to the correct people. Encourage them to focus on details in the text to identify where each person works. When they complete the task, check the answers with the class.

### Answer Key

- 1 g
- 2 a
- 3 h
- 4 d
- 5 e
- 6 c
- 7 f
- 8 b

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

### Answer Key

- 1 He works with a team of scientists.
- 2 Yes, she has a stepson, Bob.
- 3 He sometimes takes his stepmother, Sophia, and Tom.

- g** Ask students to underline the verbs that describe the activities required in each job in the text as in the example. Encourage them to focus on the action words that indicate job responsibilities. Then check the answers with the class.

### Answer Key

- They research ways to protect endangered plants.
- He checks people's IDs and monitors the security of the different areas of the building, including the business offices.
- She serves customers and helps them with their money and bank accounts.
- He reports news and writes articles on current events.
- The assistant organises his emails and meetings.

- She develops computer programmes and fixes problems with software.
- She defends her clients in court and gives legal advice.
- He loves nature photography and often goes on weekend trips to shoot photographs for his portfolio.

- h** After they have underlined the verbs describing the activities in *Exercise g*, students should match these verbs with the correct group of words in the table, making sure that the combinations form correct collocations. Collocation refers to how words commonly go together or form fixed relationships in language, such as "advise customers" or "design buildings". For example, "advise" collocates naturally with "customers", and "design" collocates with "buildings". Once students have completed the matching task, they should use these phrases to create sentences and write them in their notebooks to better understand how specific verbs and nouns work together in English.

### Answer Key

Verbs	Words and Phrases
shoot	a film, a video, a target
develop	skills, an idea, a programme
serve	a meal, a purpose, cold
research	the family history, the options, a topic
organise	documents, events, tasks
defend	strongly, country, rights
report	a case, weather, an accident
check	tickets, information, passports
advise	on health issues, on investments, on education plans

- i** Ask students to work in pairs. Explain that they will take turns asking and answering questions about the photos on the double spread page of the theme, which are related to jobs, activities, and family. Encourage them to focus on the details in the photos, such as the people's actions, roles, and relationships, to form their questions and answers to practise asking about occupations, family members, and daily tasks while also developing their speaking and listening skills.

### Answer Key

Students' own answers



### Gamification

Ask students to draw a 4x4 Bingo grid and fill it with jobs, workplaces, and work activities. Tell them that they will listen to clues and mark matching squares. Remind them that the first student to complete a row, column, or diagonal should call out "Bingo!" and explain her/his answers. Encourage winners to take turns being the caller and create their own clues for the next round.



### Language Awareness

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

### Answer Key

- 3** A Family with Many Careers

- b** Ask students to scan the text and write the names of the people in the photos. Explain that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When they have finished the activity, check the answers with the class.

### Answer Key

- 1 Yaşar
- 2 Gökçe
- 3 Berkay
- 4 Neşe

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

### Answer Key

- 1 He is an architect.
  - 2 She reports important news and interviews people to understand their opinions.
  - 3 He works in a professional photography studio.
  - 4 He grows vegetables and takes care of the animals.
  - 5 They share stories about their work.
- d** Put students into groups and have them examine the example sentence first and draw their attention to the target grammatical structure without talking about it in detail. Ask them to focus on the words in bold.

- e** Ask students to find and underline the sentences in the text as in the example in *Exercise d*. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- I design new buildings in an architecture firm.
  - I work at a small office on the third floor of a business block.
  - She reports important news stories at a local news agency.
  - He shoots photographs in a professional photography studio.
  - He defends clients in a respected law firm.
  - She develops software applications at a large IT company.
  - He grows vegetables and takes care of the animals on a farm.
  - He publishes updates for clients on social media platforms.
- f** Tell students that they will watch *Digital Story 4* to find three similar sentences to the ones they have found and underlined in *Exercise d*. Play the digital story and have students listen carefully for the target grammatical structure. Remind them that they do not have to write all the sentences in the digital story and they just need to find three. Replay the digital story if needed. When students have finished the activity, check the answers with the class.

### Answer Key

- He's also in charge of developing new policies to protect historical sites in a state architecture firm.
- She works as a psychologist in a clinic.
- She helps companies to build brand awareness, get in contact with customers, and promote their products on various social media platforms.

- g** Put students into groups of three or four and ask them to discuss the common elements in the sentences they have found in *Exercises e* and *f*. To help them guide their discussion, you can tell them to determine how, why, and where the words in bold in *Exercise d* are used.

### Answer Key

Students' own answers



### Let's Discover

- a** Ask students to complete the given sentence about the target structure based on their understanding. Clarify the usage of *in*, *on*, and *at* with further examples if needed.

### Possible Answers

places  
workplaces  
people's workplaces

- b** Have students tick the sentences that contain a preposition of place. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1 ☒ My aunt's stepson works in an architecture firm.
- 4 ☒ My brothers and sisters work on a farm.
- 6 ☒ One of my relatives works at an IT company.

- h** Ask students to examine the example. Tell them that they are supposed to arrange the given words and phrases into grammatically correct sentences as in the example. Give students enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1 My brothers serve customers in a bank.
- 2 My mother does research in a science lab.
- 3 My stepdaughter checks IDs at a shopping centre.
- 4 My nieces promote products on a social media platform.



- i** Tell students that they are supposed to take on the role of a family member and introduce themselves, describe their job, workplace, and what they do every day. Put students into groups of three and assign them their roles. Ask them to use the information in their role cards in the table to guide their speech. Monitor the activity, walking around the classroom and listening to students' introductions. Offer help when needed. You can ask a few students to introduce themselves in front of the class.

### Answer Key

Students' own answers

- j** Pair up students from different groups formed in *Exercise h*. Have them take turns introducing the other two family members from their previous group. Monitor the activity, walking around the classroom and listening to students' introductions. Offer help when needed. You can ask a few students to introduce their family members in front of the class.

### Answer Key

Students' own answers



### Gamification

Divide students into groups of three and have group members stand or sit in a line. Tell them that you will give a sentence starter (e.g. *S/he is a(n)...* or *S/he works in/at a(n)...*) and group members will take turns forming sentences based on it. The first student completes the first part (e.g. *S/he is a teacher*), the second student continues (e.g. *S/he works in a school*), and the third student adds another detail (e.g. *S/he teaches children*). Remind students to check for grammar accuracy—if someone makes a mistake, the next person must correct it before continuing. Each correct sentence earns the group one point, but corrected sentences do not earn points. If no one can correct the sentence, give the correct answer. Continue the game for at least four rounds, keeping track of the scores. The team with the most points at the end wins. If multiple groups have the same scores, declare a tie.



### Reading

- a** Put students into pairs and ask them to look at the photo and the title of the text. Have them share their predictions in pairs, giving reasons.

### Answer Key

Students' own answers

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

### Answer Key

- 2** Two families with different routines

- c** Ask students to read the text carefully. Explain that the careful reading strategy is reading the text in detail before doing the activity. Tell students that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Then have them read the statements and match them to the correct family member according to the information in the text. Give students enough time to complete the activity. Then check the answers with the class.

### Answer Key

**1** c

**2** f

**3** b

**4** d

**5** a

Extra: e

- d** Tell students that they will do a jigsaw reading. Explain that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then put students into pairs and assign them their paragraphs. Have them complete half of the table with the information from their assigned paragraphs.

### Answer Key

Family	Family Member	Workplace
The Panyas	Mr Panya	home
	Ms Panya	accounting firm
	Sunan	no workplace
The Morenos	Mr Moreno	clinic
	Ms Moreno	home
	Carmen	shopping centre

- e** Once pairs complete their section of the table, have them exchange information to complete the missing parts of their table. Monitor the activity, walking around the classroom and offer help when needed. Then check the answers with the class.

### Answer Key

Students' own answers

- f** Have pairs compare the workplaces of the two families by using the given questions to guide their discussion. Monitor the activity, walking around the classroom and offer help and feedback when needed.

### Answer Key

- Mr Panya and Ms Moreno.
- Ms Panya, Mr Moreno, and Carmen.
- Sunan.
- Both families have members who work from home.

- g** Ask students to think about the jobs and routines described in the text. Have them read each statement and tick if it makes sense or cross it out if it does not. Remind them that they are supposed to justify their choices using information from the text. Give students enough time to complete the activity. Then check the answers with the class and discuss different viewpoints.

### Possible Answers

- ☒ Ms Panya can do her job remotely instead of at an accounting firm.  
As an accountant, Ms Panya can perform her job remotely by managing clients' finances online.
- ☒ Mr Moreno can work as a psychologist from home.  
As a psychologist, Mr Moreno needs to counsel people face to face to provide emotional support. This is something difficult to do from home.
- ☒ Carmen can work in a clinic instead of a shopping centre.  
As a security guard, Carmen monitors the premises and ensures safety. A clinic is small, so it does not need such security measures.

- h** Ask students to choose one job from the text they are interested in and one they would not prefer to do. Have them write 2–3 sentences explaining their choices.

### Possible Answers

I enjoy helping people, so I think being a psychologist like Mr Moreno can be very interesting. However, I would not prefer to work as a security guard like Carmen because I do not like being in crowded places.



## Writing

- a** Ask students to think of two families they know, which can be their own families, relatives' families, or even fictional families. Have them take brief notes about each family, including family members' jobs, their workplaces, and activities.

**Answer Key**

Students' own answers

- b** Ask students to write a short paragraph about the families they have taken notes about in *Exercise a* by following the given checklist. Have them examine how the model text introduces each family and organises information logically. Monitor the activity, walking around the classroom and offer help when needed. When students have finished writing, ask them to review their own work by examining the criteria in *Rubric 12* before exchanging papers.

**Answer Key**

Students' own answers

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

**Answer Key**

Students' own answers

## Teacher's Notes



## Roots and Routes

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

### Answer Key

Students' own answers

- b** Tell students to read the text quickly and circle the values that are mentioned in the text. Ask them to talk about Turkish family traditions, social and moral customs.. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- ① Respect
  - ② Co-operation
  - ⑤ Care
  - ⑦ Love
- c** Ask students to read the text carefully and answer the questions. Give them enough time to complete the activity. Then check the answers with the class.
- ### Answer Key
- 1 They usually have breakfast, drink tea, and enjoy each other's company.
  - 2 Younger people always greet older people first and talk to them politely. They help them at home and ask for and listen to their advice.
  - 3 Students' own answers
  - 4 Students' own answers
- d** Tell students to work in pairs and role-play a dialogue between two relatives, using the given topics. Monitor the activity, walking around the classroom and listening to students' dialogues. Remind them to switch roles. You can ask a few students to role-play in front of the class.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

## Teacher's Notes



## Consolidation

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

**Answer Key**

Students' own answers

- b** Have students listen to the audio and match the names to the jobs. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

**Answer Key**

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

**Audio Script 4.3**

Listen to the audio and match the names to the jobs below.

**Narrator:** Hello, everyone! Today, we're going to learn about four people working in the same company. The company is a news agency that publishes news online. Let's meet them and hear about their jobs.

**Anna:** Hi there! I'm Anna. I'm the owner of the news agency. I'm in charge of running everything smoothly. I organise meetings, manage the team, and make important decisions about our projects. I work with my cousin Jade, my husband Kevin, and my stepson Marc. So, we can call it a family business. It's a busy job, but we enjoy it. We love seeing our efforts come to life on the website.

**Narrator:** That's amazing, Anna! A family business must be interesting. Jade, what's your role?

**Jade:** I'm the content creator, so I write and edit news articles to create content for our website. I also work closely with Anna to make sure our stories are accurate and interesting for our readers. It's exciting to be part of a team that brings news to people all over the world.

**Narrator:** And who keeps the finances in check?

**Kevin:** That's me! I'm Kevin, the company's accountant. I handle all the finances, which means I keep track of how much money we spend and earn. I also give advice on budgets and help the team make smart financial decisions. My work is mostly behind the scenes, but it's really important for the company's success.

**Marc:** Hey, I'm Marc, and I'm a digital marketer. My job is all about online advertising. I create ads and campaigns to guide people to our news. I also use social media and other platforms to share our articles. It's fun to think of creative ways to attract more readers to our website.

**Narrator:** What a dynamic team! These four people, Anna, Jade, Kevin, and Marc, work together to make their online news agency successful. Each one of them has an important role in the company. Thanks for sharing your work with us, and good luck.

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

**Answer Key**

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



## E-Portfolio

- a Before the activity, make sure that students understand the requirements of the task. Have them select a family member to feature in their short film and brainstorm key aspects of the family member's job, such as work routines and work activities. Ask students to follow the steps in the checklist while making their films. Give each student enough time for her/his presentation. Then have students upload their videos to the portfolio section on <https://www.eba.gov.tr/> for teacher assessment.
- b Have students use *Rating Scale 11* to assess their classmates' videos.



## Self-Reflection

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

## Teacher's Notes



Theme 5



### Warm-Up/Well-Being

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

#### Answer Key

- 1 Future.
- 2 He is walking, not driving.
- 3 The letter 'e'.



### Lead-In

#### Establishing Links

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

#### Answer Key

Students' own answers

#### Interaction

Direct students' attention to the photos on the double spread page. Give them a moment to look at them quickly. Then ask students to explain what they are about and encourage them to share their opinions with the class. Guide them by asking follow-up questions to highlight the connections between the photos, the video, and the topic of the theme.

#### Answer Key

Students' own answers

### Teacher's Notes





## Listening/Watching

- a** Before starting the activity, make sure that students have understood the table categories. Play *Digital Story 5* and ask students to complete the table by writing three items for each category. When they have finished the activity, check the answers with the class.

### Answer Key

Types of Houses	Rooms and Places in the House	Furniture and Appliances in the House	Household and Decorative Items	Activities in the House
<ul style="list-style-type: none"> <li>• block of flats</li> <li>• flat</li> <li>• cottage</li> <li>• detached house</li> </ul>	<ul style="list-style-type: none"> <li>• garden</li> <li>• garage</li> <li>• terrace</li> <li>• utility room</li> <li>• bedroom</li> <li>• sitting room</li> <li>• bathroom</li> <li>• toilet</li> <li>• dining room</li> <li>• kitchen</li> <li>• hall</li> <li>• upstairs</li> <li>• downstairs</li> </ul>	<ul style="list-style-type: none"> <li>• table</li> <li>• cupboard</li> <li>• fridge</li> <li>• oven</li> <li>• sofa</li> <li>• armchair</li> <li>• bathtub</li> <li>• shower</li> <li>• bed</li> </ul>	<ul style="list-style-type: none"> <li>• carpet</li> <li>• curtains</li> <li>• cushion</li> </ul>	<ul style="list-style-type: none"> <li>• to prepare the table</li> <li>• to tidy up</li> <li>• to iron</li> <li>• to wash the dishes</li> </ul>

- b** Play *Digital Story 5* again and ask students to mark each statement as true, false, or not mentioned. When they have finished the activity, check the answers with the class. For stronger classes, you can have students correct the false statements according to the story.

### Answer Key

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

- c** Play *Digital Story 5* again and ask students to tick the sentences that can be inferred. Before starting, briefly explain that inference means understanding something that is not directly stated in the text but can be logically concluded based on the given information. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations. For stronger classes, you can have students explain why each statement can or cannot be inferred.

### Answer Key

- 1 ☒ The family has enough budget to buy a house for £250,000.
- 2 ☒ The family does not want to move too far away from the city centre.
- 4 ☒ The estate agent pays close attention to the family's needs.
- 6 ☒ All family members actively participate in household chores.
- 8 ☒ The family enjoys hosting and values spending time with friends.

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

### Answer Key

- 1 She wants a utility room.
  - 2 There are three bedrooms.
  - 3 She likes the cushions.
  - 4 The kitchen.
  - 5 She is ironing the curtains.
  - 6 The party starts around 6 o'clock.
- e** Before starting the activity, make sure that all students understand the structure of the dialogue and the role cards. Explain that they will read a sample phone dialogue and then create a similar one, using their assigned role cards. You can read the sample dialogue with a volunteer to model the dialogue if needed. Put students into pairs, assign them their roles, and have them build a new dialogue. Emphasise that they should follow the same structure as the sample dialogue but personalise their responses according to the information in their role cards. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help when needed.

### Answer Key

Students' own answers

- f** Tell students that they will now create their own role cards, similar to those used in *Exercise e*. Ask each student to prepare their role card in their notebook. Once the cards are ready, pair students up by assigning them a different peer from the previous activity. Tell students to act out a dialogue like the one in *Exercise e* by using the role cards they have prepared. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help when needed.

### Answer Key

Students' own answers



### Pronunciation

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

### Audio Script 5.1

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

She loves her cosy cottage. In the sitting room, the clock ticks softly, and the sofa with soft cushions invites relaxation. In the bathroom, there is a spacious shower designed for comfort and style. A quick walk through the hall leads to the terrace, a perfect spot to enjoy the fresh air.

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

### Audio Script 5.2

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

- 1** The strong storm along the coast crashed into the shore and forced the ship to stop.
  - 2** The quiet rabbit ran quickly along the rocky road, resting near a crystal-clear creek.
  - 3** As she placed the antique cushion on the soft sofa, the small mirror decorations reflected the sunlight, causing the walls to shimmer.
- c** Ask students to put the words in the correct category. Then have them listen and check their answers. Replay the audio to help them repeat the target content several times. Check the answers with the class.

### Answer Key

<b>queen</b>	equal, liquid, quilt
<b>foreign</b>	garage, mirror, rock
<b>style</b>	basin, house, seat
<b>fresh</b>	fashion, fish, shelf

### Audio Script 5.3

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

**queen:** equal, liquid, quilt  
**foreign:** garage, mirror, rock  
**style:** basin, house, seat  
**fresh:** fashion, fish, shelf

- d** Ask students to prepare a short talk about their home and furniture. Explain that they will use at least five words that include the sounds they have studied in the previous exercises. Encourage them to organise their ideas clearly, describing different areas of their home and the furniture in each space. Remind them that they can take notes about their ideas in their notebooks to feel more relaxed and should focus on accuracy and fluency while speaking.

### Answer Key

Students' own answers

- e** Ask students to work in pairs and take turns presenting their talks to each other. Then have them assess their peer's pronunciation using *Rubric 2*. Encourage them to provide constructive feedback and discuss any areas for improvement.

### Answer Key

Students' own answers



### Vocabulary

- a** Ask students to watch *Digital Story 5* again and complete the floor plans of the cottage in pairs. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1** Hall
- 2** Sitting room
- 3** Dining room
- 4** Bedroom
- 5** Utility room
- 6** Bedroom

- b** Have students read the text quickly and encourage them to discuss what it is about with their classmates.

### Answer Key

Students' own answers

- c** Have students read the text and match the headlines to the paragraphs. Give them enough time to complete the activity. Then elicit the answers.

### Answer Key

- 1 Furniture in the house **C**
- 2 Types of houses **A**
- 3 Rooms in the house **B**
- 4 Activities in the house **D**

- d** Ask students to read the text again and circle the words and phrases that they do not know. Give them enough time to complete the activity.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

- f** Have students work in pairs. Ask them to categorise the words and phrases they have circled in *Exercise d*. Give them enough time to complete the activity.

### Answer Key

**Houses:** a terraced house, a block, a bungalow, a penthouse

**Rooms:** dining room, sitting room, bedroom, kitchen

### Furniture and

**Appliances:** chair, cushion, coffee table, wardrobe, bedside table, basin, freezer, dishwasher, oven, cooker, carpet, Hoover

**Activities:** have breakfast/lunch/dinner, have a shower/bath, make the bed, clean, watch TV, play computer games, read, relax, brush (teeth), tidy up, wash the dishes, do the laundry

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

### Answer Key

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

- h** Ask students to write a paragraph about their favourite house type in their notebooks, using the words and phrases they have studied. Ask them to talk about aesthetics as a value. Give them enough time to complete their paragraphs. Then ask them to share them with their peers.

### Answer Key

Students' own answers



### Gamification

Ask students to read the instructions carefully and create a house profile for themselves. Then tell them to walk around the classroom and find the best sister or brother for their houses, asking questions as in the example. When the first three pairs match, finish the game and ask them to talk about their house profile.

### Teacher's Notes



## Language Awareness

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

### Answer Key

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

- b** The use of language with the target grammatical structure of the theme will be taught in the inductive learning process. Ask them to read the text again to find what the words in bold refer to in the text as in the given example. Draw their attention to the use of the target grammatical structure of the theme without telling them the grammatical rules in detail. Have students focus on the words in bold, then check the answers with the class.

### Answer Key

- 1 In Paragraph A **their**: People's
  - 2 In Paragraph B **my**: Keyla's
  - 3 In Paragraph B **her**: Joyce's
  - 4 In Paragraph C **our**: Keyla's and her family member's
  - 5 In Paragraph D **their**: The children's
- c** Ask students to work in pairs. Tell them that they can take notes in their notebooks to ask and answer questions about the text, using possessive pronouns as in the given example.

### Answer Key

Students' own answers

- d** Have students work in pairs. Remind them that the questions are inference questions. Tell them that making inferences means understanding information that is not explicitly mentioned in the text; they should use their prior language knowledge and recognise clues in the text itself to answer the questions. Ask them to think of each question and find the answers according to the given text. Remind them that they can write the answers in their notebooks before starting to ask and answer the questions. Then check the answers with the class. Ask students to talk about family unity and aesthetic values.

### Answer Key

- 1 She is an artist.
  - 2 She lives in a penthouse.
  - 3 It reflects the spiritual, cultural, and family unity.
  - 4 Students' own answers
- e** Ask students to read and examine the given sentences. Draw their attention to the use of the target grammatical structure of the theme without telling them the grammatical rules in detail. Have students focus on the similar sentences in the given example, then check the answers with the class.

### Answer Key

Students' own answers

## Teacher's Notes

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

### Answer Key

I am working as an artist in Manhattan, New York.

My little girl Joyce is walking to her school for five minutes.

I am reading a book at a warm bergère by the window.

My husband is preparing the table for dinner.

The children are studying in their room right now.

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

### Answer Key

- 1 You are looking for a new home.
- 2 We are hoping to find something.
- 3 The family is moving in.
- 4 I am washing the dishes.

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

### Answer Key

Students' own answers

- i** Have students look at the photos on the double spread of the theme and make sentences with them, using *The Present Progressive Tense*. Remind them that they can write their sentences about the photos in their notebooks before sharing their sentences with the class.

### Answer Key

Students' own answers



### Let's Discover

- Ask students to rethink the target grammar structure they have discovered together to do the activity. Ask them to circle the correct options for the use of *The Present Progressive Tense*. If they have some difficulties with the other use of it, create new contexts and explain the rules in detail. Check the answers with the class.

### Answer Key

- a** progressive actions

- Ask students to circle the sentences that include *The Present Continuous Tense* to control practice. Check the answers with the class.

### Answer Key

- 1** We are having lunch now.
- 4** I am loading the dishwasher.

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

**Answer Key**

- 1 is she doing
- 2 is cooking
- 3 is helping
- 4 am doing
- 5 am not studying
- 6 are you playing
- 7 am passing

- k** Ask students to make a similar dialogue in *Exercise j*, using the given words and phrases. Remind them that they can take notes in their notebooks. Encourage them to act it out.

**Answer Key**

Students' own answers

- l** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Have them assess their peers' sentences, using *Rating Scale 5* to give feedback to each other.

**Answer Key**

Students' own answers



**Gamification**

Ask students to play the game in groups of four. Each group member makes a sentence with the given words or phrases, using *The Present Continuous Tense*. The group with the most points when time is up wins the game. While they are playing the game, monitor them and take notes about their mistakes with the grammar structures, then explain the rules one more time if needed.

**Teacher's Notes**





## Reading

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

## Answer Key

- ① Types of houses

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

## Answer Key

- ③ Many factors affect the types of houses, as some examples in Türkiye.

- c** Explain to students what the careful reading strategy is in detail before doing the activity. Tell them that reading carefully means that they should clarify their purpose before and during reading, they should monitor their understanding to think about and have control over their reading. Then ask them to read the given titles in the table so that they can be aware of what they will focus on in the text. Have them read the text carefully to complete the table in their own words. Check the answers with the class.

## Teacher's Notes

## Answer Key

	Types of houses	Location	The basic feature
Safranbolu Houses	Detached	The north-western Black Sea region	They reflect the large Turkish family lifestyle and culture.
Bodrum Houses	Cottage	The Aegean region	They have blue doors.
The Yayla Wooden Houses	Penthouse in the trees	The Kaçkar Mountains in Black Sea region	They are two-storey houses in forests.

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

### Answer Key

- 1 Cultural, historical, climatic, and geographical conditions influence the types of houses.
  - 2 It emphasises 'respect' value. They never prevent one another's view.
  - 3 White colour reflects the sun's rays to keep houses cool in summer and warm in winter.
  - 4 They build penthouses in the trees.
  - 5 Students' own answers
- e** Explain to students what the jigsaw reading strategy is in detail. Tell them that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then ask them to work in groups of four and read the text as a jigsaw, following the given steps.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

- g** Ask students to work in pairs. Ask them to look at the photos and discuss what factors may influence people to build them. Remind them that they can write their thoughts in their notebooks before taking turns doing the activity.

### Answer Key

Students' own answers



## Writing

- a** Before doing the activity, brainstorm the given prompts with the class and ask them to share their thoughts about what they contribute to people's lives. Ask students to think and draw their dream home in their notebooks, considering the given prompts.

### Answer Key

Students' own answers

- b** Ask students to work in pairs and describe the house they have drawn and ask and answer questions about it. Tell them that they can take notes in their notebooks before speaking.

### Answer Key

Students' own answers

- c** Have students prepare a sale ad for the house they have drawn in *Exercise a*. Make sure that they consider the given list while they prepare their task.

### Answer Key

Students' own answers

- d** Ask students to present their house sale ad to the class and answer their questions if they have any.

### Answer Key

Students' own answers

- e** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Have them change their sale ads with their peers' and check each other's works, using *Rubric 12*. Ask them to share their works with the class.

### Answer Key

Students' own answers



### Roots and Routes

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

#### Answer Key

- ③ **Zero-Energy Buildings: A Smart Solution for the Future**

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

#### Answer Key

- ① climate change
- ② solar panels
- ④ smart windows
- ⑤ renewable sources

- c** Ask students to read the text again, this time more slowly and carefully. Then they should answer the comprehension questions. When they have finished the task, check the answers with the class.

#### Answer Key

- 1 Because they need power for heating, cooling, lighting, and electronic devices.
- 2 By using clean sources like sunlight and wind.
- 3 To use energy more wisely and protect the environment.

- d** Ask students to read the sentences carefully and tick the ones that can be inferred from the text. Remind them that they need clue words, phrases, or sentences in the text to support any idea that is not directly stated or to reach a logical conclusion. After completing the task, check the answers with the class and discuss any challenging points.

#### Answer Key

- 2 ☒ People can save money with zero-energy buildings in the long term.
- 3 ☒ Zero-energy buildings are helpful in the fight against climate change.

- e** Ask students to work in pairs and come up with additional solutions not mentioned in the text, such as turning off lights when not in use, using energy-efficient appliances, or reducing water heating. Encourage them to explain why these ideas are helpful. After the discussion, have pairs share their suggestions with the class to promote collaborative thinking and environmental awareness. Then encourage a short class discussion about the values of healthy living and responsibility. Ask guiding questions to help them reflect on how using clean energy supports healthier air and a safer environment, and how designing zero-energy buildings shows responsibility towards the environment and future generations.

#### Suggested Answers

- Using energy-efficient appliances
- Turning off the lights when we do not need them
- Using LED bulbs instead of regular bulbs
- Unplugging electronics when we do not use them



## Consolidation

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

### Answer Key

Students' own answers

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

### Answer Key

- ② Visiting a friend's new house

### Audio Script 5.4

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

**Beca:** Wow, Defne, what a nice house! I love the garden. It must be lovely to sit outside.

**Defne:** Thanks, Beca! Yes, we often relax and read books on the terrace when the weather's good. Right now, I'm adding some new flowers and starting a small vegetable garden with a few plants.

**Beca:** That's such a good idea! What type of house is this?

**Defne:** It's a semi-detached house—much bigger than our old flat.

**Beca:** I can see that! So, what's upstairs?

**Defne:** Upstairs, we have three bedrooms, a bathroom, and a small utility room. The bedrooms have built-in wardrobes, which are very useful for storing things.

**Beca:** That sounds really practical! Do you have a garage?

**Defne:** Not yet, but we're building one at the moment. It's under construction and should be ready in a few weeks.

**Beca:** Everything looks so organised! How do you keep it so tidy?

**Defne:** Oh, it's not always this neat! But we make the beds every morning, tidy up after meals, and use the cupboards and wardrobes to keep everything in its place.

**Beca:** You've really created a lovely home.

**Defne:** Thanks! It's been a lot of work, but it feels like home now.

**Beca:** What's your favourite part of the house?

**Defne:** Well, I think the kitchen's my favourite. It's modern and spacious, with lots of cupboards for storage and enough counter space for preparing meals. There's a big fridge, an oven, and a dishwasher that makes cleaning up so much easier. The kitchen is also where we spend time as a family, chatting while cooking meals or having quick breakfasts at the table.

**Beca:** It must be great to cook and enjoy meals with your family there! Oh, by the way, are you planning a house-warming party?

**Defne:** Yes! We're making a guest list right now.

**Beca:** I love this idea! So, where will the guests gather?

**Defne:** In the sitting room. There's a large sofa, a couple of armchairs, and a coffee table for snacks.

**Beca:** That sounds perfect. Is the dining room big enough for everyone?

**Defne:** Yes, it's spacious. There's a dining table with six chairs, and we can add more if we need to.

**Beca:** What about outside? You have such a nice garden!

**Defne:** Absolutely. We'll open the terrace doors, and guests can enjoy the garden. It's lovely in the evenings with the fairy lights.

**Beca:** I'm really looking forward to it!

**Defne:** Me too! It's going to be such a fun evening.

**Beca:** Thanks for inviting me, Defne. Your home is beautiful, and I'm sure the party will be amazing.

**Defne:** Thanks for coming, Beca.

- c** Tell students that they will listen to the audio again and take notes to complete the table. Remind them to focus on the type of house, the rooms, and the furniture and appliances while listening. After completing the activity, check the answers with the class.

### Answer Key

Type of the House	semi-detached house
Rooms and Places in the House	garden, terrace, bedroom, bathroom, utility room, kitchen, sitting room, dining room
Furniture and Appliances in the House	beds, cupboards, wardrobes, fridge, oven, dishwasher, table, sofa, armchairs, coffee table, dining table, chairs

- d** Ask students to listen to the audio carefully and tick the activities that are mentioned in it. Then check the answers with the class and discuss any unfamiliar word.

### Answer Key

- 1 ☒ relaxing on the terrace
  - 3 ☒ reading books
  - 5 ☒ cooking meals
  - 6 ☒ making the beds every morning
- e** Ask students to work in pairs. Have them first think about their answers and write them in their notebooks. Then they should take turns asking and answering the comprehension check questions with their peers. When they have finished the task, check the answers with the class.

### Answer Key

- 1 She is adding new flowers and starting a small vegetable garden.

- 2 No, but they are building one at the moment.
- 3 The kitchen because it is modern, spacious, and comfortable to prepare meals.

- f** Ask students to work in pairs. Explain that one student will act as the homeowner and the other as the guest. Remind them to act out a dialogue similar to the one in the audio, focusing on talking about the house, its rooms, furniture, and appliances. When they have completed the task, have them switch the roles. Encourage students to use the vocabulary they have learnt in the theme. Then ask for volunteers to share their dialogues with the class.

### Answer Key

Students' own answers

### Teacher's Notes



## E-Portfolio

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



## Self-Reflection

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

## Teacher's Notes



Theme 6



### Warm-Up/Well-Being

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

#### Answer Key

- 1 Time, balloon
- 2 Breath
- 3 Smartphone, phone, telephone, echo
- 4 Footsteps



### Lead-In

#### Establishing Links

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

#### Answer Key

Students' own answers

#### Interaction

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

#### Answer Key

Students' own answers



### Listening/Watching

- a** Have students watch *Digital Story 6* and tick the dishes that are mentioned. Give them enough time to complete the activity. Then check the answers with the class.

#### Answer Key

- 3 ☒ Turkish pizza
- 5 ☒ burger
- 6 ☒ salad
- 7 ☒ curry
- 10 ☒ falafel
- 11 ☒ lamb chop
- 12 ☒ couscous
- 13 ☒ omelette
- 14 ☒ taco
- 15 ☒ noodle

- b** Ask students to put the events in the correct order while watching *Digital Story 6* again. Give them enough time to complete the activity. Then check the answers with the class.

#### Answer Key

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

- c** Have students watch *Digital Story 6* again and write the ingredients of the dishes. Give them enough time to complete the activity. Then check the answers together.

#### Answer Key

**Turkish Pizza:** beef, olive oil, herbs, spinach, aubergine, and courgette

**Omelette:** Egg, milk, cream, and mushroom

**Sushi:** Salmon, tuna, and rice



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

### Answer Key

- 1** They are preparing a project about local and international food cultures.
  - 2** There are all sorts of street food from all around the world, but there are also a few local dishes.
  - 3** The perfect balance of sweet and sour.
  - 4** Students' own answers
  - 5** Students' own answers
  - 6** Students' own answers
- e** Ask students to work in pairs and compare a food festival they have visited or heard about to the one in *Digital Story 6*. Give them enough time to complete the activity. Then ask them to share their sentences with the class.

### Answer Key

Students' own answers

- f** Have students work in pairs and pick a dish to role-play a scene like the ones in *Digital Story 6*, asking questions as in the example. Give them enough time to complete the activity. Then encourage them to role-play their scenes in front of the class.

### Answer Key

Students' own answers



## Pronunciation

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

### Audio Script 6.1

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

At the food festival in our city, cooks from different countries come together. They make dishes like noodles with catfish or other types of seafood with different cooking methods. The festival offers sweet desserts for some and savoury meals for others. Many recipes include vinegar as an ingredient to add flavour. The event has everything from cooking shows to tasting sessions.

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

### Audio Script 6.2

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

- 1** Too much soup makes the wooden spoon droop.
- 2** The cook pulled the butcher's apron off the full hook.
- 3** The thick broth boiled with thyme and gathered.

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

### Answer Key

<b>cook</b>	bull, look, wolf
<b>seafood</b>	moon, move, tuna
<b>together</b>	further, rhythm, worthy
<b>method</b>	birthday, ethnic, healthy

### Audio Script 6.3

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

**cook:** bull, look, wolf

**seafood:** moon, move, tuna

**together:** further, rhythm, worthy

**method:** birthday, ethnic, healthy

- d** Put students into groups of three or four. Ask them to talk about the food festival mentioned in *Exercise a* and record their speech. Remind them to speak clearly by paying attention to correct pronunciation. Monitor the activity, walking around the classroom and listening to students' speeches. Offer help and feedback when needed.

### Answer Key

Students' own answers

- e** Have students listen to their classmates' recorded speeches. Ask them to provide constructive feedback by using *Rubric 2* to assess their pronunciation according to the given criteria.

### Answer Key

Students' own answers

- f** Put students into pairs and ask them to choose a food festival in their city or country. Have them talk about the festival by using words and sounds they have learnt and paying attention to correct pronunciation.

### Answer Key

Students' own answers



### Vocabulary

- a** Ask students to work in pairs and talk about where they think the people in the photos are, describe them, and write the phrases for each. Tell them that they can take notes before expressing their ideas to feel more relaxed. Encourage them to share their ideas with the class. Check the answers with the class.

### Answer Key

**Traditional Food:** couscous, kebab, Turkish Pizza, curry

**International Food:** omelette, barbecue, lamb chop, stew, soup

**Street Food:** falafel, taco, burger

- b** Ask students to work in groups to describe each photo. Tell them that they can take notes before expressing their ideas to feel more relaxed. Encourage them to share their ideas with the class. Then ask them to watch *Digital Story 6* to match the photos to the given countries. If needed, pause the digital story sometimes or replay it. Check the answers with the class.

### Answer Key

**1** d

**2** b

**3** a

**4** c

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

### Answer Key

It is about some harvest festivals around the world.

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

### Answer Key

**Peking Duck:** duck meat, bean sauce

**Sambar:** lentil, vegetable stew, spice, herb

**Avial:** vegetable, coconut, yoghurt sauce

**Japchae:** noodle, vegetable, beef

**Pamonha:** sweetcorn, coconut milk

### Teacher's Notes

- e** Explain to students what the careful reading strategy is in detail before doing the activity. Tell them that reading carefully means that they should clarify their purpose before and during reading, they should monitor their understanding to think about and have control over their reading. Then ask them to read the given categories so that they can be aware of what they will focus on in the text. Have them read the text carefully to find examples for each category. Check the answers with the class.

### Answer Key

<b>Vegetable/ Fruit</b>	bean, mushroom, spinach, coconut, pineapple
<b>Meat</b>	duck, beef
<b>Cereal/Grain</b>	lentil, noodle, pasta, sweetcorn
<b>Pastry</b>	cake, dessert, biscuit
<b>Condiment</b>	sauce, yoghurt, spice, herb, vinegar

- f** Ask students to watch *Digital Story 6* again to find examples for each category as in *Exercise e*. If needed, pause the digital story sometimes or replay it. Check the answers with the class.

### Answer Key

<b>Vegetable/ Fruit</b>	spinach, aubergine, courgette, mushroom, orange
<b>Meat</b>	beef, salmon, tuna, seafood
<b>Cereal/ Grain</b>	couscous, noodle, rice
<b>Pastry</b>	cake, dessert
<b>Condiment</b>	olive oil, herb, cream, yoghurt

- g** Ask students to work in pairs and take turns describing and guessing the words in *Exercises e* and *f* as in the given example. Tell them that they can take notes in their notebooks before doing the activity. Encourage them to share and act out their dialogues with the class. Then ask students to talk about healthy living value.

### Answer Key

Students' own answers

- h** Have students work in groups. Ask them to read each paragraph and summarise it, considering the given prompts. Tell them that they can take notes in their notebooks to feel more relaxed and become more fluent while speaking. Encourage them to share their ideas with the class.

### Answer Key

Students' own answers

- i** The use of language with the target grammatical structure of the theme, adjectives, will be taught in the inductive learning process. Therefore, allow them to discover the structure in the context on their own without explaining the rule to them before. Ask them to work in pairs. Have them write the words that come before noun phrases in the text and discuss their roles in the sentences. Check the answers with the class.

### Answer Key

crispy, tender, sweet, savoury, sour, bitter, juicy, chewy, traditional, tropical

- j** Have students watch *Digital Story 6* and take notes of the similar sentences they have already studied in *Exercise e*. While watching the digital story, pause it at the scenes where the language with the target grammatical structure is used and ask them to write the similar words they hear. At the end of watching the whole digital story, elicit all the target words from students and write them on the board. Then have them describe a meal, using the adjectives they have learnt. Tell them that they should take notes in their notebooks to organise the

meals they describe. Encourage them to share their ideas with the class.

### Answer Key

sweet, sour, creamy, delicious, spicy, hot, juicy, tender, healthy

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

### Answer Key

Students' own answers

- l** Have students change the form of the words to put them in the correct column. Then ask them to make sentences with them. Tell them that they can take notes in their notebooks before sharing their sentences. Encourage them to share their sentences with the class.

### Answer Key

Suffixes	Nouns	Adjectives
-y	juice milk taste savour cream salt	juicy milky tasty savoury creamy salty
-al	tradition tropic region nature culture	traditional tropical regional natural cultural

- m** Tell students that pair assessment to give feedback to each other helps them make progress at their own learning pace. Ask them to assess each other, using *Rubric 3*. Make sure that they give feedback to each other.

### Answer Key

Students' own answers



### Gamification

Ask students to play the game in groups. Each group member asks and answers questions about the photos in ten minutes. Ask them to consider the prompts. The group member who asks and answers most wins the game. While they are playing the game, monitor them and take notes about their mistakes with the grammar structures, then explain the rules one more time if needed.



### Language Awareness

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

### Answer Key

Students' own answers

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

### Answer Key

- ② Cooking competitions
- ⑤ The history of Adana

- c** Ask students to scan the dialogue to find relevant information by looking for clues that match the options in the questions. Remind them that they do not need to read every word—just the parts that help them decide between the options. When they have finished the task, check the answers with the class.

### Answer Key

- 1 It is an annual event.
- 2 It takes place in October.
- 3 They are preparing the kebab by grilling it.
- 4 They serve the Adana kebab with onion salad.

- d** Ask students to work in pairs. Have them take turns asking and answering questions about the dialogue by providing options as in *Exercise c*. After completing the activity, encourage them to share their sentences with the class.

### Answer Key

Students' own answers

- e** Ask students to read the dialogue carefully and circle the question words (wh-questions) as in the example. Encourage them to identify different types of wh-questions and discuss their functions in the dialogue. After completing the task, check the answers with the class.

### Answer Key

- When does the festival take place?
- Why is Adana so special when it comes to food?
- Which dish is the most famous?
- What makes it so delicious?
- How do they serve it?
- Oh, what are the women over there cooking?

- f** Ask students to write questions for the given answers using the *wh*-question words they have circled in *Exercise e*. Remind them to check whether their questions match the information in the answers. After completing the task, have students compare their questions with their classmates.

### Answer Key

- 1 How are festival organisers managing the crowd?
- 2 Why are the visitors wearing raincoats outside?
- 3 When does the street food festival take place?
- 4 What is the most popular drink at the winter festival?

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

- h** Ask students to find and underline similar sentences in the text as in the example in *Exercise g*. Draw their attention to these structures without explicitly explaining the grammatical rules. Finally, check the answers with the class.

### Answer Key

- Traditionally, they serve it with onion salad and grilled vegetables. However, chefs are currently serving it in flatbread with fresh salads.
- We usually cook them for family gatherings, but today, they're preparing a lot to serve all the visitors.

- i** Have students watch *Digital Story 6* and take notes of the similar sentences they have studied in *Exercise g* and *h*. While watching the digital story, pause it at the scenes where the language with the target grammatical structure is used and ask them to write the similar sentences they hear. At the end of watching the digital story, elicit

all the target sentences from the students and write them on the board.

### Answer Key

- 1 The real one is in France but we're cooking a giant omelette right here in this massive pan.
- 2 Normally with salad and bread, but today, we're serving just the omelette only.

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

### Answer Key

Students' own answers

### Teacher's Notes



## Let's Discover

- Encourage students to think about the sentences they have worked with in previous activities. Ask them to complete the missing information that describes the uses of *wh-questions* and *or*. After they have completed the activity, ask students to share their findings with the class, ensuring they understand the use of the target structure. This approach will help students inductively discover the rule and deepen their understanding of how the target grammatical structures are used.

### Answer Key

- 1 *wh-questions*
- 2 *or*

- Ask students to complete the sentences according to the information given in the previous part. Check the answers with the class.

### Answer Key

- 1 *or*
- 2 What time / *or*

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

### Answer Key

- 1 *hosts*
- 2 *offers*
- 3 *attend*
- 4 *are staying*
- 5 *are playing*
- 6 *is holding*

- l** Ask students to work in pairs. Explain that they will take turns asking and answering questions about the photos on the double spread page of the theme, using the language structures they have learnt to practise asking and answering *wh-questions*, using *or* to ask for options, and comparing descriptions of general truths, routines, and habits with actions happening at the present moment while also developing their speaking and listening skills.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Gamification

Ask students to play the game in groups of five. Explain that in each round, one student will be the festival reporter, and the others will be the audience. The reporter will describe what is happening at a food festival, using *The Present Continuous Tense*. After each description, the audience will ask follow-up questions, either with *wh-questions* or *yes-no questions*. After a few rounds, have students switch roles so everyone has the opportunity to be the reporter. Encourage students to ask creative and relevant questions during the game. Ask groups to vote for the team that asks the most creative and appropriate questions. The group with the most votes wins.





## Reading

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

## Answer Key

Students’ own answers

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

## Answer Key

- 3** Celebrating the End of Ramadan in Türkiye
- c** Ask students to scan the text to find at least three words for each category given. When they have completed the task, check the answers with the class.

## Answer Key

- 1 Feast, celebration, festive
- 2 Shopping for clothes, preparing food, cleaning homes
- 3 Turkish delight, *baklava*, *sütlaç*, stew
- 4 Visiting relatives, kissing elders’ hands, giving pocket money

- d** Ask students to work in groups of four and read the text as a jigsaw. Explain that each student should follow the steps, focusing on one paragraph of the text. Have them read their assigned paragraphs carefully and write one true and one false statement for them. Then ask them to retell their paragraphs to the group members in their own words without reading from the text. Encourage students to listen to their group members’ statements and decide which of them are false. Remind them to explain why the statement is false based on the text. Ask some groups to share their sentences with the class.

## Answer Key

Students’ own answers

- e** Ask students to read the sentences carefully and tick the ones that can be inferred from the text. Remind them that they need clue words, phrases, or sentences in the text to support any idea that is not directly stated or to reach a logical conclusion. After completing the task, check the answers with the class and discuss any challenging points.

## Answer Key

- 1 ☒ The lunar calendar measures time in different ways.
- 3 ☒ Eid al-Fitr is an important time for strengthening family bonds.
- 4 ☒ Respect for elders is an important tradition in Turkish culture.
- 6 ☒ Eid al-Fitr encourages people to forgive past mistakes.

## Teacher’s Notes

- f** Ask students to work in pairs. Have them first think about their answers and write them in their notebooks. Then they should take turns asking and answering the comprehension check questions with their peers. When they have finished the task, check the answers with the class. After completing the activity, encourage a short discussion about the values of benevolence and respect. Use guiding questions to highlight how giving gifts and sharing food shows benevolence, and how greeting elders shows respect.

### Answer Key

- 1 It lasts for three days.
- 2 They receive new or clean outfits, shoes, small gifts, and pocket money from elders.
- 3 Food brings people together.
- 4 They serve guests Turkish delight, chocolates, and cologne.
- 5 To greet them and receive candies.

- g** Have students work in pairs. Explain that they will role-play a short dialogue about Eid al-Fitr. One student takes the role of a visitor who asks simple questions to learn more about the festival. The other student answers the questions by giving information about when Eid al-Fitr takes place and how people celebrate it. When they have finished the task, ask them to switch roles so that both students have a chance to ask and answer. Encourage them to use the phrases and ideas they have learnt in the unit.

### Answer Key

Students' own answers



## Writing

- a** Ask students to think of a festival that is celebrated in their country or an international festival they know. Then have them complete the given table. Encourage them to brainstorm and take notes about that festival. This will help students organise their ideas before writing a detailed description of the festival.

### Answer Key

Students' own answers

- b** Ask students to write a short paragraph about the festival they mentioned in *Exercise a* in their notebooks. They should also use the information to guide their writing. Remind students to follow the checklist to help organise their paragraphs.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

## Teacher's Notes



### Roots and Routes

- a** Ask students to skim the text and circle its main topic. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Remind students that the correct option should summarise the overall focus of the text, not just one part. When they have finished the activity, check the answers with the class. Highlight that this task helps students appreciate how different cities contribute to national culture, reinforcing values such as respect for diversity (V14. Respect) and a fair representation of local traditions (V1. Justice).

#### Answer Key

- 3** A cultural festival in Türkiye and its food-focused part in Gaziantep
- b** Ask students to scan the text and find answers to the questions. Explain that scanning is a reading strategy that involves moving quickly through a text, using rapid eye movement and keywords to locate specific pieces of information, such as the answer to a particular question. When they have finished the activity, check the answers with the class. You might encourage a brief class discussion on how spreading a cultural event across 20 cities supports shared identity, which fosters a sense of responsibility toward preserving our cultural heritage (V19. Patriotism, V16. Responsibility).

#### Answer Key

- 1 In 2021.
- 2 20 cities.
- 3 In September.

- c** Tell students they will now read the text more carefully to decide which statements can be inferred. Remind them that inference means using clues from the text to understand something that is not clearly stated. Have students tick the correct items. When they have finished, discuss the answers as a class to clarify any confusion or address possible misinterpretations. You might guide them in recognising the deeper values reflected in the text, such as learning healthy eating habits (V13. Healthy Living), valuing traditional cooking methods (V5. Sensitivity), and enjoying music and performances (V7. Aesthetics).

#### Answer Key

- 1 ☒ The Türkiye Culture Route Festival supports local culture in different cities.
  - 3 ☒ The festival's growth from 2021 to 20 cities shows its growing popularity.
  - 4 ☒ Visitors who enjoy cooking may learn new techniques at GastroAntep.
  - 5 ☒ The streets of Gaziantep likely look more decorated and festive during the event.
- d** Ask students to imagine that the Türkiye Culture Route Festival is coming to their home town and plan one full day of the festival, including a morning, afternoon, and evening activity. Tell them to use the given prompts to guide their writing. As they work, support them in designing events that reflect traditional values and local culture (V14. Respect and V19. Patriotism). When they have finished, you can ask some students to share their plans with the class.

#### Answer Key

Students' own answers



## Consolidation

- a** Tell students that they will do a sequencing activity while listening. Ask them to look at the photos and read their speech bubbles. Remind them to listen carefully for these keywords/phrases. Play the audio and have students number the photos in the correct order. Replay the audio if necessary. When they have finished the activity, check the answers with the class.

### Answer Key

- 1 I'm marinating salmon with herbs and a bit of olive oil. They make it tender and juicy.
- 2 I'm making couscous with bell peppers along with grilled courgette and aubergine.
- 3 Do you know about the Tacos and Salsa Festival in Mexico?
- 4 I'm looking forward to our tasty adventure and making this anniversary unforgettable.

### Audio Script 6.4

**Listen to the audio and put the photos in the correct order.**

**Joon:** What are you slicing, Duri? Is that aubergine or courgette?

**Duri:** Courgette. I thought we'd try something different tonight. I'm making couscous with bell peppers along with grilled courgette and aubergine. What about you?

**Joon:** I'm marinating salmon with herbs and a bit of olive oil. They make it tender and juicy.

**Duri:** You know, Joon, cooking together like this always feels like a mini feast.

**Joon:** True. It's one of the things I love about us; we're both such foodies. Oh, speaking of being foodies, do you know about the Tacos and Salsa Festival in Mexico?

**Duri:** No, what's it about?

**Joon:** They celebrate traditional Mexican street food. People make tacos with all kinds of fillings—beef, chicken, or even vegetarian ones with spicy beans.

**Duri:** That sounds amazing. Do you know what else is interesting? The Noodles Festival in Thailand.

**Joon:** What do they cook there?

**Duri:** All sorts of noodles! From spicy stir-fried dishes to creamy coconut-based soups.

**Joon:** Wow. You know, there's also the Falafel Festival in Egypt. It's all about savoury falafel dishes they serve with fresh bread and salad.

**Duri:** You know, our third wedding anniversary is just a month away. Why don't we go to one of these food festivals to celebrate?

**Joon:** That's a great idea! Which one do you think we should choose?

**Duri:** Let's see. The Tacos and Salsa Festival is in July, but that's too far away.

**Joon:** How about the Noodles Festival?

**Duri:** It's next month, but it's during the week. We'd need to take time off work.

**Joon:** Then the Falafel Festival might be perfect. It's at the weekend, and it's not too far from here.

**Duri:** Great! Let's book our tickets now.

**Joon:** OK, I'll look for flights.

**Duri:** And I'll search for a hotel near the festival venue.

**Joon:** Done! We've got our tickets. This is going to be so exciting.

**Duri:** I can't wait to try all the dishes and see how they prepare falafel.

**Joon:** It'll be a feast to remember. And the best part is that we get to celebrate our love through something we both enjoy.

**Duri:** I'm looking forward to our tasty adventure and making this anniversary unforgettable.

- b** Play the audio again and ask students to mark each statement as true, false, or not mentioned. When they have finished the activity, check the answers with the class. For stronger classes, you can have students correct the false statements according to the audio.

### Answer Key

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

### Answer Key

- 1 Courgette.
  - 2 The Tacos and Salsa Festival in Mexico.
  - 3 Beef and chicken.
  - 4 Falafel dishes.
  - 5 Joon.
- d** Put students into pairs and ask them to write a dialogue about planning a festival trip by considering the given prompts in their notebooks. Give students enough time to complete their dialogues and have them practise reading their dialogues aloud. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help and feedback when needed. Then have pairs act out their dialogues in front of the class.

### Answer Key

Students' own answers

### Teacher's Notes



## E-Portfolio

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



## Self-Reflection

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

## Teacher's Notes



Theme 7



### Warm-Up/Well-Being

Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud.

#### Audio Script 7.1

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

- 1 Tiny Tommy tapped ten tins tightly to the table.
- 2 The mother and father gathered together with their brothers.
- 3 Three thoughtful thinkers thought through the theory thoroughly.
- 4 Victor viewed vivid violets vibrating in the valley.



### Lead-In

#### Establishing Links

Tell students that they will watch a short video and guess what it is about. Play *Clip 7* without giving any details about its content. After watching it, allow students to share their guesses through a brief class discussion. Encourage them to justify their ideas and make connections to their prior knowledge.

#### Answer Key

Students' own answers

#### Interaction

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

#### Answer Key

Students' own answers



### Listening/Watching

- a Tell students that they will watch a video and listen for specific words. Play *Digital Story 7* and ask students to listen and tick the words they hear in it. When they have finished the activity, check the answers with the class.

#### Answer Key

- 1 volunteers
- 3 survival
- 4 wildlife
- 6 jellyfish
- 7 diseases
- 8 habitat loss
- 11 rainforest

- b Ask students to watch *Digital Story 7* again and write the habitats of the given animals. When they have finished the activity, check the answers with the class.

#### Answer Key

- 1 Sahara Desert in Northwest Africa
- 2 The Arctic (Ocean / Sea)
- 3 Oceans and beaches
- 4 Tropical rainforests / Woodlands and grasslands in West and Central Africa



- c Play *Digital Story 7* again and ask students to focus on the issue of threats to endangered animals and ways to protect them in the video. Have them complete the table with relevant information while watching. When students have finished the activity, check the answers with the class.

### Answer Key

Endangered Animal	Threats	Ways to Protect Them
Polar Bear	climate change / melting ice / habitat loss	saving energy, using clean energy sources like wind and solar, following rules to reduce carbon emissions
Chimpanzee	illegal hunting, pet trade, diseases	supporting laws to stop illegal hunting, donating to organisations, telling people about it
Sea Turtle	marine pollution, unsafe beach conditions / lights from buildings	using less plastic, avoiding single-use items, turning off lights near beaches, cleaning up beaches
Saharan Cheetah	habitat loss, illegal hunting, lack of food, hot and dry desert climate	telling others, giving support to groups that protect their habitat, using fewer resources

- d Ask students to read the sentences carefully and tick the ones that can be inferred from *Digital Story 7*. Remind them that they need clue words, phrases, or sentences in the video to support any idea that is not directly stated or to reach a logical conclusion. After completing the task, check the answers with the class and discuss any challenging points.
- e Ask students to work in groups to compare the past and present conditions of endangered animals and their habitats based on the information in *Digital Story 7*. Have them take notes while watching the video. After watching, ask them to share their sentences with their group members as in the example provided. Finally, check the sentences with the class.

### Answer Key

- 1 ☒ Illegal hunting still threatens endangered species.
- 2 ☒ Protecting endangered species means saving both the animals and their habitats.
- 4 ☒ Baby turtles follow the moonlight to find their way to the sea.
- 5 ☒ Sea turtles cannot live in cold waters like the Arctic and Antarctic.
- 8 ☒ Human actions are causing endangered species to become extinct faster.

### Answer Key

Students' own answers

### Teacher's Notes

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

### Answer Key

- 1 To protect endangered animals and their natural habitats.
  - 2 It makes them very exhausted and even leads to drowning.
  - 3 They often think plastic bags are jellyfish and eat them.
  - 4 They confuse baby turtles and stop mothers from laying eggs.
  - 5 The Sahara Desert was bigger, less dry and had more plants and animals to hunt.
- g** Ask students to work in pairs to discuss each of the photos provided as in the example. Have them describe the problem shown in the photo, explain why it is important to address that issue, and suggest ways people can help to solve that problem. Remind them that they can take notes about their ideas in their notebooks to organise their thoughts and feel more relaxed. After the discussion, ask pairs to share their ideas with the class. Following the task, ask students to share their thoughts on the values of sensitivity and compassion. Guide them to reflect on why caring for endangered animals and their habitats matters, and how compassion can inspire us to take action.

### Answer Key

Students' own answers



### Pronunciation

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

### Audio Script 7.2

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

To determine the real population of each species, experts periodically count its number in as many areas across the world as possible. They also take into account how people care for it, the condition of its environment, whether a disease harms it, and any other factors that could lead to its extinction. When scientists share that the species appears in danger of becoming endangered, the law makes it illegal to catch, hunt, or injure that animal without permission.

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

### Audio Script 7.3

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

- 1 Several species have extensive ranges of hundreds of square kilometres.
- 2 Students prepared a digital content on bacterial disease in animals and how it impacts them biologically.
- 3 Severe precautions are required to prevent the disappearance of wildlife.

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

### Answer Key

<b>bear</b>	air, declare, various
<b>deer</b>	atmosphere, peer, theory
<b>wildlife</b>	whether, woodland, whale
<b>fix</b>	complex, oxygen, relax

### Audio Script 7.4

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

**bear:** air, declare, various

**deer:** atmosphere, peer, theory

**wildlife:** whether, woodland, whale

**fix:** complex, oxygen, relax

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

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Vocabulary

- a** Put students into pairs and ask them to describe the photos. Then have students put the words and phrases into the correct categories. When they have finished the activity, check the answers with the class.

### Answer Key

**1 Endangered Animals:** cheetah, chimpanzee, polar bear, sea turtle

**2 Habitats:** desert, grassland, ocean, rainforest, woodland

- b** Tell students that they will watch *Digital Story 7*. Play the digital story and ask them to circle the correct words or phrases as they listen. Replay the story if needed. When they have finished the activity, check the answers with the class.

### Answer Key

**1** hunting

**2** habitat loss

**3** survive

**4** prevent

**5** disease

**6** wildlife

**7** protect

- c** Put students into pairs and ask them to look at the photo and the title of the text. Have them share their predictions in pairs, giving reasons.




### Answer Key

Students' own answers

## Teacher's Notes

- d** Ask students to skim the text individually to check if their predictions are correct. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points. Then have them compare their predictions from *Exercise c* with the actual content in pairs. Monitor the activity, walking around the classroom and check how accurate their guesses are. After this, ask them to cross out the animals that are not mentioned in the text. When they have finished the activity, check the answers with the class.

### Answer Key

- 1  Asian elephants  
2  dolphins  
4  pandas
- e** Ask students to read the text carefully to underline the words and phrases they do not know. Explain that the careful reading strategy is reading the text in detail before doing the activity. Tell students that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Encourage them to guess their meanings based on the surrounding words/phrases.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

- g** Ask students to write the inferred meanings of the words they do not know in their notebooks. When they have finished writing, have them check their definitions. They can confirm meanings either by consulting you or using a printed/digital dictionary. For incorrect definitions, ask them to note the correct ones next to those they have written.

### Answer Key

Students' own answers

- h** Ask students to complete the table with the words and phrases from the text. When they have finished the activity, check the answers with the class.

### Answer Key

Wildlife-Related Nouns/Phrases	Wildlife-Related Verbs
jungle	hunt
overhunting	lessen
food source	survive
population	breed
overfishing	prevent
sea pollution	protect
volunteer	hide
air pollution	donate
safety	produce
shelter	save

- i** Put students into pairs and ask them to discuss how and where to use the words and phrases they have written in *Exercise h*. Monitor the activity, walking around the classroom and offer help when needed.

### Answer Key

Students' own answers

### Teacher's Notes

- j** Put students into groups of three. Ask them to create an imaginary campaign to save an endangered animal from *Exercise d*. Tell them that they are supposed to write three sentences, using at least three words from *Exercise f* and come up with a short, catchy slogan for their campaign. Have them examine the example before they start to write their own sentences. Monitor the activity, walking around the classroom and offer help when needed. When they have finished their campaign, have groups share their campaign with another group.

### Answer Key

Students' own answers

- k** Tell students that they will role-play a dialogue between an ecologist and a student. Put students into pairs and assign them their roles. Ask students to use their role cards to ask and answer questions about endangered animals. Monitor the activity, walking around the classroom and listening to students' dialogues. Offer help and feedback when needed.

### Answer Key

Students' own answers



## Gamification

Divide the class into eight groups and assign each group an endangered animal on a piece of paper, telling them to keep it a secret. The animals to be assigned are cheetahs, chimpanzees, polar bears, sea turtles, great white sharks, penguins, tigers, and whales. Have each group prepare a short speech explaining why their animal needs protection, describing the threats it faces, and suggesting solutions. Remind students to use at least five words from the target vocabulary without naming the animal. As groups present, the other students listen carefully and try to identify the five target words used. After each speech, the other groups take turns guessing which endangered animal is being described. A correct guess earns the guessing group one point. If no one

guesses correctly, the speaking group earns one point—only if they have used at least five target words. Continue the game until all groups have participated. At the end, have students total their points and declare the group with the most points the winner. If multiple groups have the same scores, declare a tie.



## Language Awareness

- a** Encourage students to look at the photos and discuss them with their classmates.

### Answer Key

Students' own answers

- b** Have students read the text quickly and tick the topics that are mentioned. Give them enough time to complete the activity. Then elicit the answers.

### Answer Key

- 1 ☒ Its appearance
- 3 ☒ Where and how it lived in the past
- 4 ☒ Where and how it lives today
- 5 ☒ Ways to protect it

- c** Have students read the text carefully to complete the information board. Give them enough time to complete the activity. Then elicit the answers with the class.

### Answer Key

**Name:** *Geronticus eremita*, the bald ibis

**Appearance:** shiny black feathers, unfeathered red face, bald head, and a long, curved beak

**Habitat:** North Africa, the Middle East, and Türkiye

**How to Save:** Stop hunting and destroying the places they live.

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

### Possible Answers

- 1** People destroyed their habitats, and there was not enough food source for them. People also hunted them.
  - 2** Reintroduction programs help the bald ibises survive in their natural habitats.
  - 3** Endangered animals are an important part of our world, and they help maintain the balance of the ecosystem.
- e** Ask students to work in groups to read and examine the sentences in the example. Give them enough time to complete the activity.
- f** Ask students to find and underline sentences in the text as in the example in Exercise e. Give them enough time to complete the activity. Then encourage them to share their findings.

### Answer Key

Many years ago, **were** they in danger of disappearing?

There **were** thousands of them in the wild.

There **was not** enough food for them.

- g** Play *Digital Story 7* again and ask students to find five similar sentences to the ones they have underlined. Then encourage them to share their sentences with the class.

### Possible Answers

Forty years ago, there **was** more ice and Arctic sea ice was thicker than it is today, so hunting was easier.

The rainforests **were** bigger and quieter.

In the past, the beaches **were** cleaner, and the oceans were safer.

There **was** a beach clean-up with many volunteers a few months ago.

The Sahara Desert **was** bigger, less dry and had more plants and animals to hunt.



### Let's Discover

- Have students think about the target grammar structure and complete the missing information. Provide further information and examples if needed. Then check the answers with the class.

### Answer Key

**1** was, were

**2** was not, were not

- Ask students to complete the sentences using the information in *Exercise a*. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

**1** were not

**2** Were

**3** Was

- h** Ask students to find and underline sentences in the text as in the example. Give them enough time to complete the activity.

### Answer Key

There **should** also **be** strict laws to stop hunting.

Moreover, people **should work** hard to protect them.

We **should not destroy** the places where the bald ibises live.

Everyone **should care** about endangered animals...

### Teacher's Notes



## Let's Discover

- Have students think about the target grammar structure and complete the missing information. Provide further information and examples if needed. Then check the answers with the class.

### Answer Key

- should
- should
- should

- Ask students to complete the sentences using the information in *Exercise a*. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- should
- should not

- Have students work in groups to discuss the common points of the sentences they have underlined. Give them enough time to complete the activity. Then encourage them to share their ideas.

### Answer Key

Students' own answers

- Ask students to complete the text with the correct form of *to be* in the past, *should*, and the words in parentheses. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- was not
- were
- were
- was
- were
- were not
- should do
- should save
- should not allow

- Have students work in pairs to make similar sentences to the ones they have studied. Give them enough time to complete the activity.

### Answer Key

Students' own answers

- Let students assess each other's sentences, using *Rating Scale 5*. Give them enough time to complete the activity. Then encourage them to share their ideas.

### Answer Key

Students' own answers



## Gamification

Ask students to read the instructions carefully and work in groups of four. Tell them to choose an endangered animal as the symbol of their groups and keep it a secret. Ask them to create an information board as in *Exercise b*. Then ask them to write sentences using the language structures they have learnt, to give clues about their animal. Have one group read their board and sentences aloud while other groups ask questions and try to guess the animal. Remind them that each correct guess gets one point. At the end of the game, count the points and declare the winning group.



## Reading

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

### Answer Key

Students' own answers

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

### Answer Key

- Türkiye's efforts to protect wildlife



- c** Ask students to read the text again to underline the key facts about species, places, and projects. Give them enough time to complete the activity.

### Answer Key

Students' own answers

- d** Tell students to work in pairs and share the text. Ask them to read their sections silently. Give them enough time to finish the activity.
- e** Have students retell their sections to each other and take notes in pairs to complete the information. Give them enough time to complete the activity. Then let them share their information with the class.

### Answer Key

Species	Places	Projects/ Programmes
Bald Ibis	Durupınar, Ağrı	Noah's Ark
Mountain Gazelles	Kızılırmak Delta	UNESCO Wildlife Corridor
Anatolian Wild Sheep	Sarıkamış Forest	Saving Endangered Animals
Plant, bird, fish species	Artvin-Şavşat Forests	
	Küre Mountains	
	Munzur Valley	

- f** Ask students to read the text again and circle the correct options in pairs. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

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

- g** Let students discuss the questions with their classmates. Monitor them and give feedback occasionally.

### Answer Key

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

- h** Tell students to imagine they are wildlife volunteers and helping with a project to set up a national park in Türkiye. Ask them to describe their project, answering the questions. Ask them to talk about values such as benevolence and compassion. Give them enough time to complete the activity. Then encourage them to share their projects with the class.

### Answer Key

Students' own answers



## Writing

- a** Tell students to think about how they can personally help protect wildlife in Türkiye. Ask them to brainstorm and take notes about at least three things as in the example. Give them enough time to complete the activity. Then encourage them to share their ideas with the class.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Roots and Routes

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

### Answer Key

- 4** Green routes connect different habitats.

- b** Explain to students what the scanning reading strategy is in detail before they do the activity. Tell them that scanning is a reading strategy using rapid eye movement and keywords to move quickly through the text to get specific facts, such as specific pieces of information and a particular answer to a question. Then ask them to read the text quickly to circle which topic below is not mentioned. Check the answers with the class.

### Answer Key

- 2** Global contributions to protect nature
- c** Explain to students what the careful reading strategy is in detail before doing the activity. Tell them that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Then ask them to read the given statements so that they can be aware of what they will focus on in the text. Have them read the text carefully to complete the sentences in their own words. Check the answers with the class.

### Answer Key

- 1** They allow animals and plants to move, spread, and facilitate genetic transfer.
- 2** It has successfully developed policies and initiatives.
- 3** To increase environmental quality and combat climate change and global warming.
- 4** Forests, wetlands, coastal regions, and soils work as carbon sinks.

- d** Ask students to work in groups. Have them think of the actions authorities take to protect wildlife in their city or country. Ask them to discuss the effectiveness of these actions for wildlife and what additional measures people should implement or improve. Ask students to talk about the responsibility value as well. Ask them to share their thoughts with the class.

### Answer Key

Students' own answers



## Consolidation

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

### Answer Key

Students' own answers

- b** Tell students to read the sentences before listening to the audio so that they can be familiar with the vocabulary and sentences. Ask them to listen to the audio and circle what it is about. Check the answer with the class.

### Answer Key

- 2** The reasons why dolphins are at risk

### Audio Script 7.5

**Listen to the audio and circle what it is about.**

**Presenter:** Welcome to our programme on marine mammals. Today, we have an expert, Henry Austin, to talk about dolphins, which are some of the smartest and most fascinating creatures in the ocean. Mr Austin, welcome.

**Mr Austin:** Thank you.

**Presenter:** Mr Austin, why are dolphins in danger?

**Mr Austin:** Since the 1980s, the dolphin population has decreased by 73%. They face major dangers from human activity, like overfishing. Overfishing, particularly in a specific location, results in a significant drop in the number of fish accessible to them.

**Presenter:** The lack of food supply is an important issue, not only for the dolphins but also for the other marine animals like whales.

**Mr Austin:** Yes, absolutely. And the other threat to their lives is noise pollution from ships, which interferes with their ability to communicate.

**Presenter:** How does noise prevent them from communicating?

**Mr Austin:** Dolphins use echolocation to find food, stay with their group, and warn each other of danger. The noise from ships makes it difficult for them to do these things, putting their safety at risk.

**Presenter:** So, we should reduce human activity in the oceans.

**Mr Austin:** That's right. We should also prevent overfishing, reduce sea pollution, and support the creation of marine sanctuaries to ensure dolphins are in safe hands.

**Presenter:** What would happen if dolphins went extinct?

**Mr Austin:** If dolphins went extinct, the number of animals they hunt would increase. This change could upset the natural balance of the food chain and harm other wildlife, as well as the health of the ocean.

**Presenter:** I didn't realise dolphins had such an important role in the ocean.

**Mr Austin:** Yes, without them, the entire ecosystem could be affected. Every creature helps maintain the balance.

**Presenter:** You informed us a lot about these amazing animals. Thank you for joining us, Mr Austin.

**Mr Austin:** Thank you for having me.

- c** Tell students that they are going to read the sentences before listening to the audio so that they can be familiar with the vocabulary and sentences. After they become familiar with the words and phrases related to the audio, have them listen to the audio to order the topics the presenter and Mr Austin talk about. If needed, pause the audio sometimes or replay it. Check the answers with the class.

### Answer Key

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

### Teacher's Notes

- d Have students look at the titles in the table before listening to the audio so that they can be aware of what they should focus on. Ask them to listen to the audio carefully to take notes. If they have difficulties with the writing and listening skills, let them write the required information by pausing the audio sometimes. Check the answers with the class. Ask students to talk about sensitivity value.

### Answer Key

Population	Since the 1980s, the dolphin population has decreased by 73%.
Habitat	Oceans
Threats	Overfishing, noise pollution from ships
Precautions	Reducing human activity in the oceans, preventing overfishing, reducing sea pollution, supporting the creation of marine sanctuaries

- e Ask students to work in groups and discuss the given quote extracted from the audio, justifying their ideas. Give them enough time to think and take notes in their notebooks before expressing their ideas. You can also apply a round-table discussion technique in this activity. Divide the class into groups of six or eight and have them sit in a circle facing each other. Prepare some interesting questions about the topic to moderate them. Remind them that each student has an equal amount of time to present their ideas.

### Answer Key

Students' own answers



### E-Portfolio

- a Give students enough time to prepare for the given task. Remind them that they should follow and consider the given steps while preparing their digital poster. Encourage them to be creative. Make sure that they upload their tasks to the portfolio section on <https://www.eba.gov.tr/> after presenting them in the class.
- b Tell students that pair assessment to give feedback to each other helps them make progress in their own learning pace. Ask them to assess each other's performances, using *Rating Scale 11*.



### Self-Reflection

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



Theme 8



### Warm-Up/Well-Being

Ask students to form two circles: an inner and an outer circle, facing each other. Explain that each peer will take turns answering fun questions within a 30-second limit (e.g. "What are three things you would take to a deserted island?" or "What song always makes you happy?"). After 30 seconds, the outer circle will move one step to the right to form new pairs. Remind them that the game will continue until everyone has talked to at least five people.



### Lead-In

#### Establishing Links

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

#### Answer Key

Students' own answers

#### Interaction

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

#### Answer Key

Students' own answers



### Listening/Watching

- a** Tell students that they are going to watch *Digital Story 8*. Ask them to read the film genres before watching the digital story so that they can be familiar with them. Remind them that they will tick the film genres they hear while watching the digital story. After they have watched the digital story, check the answers with the class.

#### Answer Key

- 2 ☒ martial arts
- 3 ☒ space adventure
- 4 ☒ historical
- 5 ☒ biographical
- 6 ☒ alien invasion

- b** Have students watch *Digital Story 8* again to write the film genres that the two characters in the activity like in common. After they have watched the digital story again, check the answers with the class.

#### Answer Key

**Özlem and Paloma:** Biographical, futuristic

**Marcelo and Ahmet:** Mystery, thriller, futuristic

### Teacher's Notes

- c** Ask students to read the required information so that they can be aware of what they will focus on in *Digital Story 8*. Then ask them to watch the digital story again and take notes about the people. Help them catch the information they need and give them enough time to write it in the table, pausing the digital story sometimes. Check the answers with the class.

### Answer Key

Name	Favourite Film Genre	Plot
Özlem	Biographical	The lives of famous people that have inspired the world
Marcelo	Mystery and thriller	People who go back and forth in a time loop
Paloma	Romantic	True life stories
Ahmet	Historical	Informing us about past events

- d** Ask students to discuss the given quote extracted from *Digital Story 8*, justifying their ideas. Give them enough time to think and take notes in their notebooks before expressing their ideas. You can also apply a round-table discussion technique in this activity. Divide the class into groups of six or eight and have them sit in a circle facing each other. Prepare some interesting questions about the topic to moderate them. Remind them that each student has an equal amount of time to present their ideas.

### Answer Key

Students' own answers

- e** Have students work in groups. Ask them to compare the film genres in *Digital Story 8*, considering the given prompts. Tell them that they can take notes in their notebooks before expressing their ideas to feel more relaxed. Encourage them to share their ideas and thoughts with the class.

### Answer Key

Students' own answers

- f** Have students work in pairs. Guide them to think of the answers to the inference questions according to the clues in *Digital Story 8*, telling them to make inferences about something that is not explicitly mentioned in the digital story. Explain to them that they therefore should use their prior language knowledge and recognise visual clues and implicit words and sentences in the digital story. Remind them that they can write their questions and answers in their notebooks before taking turns doing the activity. Check the answers with the class.

### Answer Key

- 1 They inform him about the past events.
- 2 She does not like them.
- 3 He thinks some jobs will disappear.
- 4 Marcelo has the most knowledge about them.

- g** Have students work in pairs. Before doing the activity, ask them to take notes about their questions and answers in their notebooks, examining the given example. Give them enough time to think and write what they would like to say and ask the characters in *Digital Story 8*. Then ask them to interview each other. While they are doing the activity, walk around the class and guide or help them if needed.

### Answer Key

Students' own answers



- h** Ask students to work in groups. Tell them that they are going to create an imaginary scene or a film about the photos, following the given steps. Tell them that they can take notes about the photos in their notebooks before they discuss with their peers to organise their ideas and thoughts. While they are doing the activity, walk around the class and monitor them to guide them in the pronunciation and flow of the target content. Encourage them to share their film scene with the class.

### Answer Key

Students' own answers

- i** Give some information about or brainstorm what a screenwriter and director do in the film-making process for those students who may not have any idea about them. Ask them to work in pairs and take notes on the given tasks in their notebooks.

### Answer Key

Students' own answers

- j** Ask students to share and discuss the film they have imagined and created in *Exercise e*. Remind them that they can take notes in their notebooks to organise their thoughts before expressing their ideas. Guide and direct them while they present their films and also allow the class to ask questions about their films.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Pronunciation

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

### Audio Script 8.1

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

In futuristic films, we often see robots that take over the world. Some of these films have a superhero who plays an important role in saving the planet. Others tell stories about a great discovery, like a new planet in the cosmos. Some of them are full of mystery. Strange aliens visit the Earth, and people try to find out if they are friends or enemies. In some others, scary zombies take over cities, and people fight to survive. Every year, new futuristic films give us exciting adventures to enjoy.

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

### Audio Script 8.2

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

- 1** In his latest musical, the famous actor's role was to fight against scary zombies.
- 2** I dream of having a robotic pet and assistant as members of my family in the future.
- 3** There was a comedy film about the daily lives of young Martians trying to take control of the world.



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

### Answer Key

<b>romance</b>	clone, zone, show, code, wormhole
<b>young</b>	year, yellow
<b>reality</b>	documentary, fantasy, crazy, scenery
<b>zombie</b>	zone, zoom, crazy

### Audio Script 8.3

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

**romance:** clone, zone, show, code, wormhole

**young:** year, yellow

**reality:** documentary, fantasy, crazy, scenery

**zombie:** zone, zoom, crazy

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

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Vocabulary

- a** Ask students to work in pairs to describe the photos, which represent the two categories: *Classic Film Genres* and *Futuristic Film Genres*. Then have them write the appropriate film genre under each category. After they have completed the task, check the answers with the class.

### Answer Key

- 1 Classic Film Genres:** adventure, biographical, cartoon, comedy, family, historical, mystery, romantic, thriller
- 2 Futuristic Film Genres:** alien invasion, robot, science fantasy, science fiction, space adventure, time travel

- b** Ask students to watch *Digital Story 8* and circle the correct option to complete each sentence. The sentences contain five blanks with three options each, focusing on verbs, adjectives, and nouns related to films, film genres, and futuristic ideas. After completing the task, check the answers with the class.

### Answer Key

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

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

### Answer Key

- ②** The influence of literature on films

- d** Ask students to work in pairs and explain that they will scan the text for words and phrases that provide clues for different film genres. Have them complete the table, then check and discuss the answers with the class.

### Answer Key

Film Genres	Clue words or phrases
<b>1 Futuristic Films</b>	intelligent machines, advanced technology
<b>2 Action Films</b>	action scenes, high-tech gadgets, excitement
<b>3 Detective Films</b>	physical clues, fingerprints, DNA, digital footprints
<b>4 Documentaries</b>	robotic cameras, high-resolution satellite imagery
<b>5 Horror Films</b>	vampires, werewolves, modern anxieties, futuristic threats, robots with artificial intelligence, alien invasions

- e** Ask students to read the text carefully, underline the words they do not know, and try to guess their meanings from the context or with the help of the other words or phrases around them.

### Answer Key

Students' own answers

- f** Ask students to complete the table with the words related to films, film genres, and futuristic ideas from the text. Remind them that they should categorise the words into verbs, nouns, and adjectives. When they have completed the task, check the answers with the class.

### Answer Key

Verbs	Nouns	Adjectives
discover invent adapt	discovery invention survival director film film-maker technology	robotic futuristic artificial technological high-tech intelligent

- g** Ask students to work in pairs and have them discuss the role of words in *Exercise f*. To help guide their discussion, you can ask them to determine how and where these words are used.

### Answer Key

Students' own answers

- h** Ask students to work in pairs to create questions related to films and film genres, using different forms of the words given. Remind them that they can take notes in their notebooks to feel more relaxed. Then have them take turns answering the questions as in the example. When they have completed the task, ask pairs to share their questions with the class. Following the task, encourage a short discussion about the value of aesthetics. Use guiding questions to help students think about how new technology enhances the visual style and artistic creativity of films.

### Possible Questions

- What skills help people **survive** in action films?
- Which film do you know that is about **survival** in difficult conditions?
- Which films have **robots** as main characters?

- What do you think films in the **future** will look like?
- What makes a film feel **futuristic**?
- What new things do people **discover** in documentaries?
- What is an important **discovery** in a science fiction film?
- How do you think film-makers **invent** new ideas for films?
- What type of films do you think are the hardest to **direct**?

- i** Ask students to assess their peers' performance using *Rubric 3*. Remind them to consider the criteria carefully and provide constructive feedback.

### Answer Key

Students' own answers



## Gamification

Ask students to work in groups of four. Have them write down at least four film-related words (film genres, nouns, verbs, or adjectives from the lesson) on separate small pieces of paper, then fold and put them in a bag. Each player will pick a word from the bag without showing it to others and complete a challenge based on the word. The challenges include acting out a scene from a film in that genre (e.g. Horror film: Pretending to be scared.), defining it (e.g. Detective film: In this type of film, detectives solve crimes.), naming a film that fits the genre (e.g. Science fiction: This film belongs to this genre because it features advanced technology and space travel.), or using a different form of the word, related to films or futuristic ideas, in a sentence (e.g. Invention: Scientists invent new technology every year.). Teams will score one point for each correct answer. The game continues until all cards are used, and the team with the most points wins.



## Language Awareness

- a** Ask students to skim the text and circle the best title. Explain that skimming is a reading strategy that involves moving quickly through a text, using rapid eye movement to identify general features, such as the main idea or key points.

### Answer Key

- 3** Film-Making Tomorrow: How Tech Is Changing Cinema

- b** Ask students to read the text carefully and match each paragraph to its corresponding topic. Explain that the careful reading strategy is reading the text in detail before doing the activity. Tell students that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Give students enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1** C
  - 2** A
  - 3** D
  - 4** B
- c** Put students into pairs. Tell them that one student will ask a question, and the other will answer it according to the text. Remind them that they can write the answers in their notebooks before starting to ask and answer the questions. When the pairs have taken turns asking and answering all questions, check the answers with the class.

### Answer Key

- 1** They use LED walls to build realistic digital environments.
- 2** It can help with screenwriting, animation, and even creating digital actors.
- 3** They believe AI will take over certain creative tasks in film-making.
- 4** It is when films appear in cinemas and online at the same time.

**d** Put students into groups and have them examine the example sentence first and draw their attention to the target grammatical structure without talking about it in detail. Ask them to focus on the words in bold.

**e** Ask students to find and underline the sentences in the text as in the examples in *Exercise d*. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- ... what will film production look like in the future?
- I believe technology will bring big changes to the industry, and here are some of my predictions.
- ... and new technology will continue to influence the way people create films.
- With improving technology, more film-makers will use it to save time and money.
- Artificial intelligence (AI) will play a great role as well.
- It will help with screenwriting, animation, and even creating digital actors.
- ... others fear it will take over certain creative tasks.
- ... AI won't be able to replace human imagination.
- ... and they will continue to do so.
- Cinemas will not disappear, but I think hybrid releases will become more common and films will appear in cinemas and online at once.
- Also, new technology will make storytelling more interactive.
- Films will let viewers determine the flow of the story by choosing different plot lines, while virtual reality will take cinema to another level.
- Instead of just watching, audiences will enter the film and explore scenes from different angles.
- Will people stop going to cinemas?
- ... but the cinematic experience will change a lot.

**f** Tell students that they will watch *Digital Story 8* to find five similar sentences to the ones they have found and underlined in *Exercise d*. Play the digital story and have students listen carefully for the target grammatical structure. Remind them that they do not have to write all the sentences in the digital story and they just need to find five. Replay the digital story if needed. When students have finished the activity, check the answers with the class.

### Answer Key

- I'll send you the films I've watched.
  - You'll agree with me.
  - I'll text you.
  - I'll watch it soon.
  - I believe you'll love it.
  - I promise I'll watch them soon. You won't believe it.
  - They'll save the world.
  - What do you think the future will really look like?
  - What do you think it will be like?
  - I think robots will find effective solutions to many global issues.
  - Scientists will develop new machines to explore space.
  - People will travel to other planets.
  - I won't be as optimistic as you.
  - I never think they'll bring negative things to our lives.
  - Some jobs related to translation, teaching, and communication will disappear in the future.
  - People will probably live in virtual reality worlds.
  - Do you think aliens will visit the Earth?
  - People won't mention them in the future any more.
- g** Put students into groups of three or four and ask them to discuss the common elements in the sentences they have found in *Exercises e* and *f*. To help them guide their discussion, you can tell them that they need to determine how, why, and where the words in bold in *Exercise e* are used.

### Answer Key

Students' own answers



### Let's Discover

Ask students to complete the given sentence about the target structure based on their understanding. Clarify the usage of *will* in affirmative, negative, interrogative, and contracted forms with further examples if needed.

#### Answer Key

- 1 will
- 2 not
- 3 will
- 4 will

- h** Tell students that they are supposed to complete the dialogue by filling in the blanks with the correct form of *The Simple Future Tense*. Give students enough time to complete the activity. Then check the answers with the class.

#### Answer Key

- 1 will go
- 2 will use
- 3 will they stop
- 4 won't give
- 5 will turn to
- 6 Will they be
- 7 will make
- 8 will save
- 9 will look
- 10 won't notice
- 11 won't switch

- i** Put students into groups of three or four. Tell them that they are supposed to imagine and make predictions about what film-making will look like in 50 years. Ask them to use the given questions for discussion and write their predictions by giving reasons. Monitor the activity, walking around the classroom and offer help when needed. When groups have finished writing, have them exchange their predictions with another group.

#### Answer Key

Students' own answers

- j** Put students into pairs. Ask them to create two characters for a futuristic film and write three descriptive sentences for each. Have them examine the example before they start to write their own sentences. Monitor the activity, walking around the classroom and offer help when needed. When pairs have finished writing, ask them to share their sentences with the class.

#### Possible Answers

- My character will be a robot. It will have glowing eyes and strong metal arms. It will travel across the galaxy to protect spaceships and their crews.
- My character will be a superhero from the future. He will have a robot assistant. He will save people from aliens.



### Gamification

Divide the class into groups of four or five and tell them that they will take turns making sentences about future films using *will*. One group starts by creating a sentence about future films (e.g. People will watch films on screens in the sky), and the next group must respond with a different idea (e.g. Cinemas will offer 360° film experiences). Remind students that all sentences must be original—no repetition of ideas is allowed, so they need to listen carefully and be creative with their predictions. Each group has a maximum of five seconds to say their sentence. If a group repeats an idea or hesitates for too long, they receive a strike. Groups with three strikes are eliminated from the game. The last remaining group wins the game.



### Reading

- a** Put students into pairs and ask them to look at the photo and the title of the text. Have them share their predictions in pairs, giving reasons.

#### Answer Key

Students' own answers

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

### Answer Key

- 3** How Türkiye is strengthening its film industry
- c** Ask students to read the text carefully. Explain that the careful reading strategy is reading the text in detail before doing the activity. Tell students that reading carefully means that they should clarify their purpose before and during reading and they should monitor their understanding to think about and have control over their reading. Then draw their attention to the headings and tell them that they are supposed to circle the item that does not belong in each list. Give students enough time to complete the activity. Then check the answers with the class and have them explain why it is incorrect according to the text.

### Answer Key

- 1 C**  
**Explanation:** The text does not say films will be free.
- 2 A**  
**Explanation:** The plan does not say education will only be in classrooms.
- 3 D**  
**Explanation:** The text does not talk about private events.
- d** Ask students to think about the strategies in the development plan discussed in the text. Have them read each statement and decide and write if they describe the state of Turkish cinema before (B) or after (A) the implementation of the development plan. Give students enough time to complete the activity. Then check the answers with the class.

### Answer Key

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

- e** Tell students that they will do a jigsaw reading. Explain that the jigsaw reading strategy is a planning method that divides larger texts into smaller sections, mostly paragraphs, on which students collaborate in groups to read in detail, considering the keywords, topics, and supporting sentences to become experts on their allocated tasks. Then put students into pairs and assign them their paragraphs. Have them match each challenge from their assigned paragraphs to its solution.

### Answer Key

- 1 c      2 d      3 b      4 a**

- f** Once pairs match challenges from their assigned paragraphs to their solutions, have them exchange information to complete the missing parts of the activity. Remind them that they need to explain why each solution is important for improving Turkish cinema. Monitor the activity, walking around the classroom and offer help when needed. Then check the answers with the class.

### Possible Answers

- 1** It will help small film-makers show their films more easily.
- 2** People can watch films online, so more people can see them.
- 3** People can watch films in more ways, not just in cinemas.
- 4** Trained people can help the film industry grow.
- 5** Good management helps cultural centres work better.
- g** Ask students to choose the strategy they find most important from the text and write two sentences explaining their choice. Monitor the activity, walking around the classroom and offer help and feedback when needed. When students have finished writing their sentences, ask a few students to share their sentences with the class.

### Possible Answer

I think using digital platforms is the most important strategy. Many people watch films online, so this will help Turkish films become more popular.





## Writing

- a** Ask students to imagine that they are a part of the team developing Türkiye's 17<sup>th</sup> Development Plan. Explain that their task is to think creatively about the future of the film industry. Have them brainstorm futuristic strategies for supporting Turkish cinema 20–25 years from now and organise their ideas by using the mind map.

### Answer Key

Students' own answers

- b** Ask students to write a short paragraph about the futuristic strategies they have come up with in *Exercise a* by following the given checklist. Have them examine how the model text introduces Türkiye's vision, then explains key strategies, and finally states the expected impact in a logical order. Monitor the activity, walking around the classroom and offer help when needed. When students have finished writing, ask them to review their own work by examining the criteria in *Rubric 12* before exchanging papers.

### Answer Key

Students' own answers

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

### Answer Key

Students' own answers



## Roots and Routes

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

### Answer Key

Students' own answers

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

### Answer Key

- ③ Türkiye's Space Journey and Future Plans

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

### Answer Key

1 It plans and organises space-related projects for the country.

2 There are ten goals for the next ten years.

3 Students' own answers

4 Students' own answers

- d** Tell students to work in pairs and role-play an astronaut and a reporter, asking questions as in the example. Monitor the activity, walking around the classroom and listening to students' dialogues. Remind them to switch roles. You can ask a few students to role-play in front of the class.

### Answer Key

Students' own answers

- e** Let students discuss the question with their classmates. Ask them if they have heard about Türkiye's National Space Programme and how patriotism could be possible through space technologies. Encourage them to express themselves freely and ask them to give reasons.

### Answer Key

Students' own answers





### Consolidation

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

#### Answer Key

Students' own answers

- b** Have students listen to the audio and circle what it is about. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

#### Answer Key

- ② Various film genres and their impact on people

### Audio Script 8.4

Listen to the audio and circle what it is about.

**Farah:** Hey, audiences! Welcome to our radio show, where we explore the magic behind the scenes. I'm your host, Farah, and today, Bora, a film enthusiast, is joining us! Hey, Bora! How's it going?

**Bora:** Hi, Farah! I'm excited to be here and talk about films!

**Farah:** Awesome! So, let's start with a question: when you think of films, what comes to your mind first? Do you think of thrillers, documentaries, or maybe family films?

**Bora:** Well, that is a difficult question! I love action films, but I also can't resist romantic comedies. It all depends on the mood, really. I mean, sometimes cartoons are great, right?

**Farah:** Absolutely! Family films always bring people together. But there's something about adventure films that gives you a heart attack. Science fiction is exciting, especially when it has a robot or an alien invasion. Do you prefer the futuristic technology or the exciting time travel element in those films?

**Bora:** Oh, both! I love the robotic inventions in science fiction films. Space exploration is also mysterious, but I enjoy the mystery in detective films more. It's like solving a puzzle. Thrillers do the same thing. There's always that moment when you wait to see if the characters will survive the challenge they're facing.

**Farah:** That's a great point! Those films make your heart beat faster. However, I can sometimes feel the same while watching a biographical film where someone discovers something that changes the world.

**Bora:** Exactly! They're all about saving the world or saving someone close to you. Those films have a way of making you feel like you're in danger, even when you are safe at home. And, you know, I think the crew, the director, and the actors and actresses really bring all of this to life. The way they tell the story makes the film unforgettable.

**Farah:** That's so true. When they do it right, it's marvellous. Well, Bora, thanks for joining me today and talking about different film genres. It was a pleasure!

**Bora:** Thank you for having me, Farah! Can't wait for our next film discussion!

**Farah:** And to all our listeners out there, keep exploring the world of films. Who knows, maybe your next favourite film is just around the corner. See you next time!

- c** Ask students to listen to the audio again and write the genres to the given statements. Replay the audio if necessary. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

- 1 Family
  - 2 Thriller
  - 3 Science fiction
  - 4 Biographical
- d** Ask students to listen to the audio again and put the events in the correct order. Give them enough time to complete the activity. Then check the answers with the class.

### Answer Key

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

### Teacher's Notes



### E-Portfolio

- a** Before the activity, make sure that students understand the requirements of the task. Have them brainstorm futuristic ideas for the content of the film script. Ask students to follow the steps in the checklist while writing the content and planning the event. Give them enough time to present their contents as a class event. Then have students upload their contents to the portfolio section on <https://www.eba.gov.tr/> for teacher assessment.
- b** Have students use *Rating Scale 7* to assess their classmates' content and events.



### Self-Reflection

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

**DIFFERENTIATION****SUPPORTING****Matching Countries and Languages**

Make one box for each category. Cut the cards into pieces, place them in the boxes, and shuffle. Ask students to pick one card from the “Countries” category and try to find its matching card from the “Languages” category. When they match, let them show the cards to the class and get feedback from their classmates. Have them play the game until all the cards are matched.

This activity aims to help students improve and use the language about “school life with students of different nationalities from different countries, exchanging information and learning about their backgrounds in terms of as their countries, nationalities, languages, and the capitals of their home countries and also important historical/touristic places there” by using the target vocabulary by matching countries with their capitals.

**EXPANSION****Cultural Trivia Quiz**

Ask students to work in groups of three or four. Explain that each group creates a set of quiz questions related to countries, capitals, languages, nationalities, and tourist attractions as given in the example. Once the questions are ready, the groups take turns quizzing each other. Finally, the team with the most correct answers wins. Encourage students to reflect on their thoughts and feelings about the activity.

The aim of this activity is to improve critical thinking and the use of language skills by creating and answering questions about different countries by using the target vocabulary and grammatical structures.

**DIFFERENTIATION****SUPPORTING****Routine Questionnaire**

Ask students to prepare yes-no questions about daily and study routines using the sample questionnaire. (e.g. A: Do you have breakfast on weekdays? B: Yes, I do./No, I don't.) The questions prepared by students can vary from one another. Then, have students ask their questions to each other. Remind them that students who prepared the surveys note the answers and create a statistic. At the end of the activity, each student prepares a chart showing the results of the survey and displays it on the classroom board. Make sure that the classmates and you review the charts and provide feedback. Finally, ask them to reflect on their thoughts and feelings about the activity.

The aim of this activity is to ask and answer about daily and study routines by using target vocabulary and target grammar.

## EXPANSION

### Detailed Interview

Put students into pairs and explain that they will interview each other about their routines. Ensure that students understand the structure of a detailed interview and the importance of clear, structured answers. You can write example questions on the board to guide them (e.g. What time do you start studying? How often do you do homework?). To ensure students are well-prepared, you can assign this as homework before the lesson if needed. Ask them to write at least six questions related to daily and study routines, check their questions for useful words and phrases, and practise pronunciation. During the lesson, have them take turns asking and answering their prepared questions. Remind them that they should listen carefully and take notes on their peer's answers. When the interviews are complete, ask students to write a short report based on their peer's responses and review their reports together. After students have finalised their reports, have them present their interviews in front of the class and encourage natural delivery rather than reading directly from notes. Ask students to post their reports on the classroom board. Then have them read their classmates' reports and give constructive feedback. Put students into pairs and ask them to discuss the reflection questions. Encourage full-sentence answers rather than short ones. If time allows, select a few students to share their thoughts with the class. Provide feedback on common strengths and areas for improvement.

The aim of this activity is to enable students to ask about daily routines through interviews by using target vocabulary and target grammar.



## PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY

### DIFFERENTIATION

#### SUPPORTING

##### Who Am I? – Guessing Game

Before the lesson, make sure that the numbered cards have been prepared and they are ready to hand out. Give each student one numbered card, but first, ensure that all numbers match the class list and that each student receives a unique number. Show students the class list and ask them to find the person whose name matches the number on their card. Tell them that they should keep this information secret. Put students into groups of three or four and tell them to take turns describing their assigned classmate, making sentences about their physical features and personality traits. Remind students to only use the given vocabulary in the table and avoid making negative sentences while describing. Monitor the activity, walking around the classroom and providing support with vocabulary and pronunciation if needed. After all turns are completed, have each student write three simple sentences about their assigned classmate and ask them to submit their descriptions for evaluation. Evaluate written descriptions based on grammatical accuracy, correct use of target vocabulary, and sentence clarity. Put students into pairs and ask them to discuss the reflection questions. Encourage full-sentence answers rather than short ones. If time allows, select a few students to share their thoughts with the class. Provide feedback on common strengths and areas for improvement.

The aim of this activity is to enable students to describe physical appearance and personal traits by using target vocabulary and target grammar.

## EXPANSION

### Personality and Appearance Pictionary

Cut up the cards, fold them, and place them in a box. Then divide the class into teams. Ask one student from each team to pick a piece of paper from the box and try to explain the word written on it by drawing. During this time, the student who is drawing is not allowed to speak. Have the teammates try to guess which trait the drawing represents. Once the team guesses correctly, they must use the physical feature and the trait in a sentence describing a famous person (e.g. "He has got curly hair and is very cheerful."). Teams earn points for each correct guess and correctly formed sentence. When the game is over, the team with the highest score wins. Finally, ask them to reflect on their thoughts and feelings about the activity.

The aim of this activity is to identify physical and personality traits by using target vocabulary and target grammar.

## 4 FAMILY LIFE

### DIFFERENTIATION

#### SUPPORTING

##### Listening Practice – Daily Routines

Tell students that they are going to listen to five short audio clips that describe different people's daily work routines, including details about their jobs and workplaces. Ask them to listen to the audio carefully to complete the chart. Have them check their answers with the class.

The aim of this activity is to describe family members' jobs and workplaces by using target vocabulary and target grammar.

##### Answer Key

Person	Job	Workplace
1 Sebastian	Farmer	(Family) Farm
2 Olivia	Architect	Design firm
3 Mario	Chef	Italian restaurant
4 Evelyn	Pilot	Airport/International airline
5 Martinez	Doctor/Surgeon	Hospital

### Audio Script 4.4

- 1 Sebastian runs a family farm in the countryside. He starts the day early in the morning by feeding the cows and chickens. Then, he works in the fields, planting and harvesting crops depending on the season. In the afternoons, he packs vegetables to sell at the local market.
- 2 Olivia works as an architect at a large design firm. Her day starts in her office, meeting with clients to talk about their needs for new building projects. She spends a big part of her day

creating 3D models on her computer. Once a week, she visits construction sites to see how things are going.

- 3 Chef Mario works at a busy Italian restaurant in the city centre. He begins working by checking food deliveries and planning the menu for the day. He prepares popular dishes like pizza and risotto and leads the staff. When the restaurant closes at 10 p.m., he makes sure everything is ready for the next day before leaving and heading home.
- 4 Captain Evelyn is a pilot who works for an international airline. Her workday often begins in the early hours at the airport. She reviews flight plans and weather conditions with the crew. After checking the plane, she flies to various destinations around the world. During flights, she communicates with air traffic control and ensures the safety of all passengers.
- 5 Every morning at 7.30, Dr Martinez arrives at the hospital and starts his day by checking on his patients in the intensive care unit. After that, he reviews medical charts and performs surgeries in the operating room. In the afternoons, he meets with families to update them about their loved ones' conditions and answers their questions.

## EXPANSION

### TV Talk Show Role-Play – Family Jobs and Work Routines

Cut and fold the papers and place them in a box. Arrange the classroom to look like a TV talk show, with a host seat and guest chairs. Select one student to host the talk show. The others will be guests. Tell each guest to draw a piece of paper from the box to choose their family members' jobs. Ask them to imagine themselves in that role and prepare answers about the jobs, work routines, and workplaces. Tell hosts to ask questions as in the example and guests to answer in full sentences, using job-related vocabulary and the Simple Present Tense. At the end of the activity, let them discuss the questions with their classmates and give feedback to each other. Then provide constructive feedback on vocabulary and language use while offering suggestions for improvement.

This activity aims to help students talk about family members' jobs, work routines, and workplaces by using target vocabulary and target grammar.



## LIFE IN THE HOUSE & NEIGHBOURHOOD

### DIFFERENTIATION

#### SUPPORTING

##### House Vocabulary Bingo

This activity is prepared for 20 students. You can give one card to two students in crowded classes. Cut the paper into pieces of cards and hand them out to students. Call out the words one by one and tell students to check out the words and phrases on their cards. Give them enough time to check their cards every time you call out a word. Ask them to shout out "Bingo!" when they mark all the words on their cards, and when a student says "Bingo!", check out her/his card and ask for a meaningful sentence. Evaluate and give feedback. The first student to complete a bingo wins.

This activity aims to help students describe different rooms, furniture, and activities in the house by using target vocabulary and target grammar.

## EXPANSION

### Paired Picture Comparison – Living Room Activities

Print and cut out the photos. Divide the class into pairs and give two different photos to each pair. Ensure that students do not share or show their photos to each other during the activity. Have them take turns asking questions to find out what is happening in their peers' photos as in the example. After completing the activity, ask them to compare the two images with their classmates to identify the similarities and differences.

The aim of this activity is to help students compare and talk about different visuals of the same room by using target vocabulary and target grammar.



## LIFE IN THE CITY & COUNTRY

### DIFFERENTIATION

#### SUPPORTING

##### Festival Food Listening Activity

Ask students to listen to the audio clips and select the correct answer from multiple-choice options. After they complete the listening part, ask them to work in pairs to practise the sentences from the audio and record themselves using an audio recording tool, repeating the target sentences. Then play some of the recordings and provide feedback on pronunciation and sentence accuracy, and also have them give peer feedback. Finally, ask them to reflect on their thoughts and feelings about the activity.

The aim of this activity is to help students recognise and identify local and international festivals and food culture by using target vocabulary and target grammar.

#### Answer Key

1 C      2 D      3 A      4 B      5 D      6 C      7 B      8 A

#### Audio Script 6.5

Listen to the audio and circle the correct answer.

- 1 Thanksgiving Day is an annual national holiday in the United States. It focuses on the harvest and other advantages gained from the previous year. The traditional meals in this festival symbolise the abundance and culture of the country, like those in other nations' festivals. The cranberry sauce, pumpkin, and corn in the meals especially represent the agricultural wealth of the country. In modern times, people see this festival as a time for family gatherings. The special dish of the day is mostly roast turkey with side dishes like rice, sweet potato, stuffing, and pumpkin pie.
- 2 The Carnival of Venice is a ten-day annual festivity in Italy. It is popular for people to dress up in historical costumes with masks and take part in street parades. Many traditional and international dishes are served during the festival. Italian food is based on the Mediterranean diet, which includes seafood, vegetables, fruit, and cereal. You can also taste other traditional foods: sweet biscuits, desserts, pasta, pizzas, and some regional food like fish stew. The popular dish is fish stew; usually, salmon is marinated with olive oil, lime juice, salt, and black pepper; then they cook it in a pot over medium heat for 20 minutes, and the last touch is to sprinkle curry coconut sauce on it.



## EXPANSION

### Festival Organisers and Visitors

#### Role-Play

Before the lesson, make to decide on the festivals you will assign to the students. It is advisable that the assigned festivals be those from the coursebook to increase student familiarity. Make sure that students have access to paper, markers, and other materials to design their festival booths. Introduce the activity and divide students into two groups: festival organisers and visitors. Assign each organiser group with their festivals. Explain that each group should follow the given instructions according to their role. Ask organisers to respond fluently by using target vocabulary and language functions. After one round, ask students to switch roles so that visitors become organisers and organisers become visitors. When all students experience both roles, provide feedback on clarity, fluency, and interaction. You should also encourage peer feedback. At the end of the activity, put students in groups and ask them to prepare a poster about the festival they have presented as organisers. When they are finished, ask students to display their posters on the classroom noticeboard. Put students into pairs and ask them to discuss the reflection questions. Encourage full-sentence answers rather than short ones. If time allows, select a few students to share their thoughts with the class. Provide feedback on common strengths and areas for improvement.

The aim of this activity is to enable students to talk about different kinds of food produced for local and international festivals and food culture by using target vocabulary and target grammar.

#### Teacher's Notes



## LIFE IN THE WORLD & NATURE

### DIFFERENTIATION

#### SUPPORTING

##### Endangered Animal Habitat Matching Game

Put students into pairs and explain that they must match each animal to its correct habitat (e.g. great white shark–oceans) as quickly and accurately as possible. Once pairs have matched all cards, have them form one sentence for each pair, following the model on the activity page they have been given (A great white shark lives in the oceans.). Ask students to take turns saying their sentences aloud to their peer. Encourage them to focus on correct pronunciation and intonation while speaking. The first pair to match all the cards correctly, form sentences for all matches, and say the sentences aloud without mistakes wins the game. For whole-class review, you can have different pairs read their sentences aloud. Put students into pairs and ask them to discuss the reflection questions. Encourage full-sentence answers rather than short ones. If time allows, select a few students to share their thoughts with the class. Provide feedback on common strengths and areas for improvement.

The aim of this activity is to describe endangered animals, their habitats, and ways to protect them from extinction by using the target vocabulary and target grammar.

##### Answer Key

- A cheetah lives in the grasslands.
- A chimpanzee lives in the rainforests.
- A dolphin lives in the oceans.
- A penguin lives in Antarctica.
- A polar bear lives in the Arctic.
- A Saharan silver ant lives in the deserts.
- A tiger lives in the jungles.
- An Asian elephant lives in the woodlands.

#### EXPANSION

##### Digital Role-Play: Save an Endangered Animal

Ask students to work in small groups and choose an endangered animal (e.g. Caretta caretta turtles in Antalya, or Anatolian leopards). Have them use a web tool to create a digital character or visual story that introduces the animal, its habitat, and the problems it faces (such as pollution or habitat loss). Ask them to provide that the animal “speaks” using recorded audio or text-to-speech to describe its challenges and suggest solutions. When groups present their digital work to the class, have others take notes and give feedback on vocabulary, fluency, and presentation skills. After all presentations, have the class hold a brainstorming session to discuss ideas for protecting the animals, using phrases like “Every little bit helps!” and “We need to act now!”. Provide feedback on the presentations and make sure students finish with a clear plan of actions and solutions. Finally, ask them to reflect on their thoughts and feelings about the activity.

The aim of this activity is to talk about endangered animals and conservation efforts by using the target vocabulary and target grammar.

**DIFFERENTIATION****SUPPORTING****Futuristic Sentence Builder**

Cut out the sentences to create jumbled fragments. Ask students to rearrange these fragments to form meaningful and grammatically correct sentences about futuristic ideas. Use visual aids, such as images of robots or space exploration, to inspire their thinking. When they complete their sentences, encourage students to read them aloud in small groups or to the class. Provide feedback on accuracy, creativity, and correct use of target vocabulary. Encourage students to assess their peers' sentences, using *Rubric 3*. Use positive reinforcement to boost confidence and highlight successful language use. Finally, let students reflect on their thoughts and feelings about the activity, answering the given questions.

The aim of this activity is to talk about futuristic ideas by using the target vocabulary and target grammar.

**Answer Key**

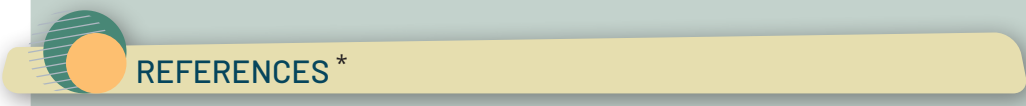
Time travellers will change history with their discoveries.

**EXPANSION****Reconstructing the Film Schema**

Ask students to work in three groups. Provide each group with a part of a futuristic film: plot, characters, and futuristic key elements. Prepare a schema on the board, including the title, main plot, characters, and key futuristic themes. Ask one student in each group to stand on the board and write down the film schema. Ask others to read their parts one by one and explain the information to the student at the board in their own words. Once all groups have completed their parts, reveal the original film schema and let them discuss similarities and differences with the original one. At the end, provide constructive feedback on explanations, teamwork, and language use while offering suggestions for improvement. Let them reflect on their thoughts and feelings about the activity, answering the given questions.

This activity aims to help students reconstruct a futuristic film concept through an interactive information gap activity by using the target vocabulary and target grammar.

**Teacher's Notes**



## REFERENCES \*

Talim ve Terbiye Kurulu Başkanlığı. (2025). *The century of Türkiye education model: The English language curriculum (Years 9-10-11-12)*. T.C. Millî Eğitim Bakanlığı.

\* The references in this section have been prepared following the principles and formatting rules of the APA Style, 7<sup>th</sup> Edition.





