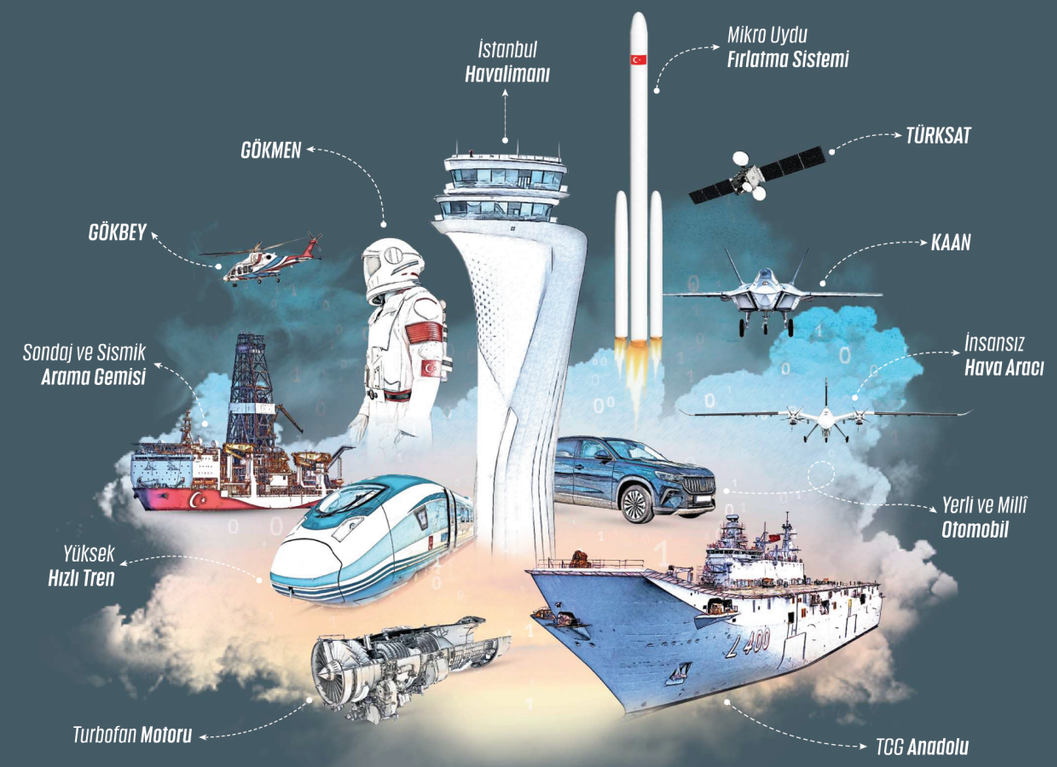
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PARA İLE SATILAMAZ.

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

ORTAOKUL VE İMAM HATİP ORTAOKULU
MultiEnglish 7
DERS KİTABI

T.C. MİLLÎ EĞİTİM BAKANLIĞI | ORTAOKUL VE İMAM HATİP ORTAOKULU | DERS KİTABI

MultiEnglish

YEAR 7



MULTILINGUAL LANGUAGE PROGRAMME

LOWER SECONDARY SCHOOL
AND
İMAM HATİP LOWER SECONDARY SCHOOL

MultiEnglish
YEAR 7
STUDENT'S BOOK

AUTHORS

Asude YILDIRIM

Bilge ŞEN DEMİRKAYA

Çiğdem AKBULUT

Derya SAY

Elif VATANSEVER

Merve SAYGINER

Muammer KOCA

Özlem ÇÖREZ



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DERS KITAPLARI DİZİSİ .....: 2302

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EDITOR

Dr. Kamile HAMİLOĞLU

VISUAL DESIGNERS

Elçin EFE GÜRSOY

Emre GÜVEN

Sinem ARIKAN

MULTIMEDIA DESIGNER

Hasan DEDEOĞLU

CURRICULUM DEVELOPMENT SPECIALISTS

Dr. Mehmet AKCAALAN

Dr. Orhan YİĞİTOĞLU

Fatma KELEŞ

ASSESSMENT AND EVALUATION SPECIALIST

Yıldız ÖZYÜREK

GUIDANCE SPECIALIST

Mine YAYLA

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

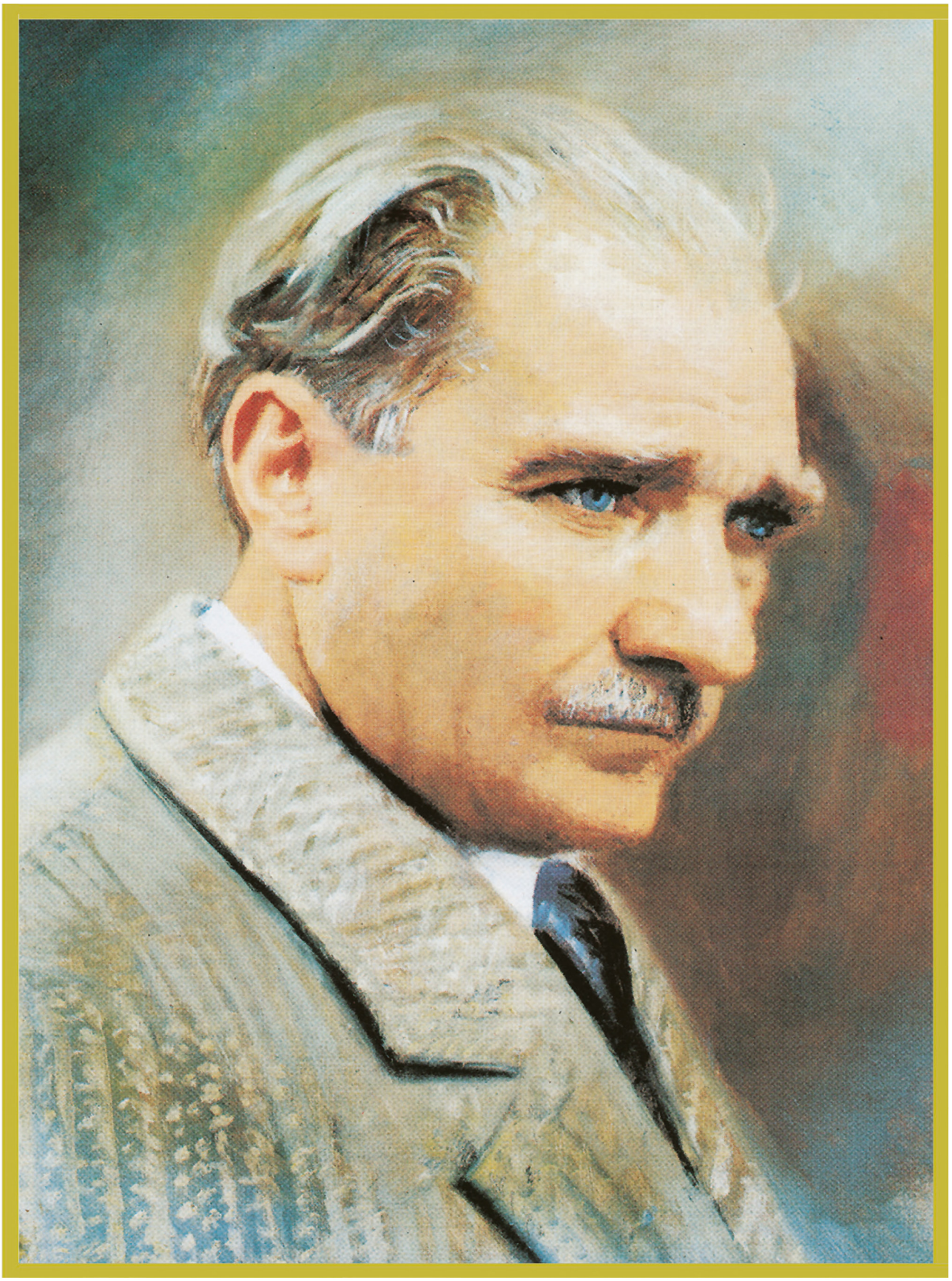
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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	MAIN THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY	PRONUNCIATION	LISTENING & WATCHING - COMPREHENSION
THEME 1	SCHOOL LIFE & EDUCATION	Educational activities, competitions, and celebrations at school; school trips; national days and celebrations	Narrating ongoing actions, habitual events, or past actions with relevance to the present (Use of Present Tenses for Narration) Describing habitual actions (Use of " Is used to", "Get used to") Linking actions or ideas (Use of "Conjunctions") Expressing verification or confirmation (Use of "Complex Question Tags")	Vocabulary for educational activities, competitions, and celebrations at school activities: An agency, a debate, etc. Vocabulary for school trips: hillwalking, a resort, to accommodate, memorable, etc.	Intonation of positive statements	"More Than a Classroom" Listening for gist, specific information, details
THEME 2	CLASSROOM LIFE & LEARNING	Learning difficulties and problems for teenagers, Healthy classroom atmosphere for peaceful learning	Focusing on actions and events rather than the agent (Use of Passive Voice in Present Tenses) Proposing ideas or seeking agreement to make suggestions (Use of "Shall" for suggestions) Describing situations arranged for someone else to perform a task (Use of "Causatives)	Vocabulary for learning difficulties: An accent, accuracy, a resolution, a revision, etc. Vocabulary for a healthy classroom: Tension, enthusiasm, conflict, etc.	Intonation of negative statements	"Together we learn" To listen/watch efficiently for comprehension Skimming Scanning Reordering events Finding and correcting mistakes
THEME 3	PERSONAL LIFE & WELL-BEING	Advantages and disadvantages of social media, staying healthy and fit	Describing repeated actions that occur regularly in the past (Use of "Would" for Expressing Habits in the Past) Describing actions and events that happened in the past (Use of Past Tenses for Narration) Describing familiarity with actions and situations in the past (Use of "Was used to" and "Got used to") Expressing confirmation, agreement, and/or reassurance (Use of Question Tags)	Vocabulary for advantages and disadvantages of social media: an addiction, to restrict, ridiculous etc. Vocabulary for staying healthy and fit: a fitness centre, to sweat, athletic, etc.	Intonation of questions and question tags	"The Wellness Challenge" Listening for gist, general context clues Listening for scanning, identifying theme components
THEME 4	FAMILY LIFE & HOME	Future houses and family members' plans (for the future)	Expressing the degrees of differences or comparisons (Use of "Comparative and Superlative" Adjectives) Expressing similarity or equality (Use of "Same as" and "the Same") Emphasising the degree of similarity (Use of "as... as") Describing possibilities, necessity or obligation (Use of Passive Voice of Modals) Expressing similarities and (small) differences (Use of like, alike, slightly)	Vocabulary for future houses: recognition, timing, etc. Vocabulary for family members' plans for the future: finance, an expectation, etc	Pronunciation of the sounds with the letters: a,b,c,d,e	Family Talks: From Future Houses to Summer Plans Listening for gist, specific information, details

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READING – COMPREHENSION	SPEAKING – EXPRESSION	WRITING – EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
"One Nation, Two Great Celebrations" Skimming Scanning Reading for details Jigsaw reading	Talk about your classmates' interests and experiences related to school events and celebrations. -Interacting in pairs/groups.	Writing a corner in the school magazine about Commemoration of Atatürk, Youth and Sports Day. Interacting with peers through the task	Adam and Sue's Travel Blog	A school brochure about an exciting and educational trip.	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances
"Summary Of The Week" Skimming Scanning Reading for details Finding key topics	"Survey Talk" -To talk or give short oral presentations and perform show and tell sessions on the current content	"Writing a diary" To produce written tasks by developing portfolios Recognising the model Writing about a personal experience	Reading about famous people Jigsaw reading Skim and Scan Finding a title	"Survey Task" Creating and planning in-class surveys Gathering info and presenting surveys in the classroom	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances
-'Powers of Well-being' Skimming Scanning Reading for details Jigsaw reading	Basic Skills: Expressing ideas through controlled activities -Interacting with peers through the task	Completing a chart about alternative and modern medicine Writing a paragraph about "going on a diet" Writing a paragraph called "A Diet – A Healthy Life	'Science spotlight: how does technology affect our brains?' 'Healthy habits around the world' How technology affects the human brain while also promoting awareness of healthy habits	Preparing a dialogue with a peer and then discussing social media in front of the classroom	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances
The Future of Housing Skimming Scanning Reading for details Jigsaw reading	A dialogue about a smart and eco-friendly house tour. -Interacting in pairs/groups	Writing a paragraph about a family members' plans for the future Interacting with peers through the task	From Derinkuyu to the International Space Station(ISS)	A detailed poster about a family holiday	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances

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	MAIN THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY	PRONUNCIATION	LISTENING & WATCHING - COMPREHENSION
THEME 5	LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE	Helping people in need in the neighbourhood and the city Technology in cities and rural areas	Narrating past events with the focus on the action (Use of Passive Voice in the Past Tenses) Describing situations where someone arranges an action (Use of Active Causatives) Expressing that a person arranges for something to be done (Use of Passive Causatives) Describing ability for completed or ongoing actions (Use of "Be Able to")	Vocabulary for helping people in need in the neighbourhood and the city: a fundraiser, a homeless shelter, a foundation, etc. Vocabulary for technology in cities and rural areas: a solar panel, a drone, sustainability, etc.	Pronunciation of the sounds with the letters: f, g, h, i, j, k	"Summer Voluntary Projects" Listening for gist, specific information, details
THEME 6	LIFE IN THE WORLD &CULTURE	Healthy food and unhealthy food in the world (ecological food) and international events	Expressing how someone will adapt to new habits and situations (Use of "Will get used to") Describing future events or actions where the focus is on the outcome (Use of Passive Voice for Future Tenses) Describing actions or events that will be happening in the future (Use of the Future Progressive Tense)	Vocabulary for healthy and unhealthy food: a balanced diet, fibre-rich food, etc. -Vocabulary for cultural diversity and international sports, films and musical events: world champion, sports tournament, etc.	Pronunciation of the sounds with the letters: o, l, m, n, p	"You are what you eat and what you celebrate!" Listening for gist, specific information, details
THEME 7	LIFE IN NATURE & GLOBAL PROBLEMS	Influence of technology on global issues (health) Influence of technology on problems and solutions about nature	Giving information or extra information about the subject or object mentioned in a sentence (Use of Relative Pronouns with Relative Clauses) Forming nouns from verbs with the -ing (Use of nouns formed from verbs with - ing)	Vocabulary for the influence of technology on global issues (health): an allergy, to detect, etc. Vocabulary for the influence of technology on problems and solutions about nature: an alternative fuel, to absorb, etc.	Pronunciation of the sounds with the letters: u, q, r, s, t	"Life in Nature & Global Problems" A conversation about the influence of technology on health and nature Listening for gist, general context clues Listening for scanning, identifying theme components.
THEME 8	LIFE IN THE UNIVERSE & FUTURE	Time travel Future technologies and their use (robots, robotics)	Describing an unreal situation in the future about the universe (Use of the Conditional 2) Expressing desires, regrets and/or hypothetical situations contrary to the current reality(Use of "wish") Expressing regret or a strong wish for a present or past situation (Use of "if only")	Vocabulary for time travel: a lifetime, an ancestor, etc. Vocabulary for future technologies and their use (robots, robotics): a receiver, a sector, etc.	Pronunciation of the sounds with the letters: v, w, x, y, z	"Wish Upon a Future" Listening for gist, general context clues Listening for scanning, identifying theme components

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READING – COMPREHENSION	SPEAKING – EXPRESSION	WRITING – EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
A text about helping people in need Skimming Scanning Reading for details	Expressing ideas about helping people in need and how technology improves the life Interacting in pairs/groups	Writing about an event that tells the story of people in need	A text about drones in agriculture	Writing a short article for a magazine about how technology is changing life in the city	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances
A text about Olympic Games Skimming Scanning Reading for details	Dialogues about healthy and unhealthy foods and cultural events Interacting in pairs/groups	Introducing an application letter for the Olympic Games	A questionnaire about healthy eating habits	A Health Journey Around The World Creating a travel diary	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances
"The Life of Monarch Butterflies" Skimming Scanning Reading for details Jigsaw reading	Basic Skills: Expressing ideas through controlled activities Interacting with peers through the task	Writing about environmental problems Expressing ideas through controlled activities Interacting with peers through the task	Visiting a Doctor But Not in the Hospital Objectives: Reading for comprehesion	Making a digital presentation about a global health or environmental issue	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances
Is Time Travel Possible?' Skimming Scanning Reading for details	Dialogues about time travel, future technologies, life in the universe and robots, robotics Expressing ideas through controlled activities Interacting with peers/groups through the task	'Just My Imagination' Expressing ideas through controlled activities Writing a paragraph	Our Future Co-Workers: Humanoid Robots	Writing a creative story or a description with pictures	Reflect Yourself Reflecting on the learning process	Rubrics about learning outcomes written spoken project performances

ABOUT THE BOOK



Title of the theme

Well-being activities

Link to EBA Website

Overview of the Theme

Extra activities to revise students' previous knowledge

Link to the introductory digital story

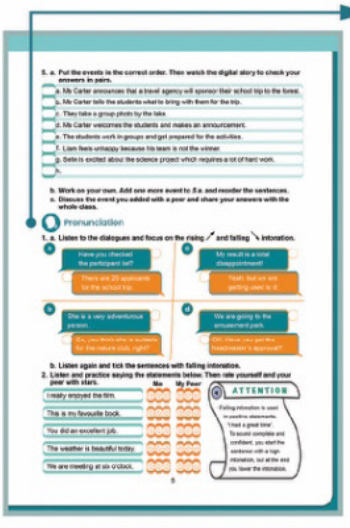


The introductory picture of the whole theme

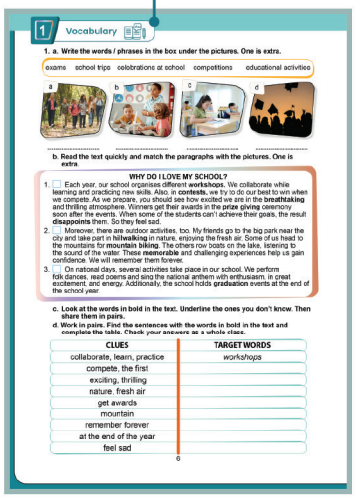
Listening / Watching the introductory digital story

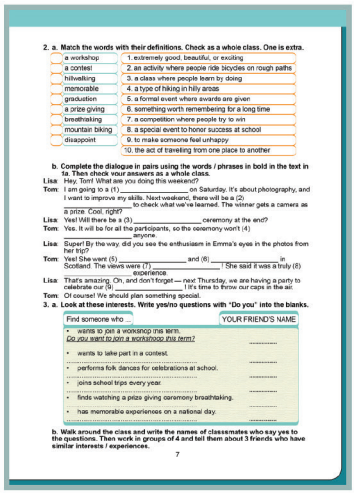


Pronunciation Exercises

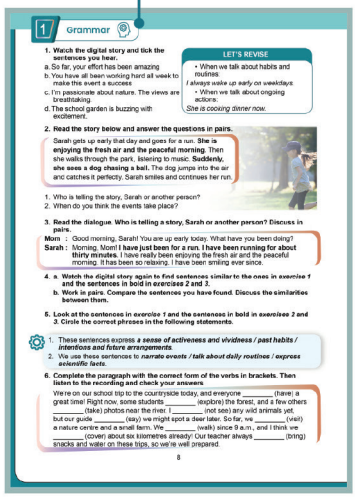


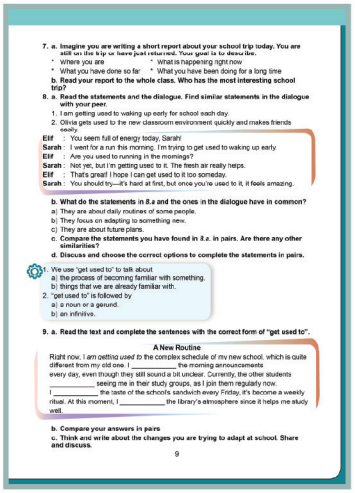
Target vocabulary in use



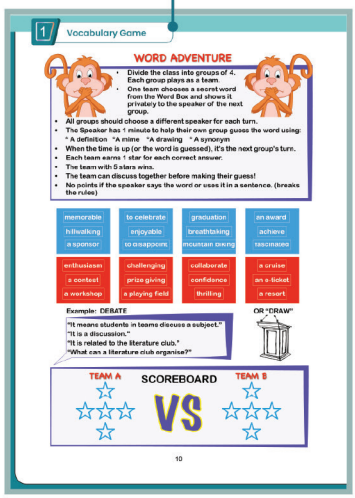


Target grammar in use

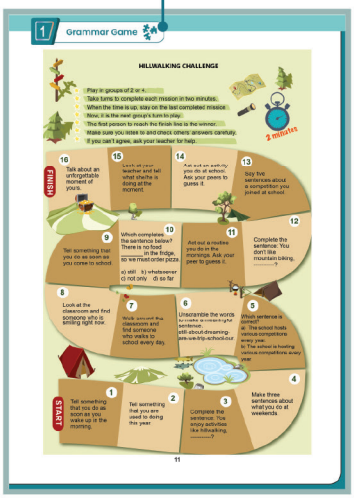




Vocabulary practise with games



Grammar practise with games



Reading Comprehension


1 Reading

1. Look at the pictures quickly and answer in pairs.
1. What do you see in the pictures?
2. What do they have in common?

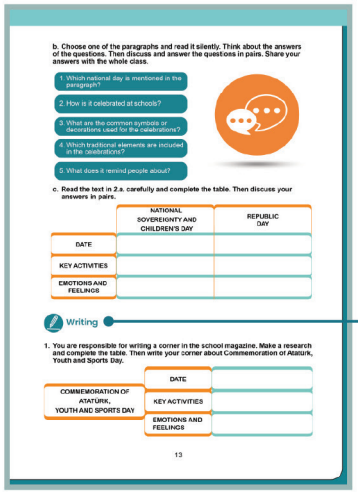
2. a. Read the text quickly and complete the sentences. Then check your answers in pairs.
1. The text is about .....
2. ..... is dedicated to children.
3. The founder of the Turkish Republic is .....
4. ..... is the special day when the Turkish Republic was founded.
5. In the ..... people carry flags and torches with honour and pride.

One Nation, Two Great Celebrations

23 April is a special day called National Sovereignty and Children's Day. It marks the establishment of the Grand National Assembly of Türkiye in 1920. It is a unique celebration as it honours children. Mustafa Kemal Atatürk, the founder of the Turkish Republic, dedicated this day to children all around the world. People decorate schools in Türkiye with Turkish flags and Atatürk posters. At our school, we celebrate this day with many fun activities. We usually start the celebrations with our national anthem and continue with speeches about the importance of the day. Students read poems about national sovereignty and children's rights, perform traditional dances, and school choirs sing cheerful songs.One of the most exciting parts is when young students take on symbolic leadership roles for a day, like taking the place of the headmaster or teachers. In the afternoon, we enjoy games, competitions, and sports events. Sometimes, our school invites students from other countries to join the celebrations, making the day even more special. This special day reminds us about the importance of national sovereignty and unity.

29 October is the day when the Republic of Türkiye was founded, and Turkish people celebrate it every year as Republic Day. Preparations start days before, with students practising for performances and decorating their schools with Turkish flags and Atatürk posters. Students and teachers gather in school gardens to begin the celebrations with ceremonies. After the Turkish National Anthem, students perform plays and traditional folk dances. Speakers give speeches about democracy, freedom, and the importance of the Republic. Students also join competitions like essay writing and poetry recitals, where they share their thoughts and feelings about independence. Also, each city in Türkiye organises a torchlight procession in the evening. People carry flags and torches with honour and pride. The excitement in the air makes this day unforgettable for everyone. It reminds us about our national identity and brings us closer as a nation.

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b. Choose one of the paragraphs and read it silently. Think about the answers of the questions. Then discuss and answer the questions in pairs. Share your answers with the whole class.

1. Which national day is mentioned in the paragraph?
2. How is it celebrated at schools?
3. What are the common symbols or decorations used for the celebrations?
4. Which traditional elements are included in the celebrations?
5. What does it remind people about?

c. Read the text in 2.a. carefully and complete the table. Then discuss your answers in pairs.

	NATIONAL SOVEREIGNTY AND CHILDREN'S DAY	REPUBLIC DAY
DATE		
KEY ACTIVITIES		
EMOTIONS AND FEELINGS		

Writing

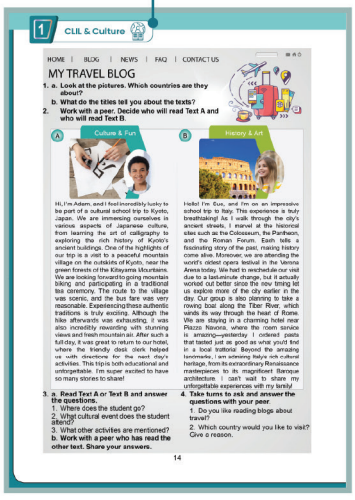
1. You are responsible for writing a corner in the school magazine. Make a research and complete the table. Then write your corner about Commemoration of Atatürk, Youth and Sports Day.

COMMEMORATION OF ATATÜRK, YOUTH AND SPORTS DAY	DATE
	KEY ACTIVITIES
	EMOTIONS AND FEELINGS

13

Writing Exercises

Reading about different cultures


CLIL & Culture

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MY TRAVEL BLOG

1. a. Look at the pictures. Which countries are they about?
b. What do the titles tell you about the texts?
2. Work with a peer. Decide who will read Text A and who will read Text B.

A Culture & Fun

Hi, I'm Adam, and I feel incredibly lucky to be part of a cultural school trip to Kyoto, Japan. We are immersing ourselves in various aspects of Japanese culture, from learning the art of calligraphy to exploring the rich history of Kyoto's ancient buildings. One of the highlights of our trip is a visit to a peaceful mountain village on the outskirts of Kyoto, near the green forests of the Kitayama Mountains. We are looking forward to going mountain biking and participating in a traditional tea ceremony. The route to the village was scenic, and the bus fare was very reasonable. Experiencing these authentic traditions is truly exciting. Although the hike afterwards was exhausting, it was also incredibly rewarding with stunning views and fresh mountain air. After such a full day, it was great to return to our hotel, where the friendly desk clerk helped us with directions for the next day's activities. This trip is both educational and unforgettable. I'm super excited to have so many stories to share!

B History & Art

Hello! I'm Gus, and I'm on an impressive school trip to Italy. This experience is truly breathtaking! As I walk through the city's ancient streets, I marvel at the historical sites such as the Colosseum, the Pantheon, and the Roman Forum. Each tells a fascinating story of the past, making history come alive. Moreover, we are attending the world's oldest opera festival in the Verona Arena today. We had to reschedule our visit due to a last-minute change, but it actually worked out better since the new timing let us explore more of the city earlier in the day. Our group is also planning to take a rowing boat along the Tiber River, which winds its way through the heart of Rome. We are staying in a charming hotel near Piazza Navona, where the room service is amazing—yesterday I ordered pasta that tasted just as good as what you'd find in a local trattoria! Beyond the amazing landmarks, I am admiring Italy's rich cultural heritage, from its extraordinary Renaissance masterpieces to its magnificent Baroque architecture. I can't wait to share my unforgettable experiences with my family!

3. a. Read Text A or Text B and answer the questions.
1. Where does the student go?
2. What cultural event does the student attend?
3. What other activities are mentioned?
b. Work with a peer who has read the other text. Share your answers.

4. Take turns to ask and answer the questions with your peer.
1. Do you like reading blogs about travel?
2. Which country would you like to visit? Give a reason.

14

Consolidation with a picture strip story

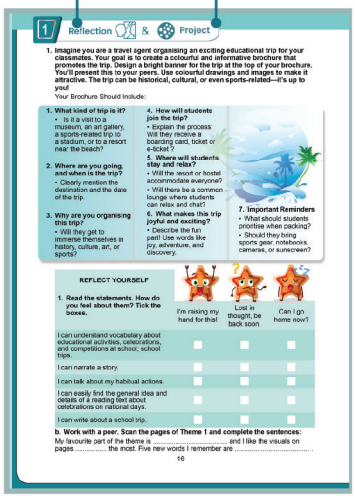

Story

1. Read the questions and discuss your answer with your peer.
a. How many characters do you see in the strip story? Who are they?
2. Read the strip story and answer the questions. Then share your answers with your classmates.
a. What was Jack's mix-up? How did he feel after the mix-up?
b. What is your unforgettable day at school?

15

Evaluation of learning outcomes

Projects about the theme


Reflection & Project

1. Imagine you are a travel agent organising an exciting educational trip for your classmates. Your goal is to create a colourful and informative brochure that promotes the trip. Design a bright banner for the trip at the top of your brochure. You'll present this to your peers. Use colourful drawings and images to make it attractive. The trip can be historical, cultural, or even sports-related—it's up to you!

Your Brochure Should Include:

1. What kind of trip is it?
• Is it a visit to a museum, an art gallery, a sports-related trip to a stadium, or to a resort near the beach?
2. Where are you going, and when is the trip?
• Clearly mention the destination and the date of the trip.
3. Why are you organising this trip?
• Will they get to immerse themselves in history, culture, art, or sports?
4. How will students join the trip?
• Explain the process. Will they receive a boarding card, ticket or e-ticket?
5. Where will students stay and relax?
• Will the resort or hostel accommodate everyone?
• Will there be a common lounge where students can relax and chat?
6. What makes this trip joyful and exciting?
• Describe the fun part! Use words like joy, adventure, and discovery.
7. Important Reminders
• What should students prioritise when packing?
• Should they bring sports gear, notebooks, cameras, or sunscreen?

REFLECT YOURSELF

1. Read the statements. How do you feel about them? Tick the boxes.

	I'm raising my hand for this!	Lost in thought, be back soon	Can I go home now?
I can understand vocabulary about educational activities, celebrations, and competitions at school, school trips.			
I can narrate a story.			
I can talk about my habitual actions.			
I can easily find the general idea and details of a reading text about celebrations on national days.			
I can write about a school trip.			

b. Work with a peer. Scan the pages of Theme 1 and complete the sentences:
My favourite part of the theme is ..... and I like the visuals on pages ..... the most. Five new words I remember are .....

16

ICONS

 Listening & Watching

 Vocabulary

 Grammar

 Vocabulary Game

 Grammar Game

 Reading

 CLIL & Culture

 Reflection

 Story

 Writing

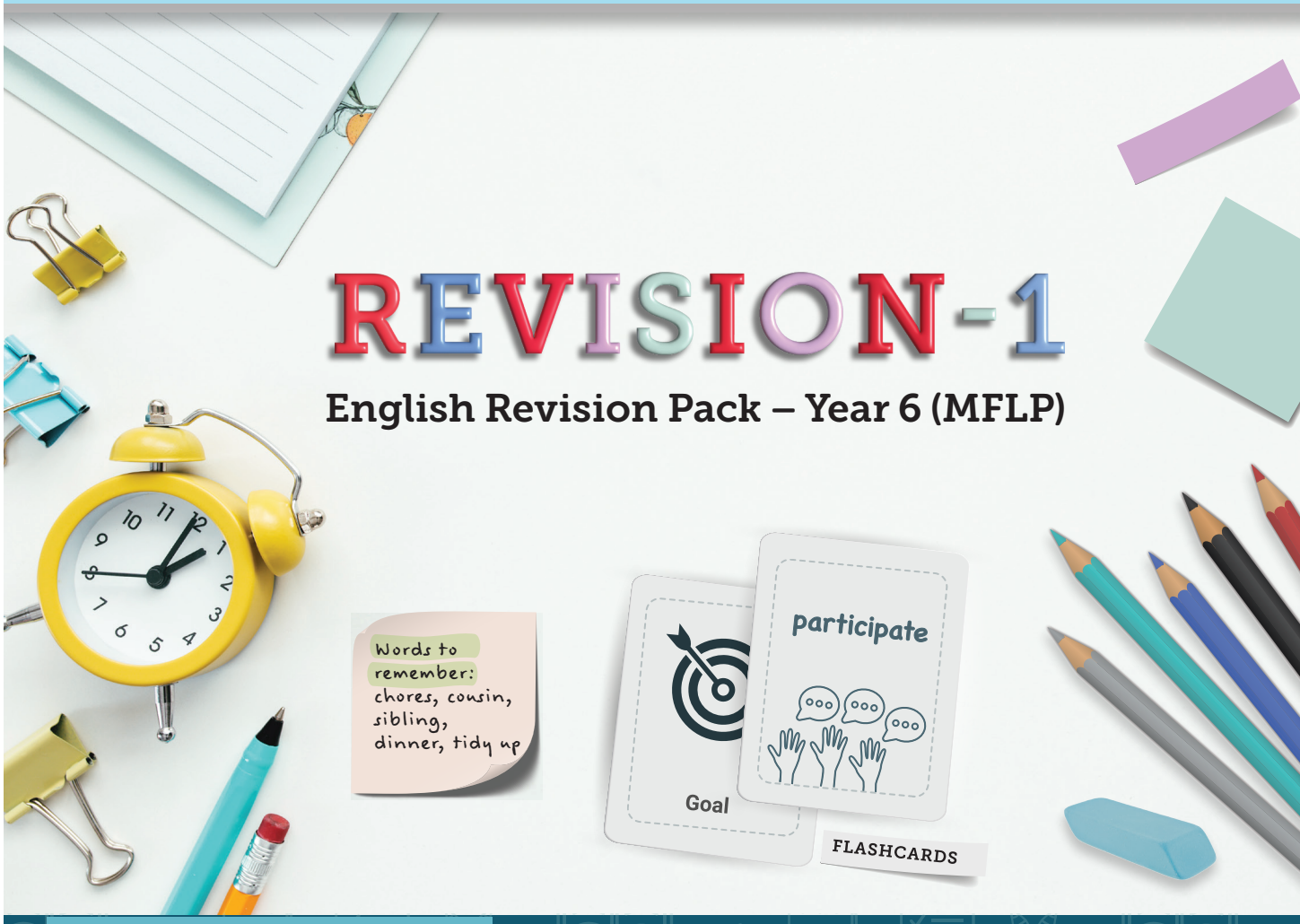
 Speaking

 Pronunciation

 Project

REVISION-1

English Revision Pack – Year 6 (MFLP)



- **Theme 1:** *School Life & Education*
- **Theme 2:** *Classroom Life & Learning*
- **Theme 3:** *Personal Life & Wellbeing*
- **Theme 4:** *Family Life & Home*

Sub-themes :

- *School subjects and school club activities*
  School responsibilities and school rules
- *Communication in the classroom*
  Learner types and learning strategies
- *Healthy habits and mental well-being*
  Daily routines and personal care
- *Family members and responsibilities*
  Daily life and household activities

1. a. Match the phrases with the pictures. There is an extra one.

a. a national day
b. a chess tournament
c. arriving at school on time
d. a debate event
e. managing the school
f. an anniversary celebration







b. Talk in pairs about the phrases above. Which one is related to your school and your school life?

2. a. Read the speeches quickly and match them with the topics below. There is an extra one.

a. Making school a better place
b Roles&Responsibilities at school
c. School routines and school activities
d. International food
e. Preferences for learning activities and technologies
f. Celebrations

Ali: I'm a year seven student. Today is our first day of school, and everyone is excited. The organisational committee has organised an opening ceremony for the new students. It's a festive and engaging event. Diverse sporting competitions are being held. These have a big role in creating a warm atmosphere and socialising. We are encouraging new students to participate in the activities now.

Mrs Acar: I am the headmistress. I manage the school and assist in organising school activities such as competitions, tournaments, festivals, events, and celebrations. Our organisational committee prioritises enhancing and innovating learning methods with joy.

Fatma: I usually have a school assembly every morning. Then I attend the other lessons during the day. I like participating in the school activities with my friends. Today we have a rehearsal in the drama club.

Mr Göktürk: I am a maths teacher. My team and I have organised a chess tournament. We have improved the infrastructure for better accessibility for participants. The students are eager to participate in school activities like this. We aim to make our school a better place.

Tuba: I prefer using technological tools like laptops as they make learning easier and quicker, while my friend prefers role-playing. She believes she learns better by acting out. Also, I am always adapting to new challenges with a reflective mindset. My friend and I try to select flexible and innovative learning activities.

b. Work in pairs. Read the speeches again and answer the questions.

1. What kinds of activities are mentioned in Ali's speech, and when do these activities take place?
2. How do these activities help new students?
3. What is Mrs Acar's role at the school, and what does she organise?
4. Which club is Fatma a member of, and what special activity does she have today?
5. What has Mr Göktürk organised at school?
6. Which learning tools or methods does Tuba prefer, and why?

c. Talk in pairs about your school.

1. Which club or activity do you participate in and what do you do there?
2. Do you prefer using technology while learning? Give a reason.
3. What activities help make your school a better place?

3. a. Let's speak kindly! Make a polite request using "may / might / can / could" in pairs.

Example: The deadline for the chess tournament is today. You feel bad and you can't go to school. You ask your friend to register it for you.

Could you register me for the chess tournament, please?

a. You are moving to a new house, and the boxes are heavy. You ask your friend to help you carry them.

b. You left your mobile phone at home today. You must call your mum to say you will be late, so you ask your teacher to lend hers.

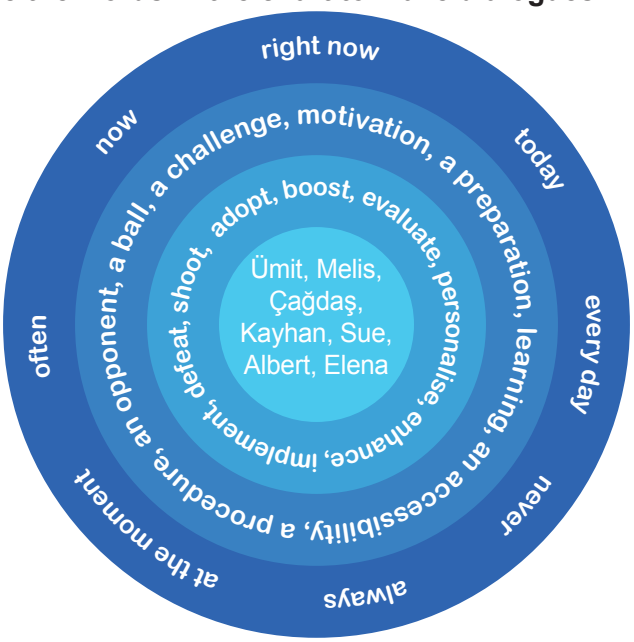
c. You have to go to the central library for your project. But it's far from your home. You ask your dad to take you there.

b. Write two more situations and make polite requests in pairs.

d. ……..

e. ……..

4. Work in pairs. Use the words in the chart to make dialogues.



5. a. Match the phrases with the pictures. There is an extra one.

a. addiction b. an animation c. identical twins
d. a password e. a sci-fi f. a disagreement







b. Work in pairs. Make short dialogues using the phrases in Exercise 5.a.

Example: **Mert**: In my opinion, overusing mobile phones can cause addiction.
Simge: I agree with you. We shouldn't use mobile phones for long hours.

6. Listen to the dialogue and put the sentences in the correct order.

Revision Track 1

- ☐ I had my own room, and I decorated it myself with posters.
- ☐ It was farther from school than the current one.
- ☐ He is the most stubborn boy I have ever known.
- ☐ 1 You have been living in your house for a long time, haven't you?
- ☐ You were living somewhere else when we started school two years ago.
- ☐ I have asked him many times, but he refuses.
- ☐ We've been living here for six months.
- ☐ We used to live in a tiny house.

7. Listen to the dialogue again and write T (True) or F (False). Correct the false statements.

Revision Track 2

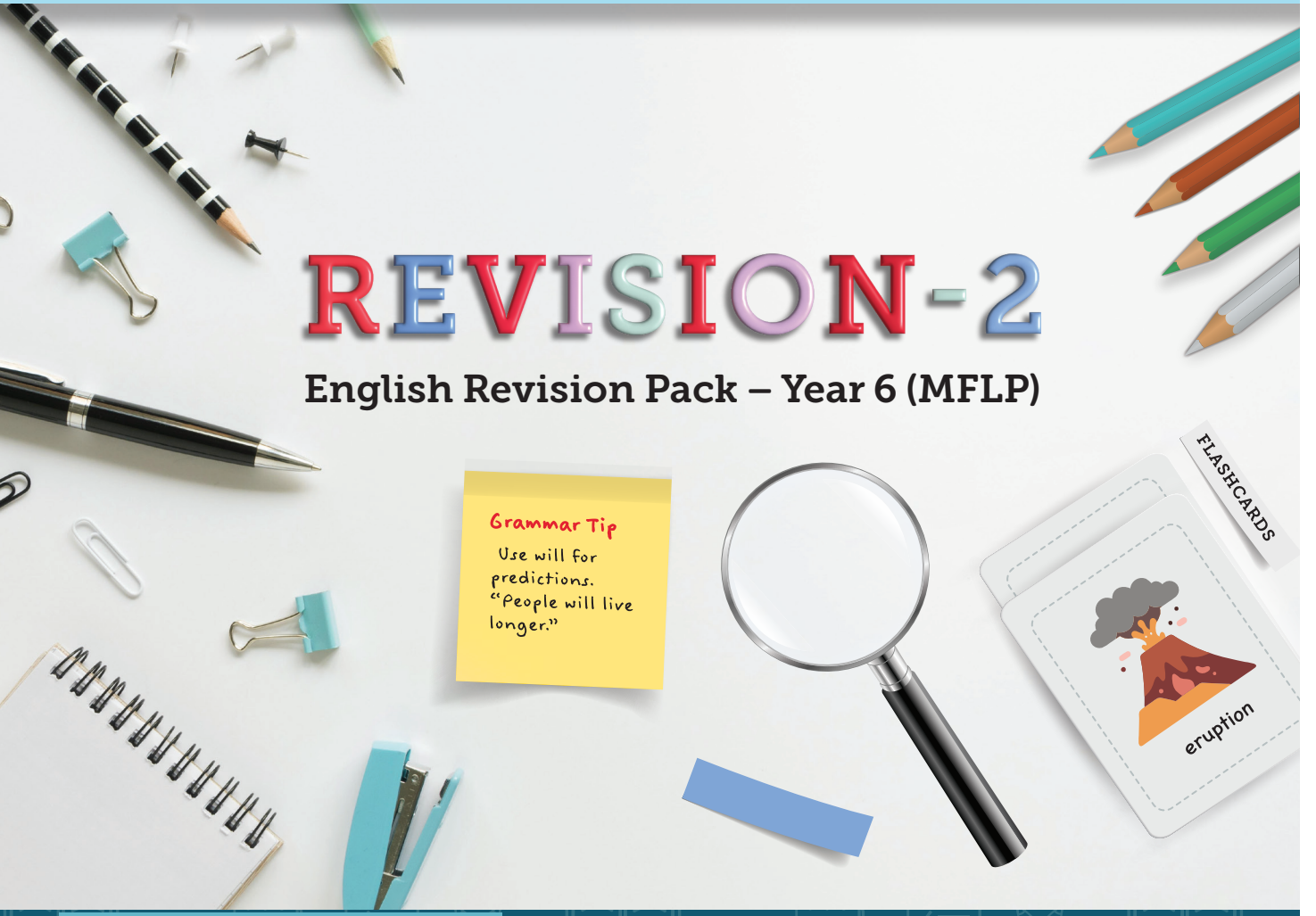
a. Melek has been living in the same house since she was born. ( )
_____
b. Leo and Melek used to live in a tiny house. ( )
_____
c. Melek didn't use to have a room for herself. ( )
_____
d. Leo shares his room with his sister. ( )
_____
e. Melek thinks that Leo should ask his brother to use headphones. ( )
_____
f. Leo's brother is a stubborn boy. ( )
_____

8. Write the sentences in Exercise 6 in the correct function box.

Describing past habits (used to)	
Making comparisons (Comparative)	
Ongoing past action (Present perfect progressive)	
Asking for confirmation (Question tags)	
Interrupted past actions (Simple past vs Past progressive)	
Recently happened actions (Present perfect)	
Making comparisons (Superlative)	
Performing an action oneself (Reflexive pronouns)	

9. Work in pairs. Imagine you are two old friends who haven't seen each other in years. Write a short dialogue in which you catch up. Use at least five different grammar functions from Exercise 8 naturally in your conversation. Then, act it out.

* **Elif:** Wow, Arda! I haven't seen you since primary school. What have you been doing all this time?
* **Arda:** I've been living in Berlin for three years. I used to live in Ankara, but everything changed after my father got a job in Germany.



REVISION-2

English Revision Pack – Year 6 (MFLP)

- **Theme 5:** *Life in the Neighbourhood, City & Social Life*
- **Theme 6:** *Life in the World & Culture*
- **Theme 7:** *Life in Nature & Global Problems*
- **Theme 8:** *Life in the Universe & Future*

Sub-themes :

- *Public places and social life*
- *Directions and transportation in the city*
- *Celebrations and cultural festivals*
- *Clothing and food culture in the world*
- *Natural disasters and their harms on animals and nature*
- *Natural disasters and their harms on humans*
- *Robots and future technology*
- *Future professions*
- *and life in space*

1. Look at the picture and guess what the text is about.



2. Read the blog and choose the correct option.

Welcome to my blog. Today, I would like to write about (1) …….. international food festival I (2) …….. The event is being held in the countryside near my town. So it is (3) …….. sophisticated, distinct and sincere than the ones in urban areas. Participants come from both urban and rural areas of different countries.

The festival is easy to find because there is a large billboard near the main crossroad leading to the village. Visitors arriving at the bus terminal can also take a shuttle bus to the festival area. The road passes through a beautiful sandy landscape, which makes the journey even more enjoyable.

At the entrance visitors are getting maps and schedules from the information desk. A desk clerk is available to help them throughout the day. Also an inspector is also checking the food stands to make sure that they meet health and safety standards.

This is not an industrial or busy village. People lead a simple and organic lifestyle. They eliminate the negative effects of challenges such as stress and inflation. Also, events like this enhance the diversity and bring the community together.

Chefs from different countries serve traditional meals each day. Today, I (4) …….. Indian cuisine. They always flavour meals with spices. You (5) …….. enjoy them if you like spicy food.

Japanese chefs (6) …….. their traditional food and show their cooking styles at 1 p.m. tomorrow. I am also excited about it. I (7) …….. my experience with you. You (8) …….. and visit the festival. Don't forget to follow me!

1.	a) the best	b) the farthest	c) the worst
2.	a) always see	b) have ever seen	c) saw
3.	a) much	b) the most	c) more
4.	a) is tasting	b) have been tasting	c) is going to taste
5.	a) need to	b) should	c) can
6.	a) prepared	b) are going to prepare	c) have prepared
7.	a) will share	b) shared	c) shares
8.	a) should come	b) are coming	c) have come

3. Match the words with the definitions. There is an extra one.

a. distinct	☐	1. a range of many people or things that are very different from each other
b. urban	☐	2. a new or difficult task that tests somebody's ability and skill
c. a challenge	☐	3. connected with a town or city
d. diversity	☐	4. to add something to food or drink to give it more taste or a particular taste
e. to flavour	☐	5. clearly different or of a different kind
		6. to use technological tools

4. Read the text carefully and think of the answers to the questions. Talk in pairs. Add two more questions and ask and answer them in pairs.

a. What festival is it?
b. Where do participants come from?
c. What do people in the countryside eliminate?
d. How do Indian people flavour meals?
e. When are Japanese chefs going to prepare their traditional food?
f. ……
g. ……..

5. Work in pairs. Take turns to ask and answer the questions.

a. What festivals are held in your neighbourhood?
b. How do the festivals affect the community and economy?
c. What kind of festivals do you like most? Give two reasons.
d. Which activities do you prefer doing during your favourite festival?

6. Write the phrases into the correct columns. Then check them in pairs. Add one more word for each group and share them in the class.

an opera - a flavour - a victory - a register - nutrition - agriculture - dynamic - industrial - a championship - cornfield - greenhouse - lean - organic farming - weightlifting - downtown - steam

Urban lifestyle	Rural lifestyle	Sports events	Food&Cooking styles

7. Talk in pairs. Use the phrases above to compare urban and rural lifestyles, sports events and food&cooking styles in your hometown.

8. Match the words with the definitions. There is an extra one.

a. deforestation	☐	1. the planet that we live on
b. satellite	☐	2. the sun and all the planets that move around it
c. a drought	☐	3. a mass of snow, ice and rock that falls down the side of a mountain
d. The Earth	☐	4. the act of cutting down or burning the trees in an area
e. floodwater	☐	5. to send something such as a spacecraft into space
f. to launch	☐	6. an electronic device that is sent into space and moves around the Earth or another planet
g. the solar system	☐	7. water that covers land after a flood
		8. a long period of time when there is little or no rain

9. Work in pairs. Make short dialogues using the phrases in Exercise 8.

Example: **Bulut**: What is the most important problem we face today?
Doğa: In my opinion, deforestation is the biggest problem because it destroys animal habitats and increases climate change.

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

Revision Track 3

Hi, everybody! My name is Sinan, and I would like to share my thoughts on how humans impact the Earth and space.

In my opinion, **(1)** _____ is the most crucial issue that we need to address. If we keep on **(2)** _____ too many trees, this harms nature severely. Trees, which produce clean air, support a **(3)** _____ world for all of us. If we don't stop climate change, **(4)** _____ will get worse. We should not only care for the Earth but also be careful about our **(5)** _____ which includes the Earth and seven other planets. But this is a sad fact that the space is getting messier because we **(6)** _____ too many satellites each day. Satellites that orbit the Earth help us in many cases, but if we keep sending too many of them, space will fill up with **(7)** _____ trash.

In conclusion, if we take better care of the Earth, we can slow down **(8)** _____ Otherwise, life will get harder for all of us, even in the future.

11. Write the sentences in Exercise 10 in the correct function box.

Describing general truths (zero conditional)	....
Describing probable outcomes (first conditional)	....
Providing essential information (defining relative clauses)	....
Providing non-essential information (non-defining relative clauses)	....

12. Work in pairs. Read each sentence carefully. Decide if the sentence is grammatically correct and if the function matches the sentence. If not, rewrite it correctly and explain the error.

A. Describing General Truths (Zero Conditional)

1. If people exercise regularly, they stay healthy.

a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

2. If the sun will rise, the sky becomes brighter.

a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

B. Describing Probable Outcomes (First Conditional)

3. If we don't take action now, the situation will get worse.

a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

4. If she would arrive early, we will start the meeting.

a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

C. Providing Essential Information (Defining Relative Clauses)

5. The company that produces electric cars is based in Germany.

a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

6. The manager, who hired me, is very supportive.

a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

D. Providing Non-Essential Information (Non-Defining Relative Clauses)

7. My aunt, who speaks four languages, travels a lot.

a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

8. The teacher who lives in our neighborhood is retiring this year.

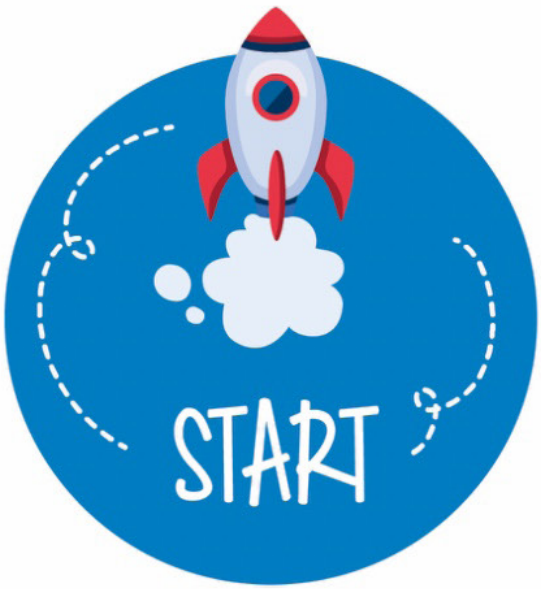
a) Is it correct? (Yes / No) b) Why or why not? .....

Correction (if necessary) ..... .

Well done!
You've revised your Year 6 journey!



Next stop: Year 7





Get ready to take the next step and explore new topics, challenges!

THEME 1

School Life & Education

SUB-THEMES

- Educational activities, competitions, and celebrations at school
- School trips
- National and religious days, festivals and celebrations





WELL-BEING P. 155

EBA

Overview of the Theme

Functions of the Grammatical Structures in Use

- Narrating ongoing actions, habitual events, or past actions with relevance to the present
- Describing habitual actions
- Linking actions or ideas
- Expressing verification or confirmation

Social Language Expressions

- Break time is over.
- I'm first in the queue for lunch.
- Can we have golden time today as we have worked hard on the science project?
- We passed the test at last! We nailed it!

Link it up!

Digital Story

1. Watch the digital story and answer the questions.

a. What is the digital story about?

b. How many students are there in the digital story?











WELCOME BACK TO SCHOOL













1 Listening & Watching

1. Watch the digital story and put the photos in the order you see / hear them.



a sack race



a view



a group photo



a prize



an adventurous activity



a ceramic workshop

2. Watch the digital story again and write the activities under the headings to classify in pairs.

EDUCATIONAL ACTIVITIES, COMPETITIONS AND CELEBRATIONS AT SCHOOL	SCHOOL TRIPS

3. a. Tick the photos related to both the digital story and the photos on pages



☐ going to the cinema



☐ going on a school trip



☐ working on a science project



☐ playing tug-of-war



☐ walking in nature

28&29. Then share your answers with a peer and discuss.

b. Look at the noticeboard in the picture on pages 28&29. What are the announcements about? Use your own words to share your answers with the whole class.

4. a. Watch the digital story again. Choose the correct words / phrases.

The school holds various activities at ***the beginning / the end of*** every year. ***Liam / Ryan*** decides to organise the tug-of-war because he finds the game both difficult and fun. During the competition, all of the students make great efforts; however, ***Maya / Liam*** feels disappointed as ***her / his*** team loses. Ms Carter congratulates the students because they all have worked hard. The students ***go on a city tour / go on a trip by the lake*** with their English teacher, Ms Carter.

b. Check your answers with a peer.

5. a. Read the sentences below. Add one more sentence about an event in the digital story.

- [ ] a. Ms Carter announces that a travel agency will sponsor their school trip to the forest.
- [ ] b. Ms Carter tells the students what to bring with them for the trip.
- [ ] c. They take a group photo by the lake.
- [1.] d. Ms Carter welcomes the students and makes an announcement.
- [ ] e. The students work in groups and get prepared for the activities.
- [ ] f. Liam feels unhappy because his team is not the winner.
- [ ] g. Selin is excited about the science project which requires a lot of hard work.
- [ ] h.

b. Put the sentences into the correct order and discuss your answers in pairs.

Track 1 Track 2 Track 3

Pronunciation

1. a. Listen to Track 1 and focus on the rising ↗ and falling ↘ intonation.

a
Have you checked the participants' list?
There are 20 applicants for the school trip.

c
My result is a total disappointment!
Let's think about what we can do next.

b
He is a very adventurous person.
So, you think he is suitable for the nature club, right?

d
We are going to the amusement park.
OK. Have you got the headmaster's approval?

b. Listen to Track 2 and tick the sentences with falling intonation.

2. Listen to Track 3 and practise saying the statements below. Then rate yourself and your peer with stars.

	Me	My Peer
1. I really enjoyed the film.	☆☆☆	☆☆☆
2. This is my favourite book.	☆☆☆	☆☆☆
3. You did an excellent job.	☆☆☆	☆☆☆
4. The weather is beautiful today.	☆☆☆	☆☆☆
5. We are meeting at six o'clock.	☆☆☆	☆☆☆

ATTENTION

Falling intonation is used in positive statements. "I had a great time". To sound complete and confident, you start the sentence with a high intonation, but at the end you lower the intonation.

1 Vocabulary

1. a. Watch the digital story and circle the best answer. Then discuss your ideas with your peer.

Digital Story

What are the students talking about?

a. school rules and homework

b. school activities, celebrations, and a trip

c. healthy food and sports habits

b. Watch the digital story again and tick (✓) the ideas the students focus on during the school events.

☐ organising school activities ☐ travelling abroad ☐ competitions and games

☐ healthy eating habits ☐ school celebrations ☐ planning a school trip

2. Read the summary of the story. Circle the words you don't know. Then share them with your peers.

The new school year starts. Ms Carter wants the students to organise their own activities and celebrations. Liam wants to prepare a banner to find applicants to sign up and join the games.

During the festival, everyone works very hard, but Liam's team does not win a prize. This result disappoints Liam, and he feels quite sad. However, at the end of the event, Ms Carter shares a big surprise. She talks with several travel agencies and finally manages to negotiate a good deal for the school trip. One company decides to sponsor the trip and pay all of the costs.

The next morning, the students have high expectations because they hope that the day will be amazing. They prepare for an adventurous hike through the forest by the lake. As they walk, Maya is fascinated the nature and looks around with great interest. When they reach the top of the hill, the view is breathtaking because the scenery is incredibly beautiful. Before they leave, the students take a group photo. They agree that this experience is unforgettable, and they will always remember this special day. It is a perfect start to the year!



3. a. Look at the clues below. Use them to guess the target words in the text and complete the table. Compare your answers with a peer.

CLUES	WORDS
1. sign up and join the games	*applicant*
2. not win a prize / feels quite sad	
3. talks with several travel agencies / a good deal	
4. pay all of the costs	
5. hope that the day will be amazing	
6. hike through the forest by the lake	
7. looks around with great interest	
8 incredibly beautiful	
9. will always remember	

b. Check your guesses about the meanings of the words with your teacher or by using a dictionary.

4. Work in pairs. Talk about a school activity and your expectations.

E.g. I'm excited about the school trip. I'm sure we will have an unforgettable day.

5. Complete the dialogue in pairs using the words / phrases below. There is an extra one. Then listen and check your answers.

memorable · prize giving · disappoint · mountain biking · debate · breathtaking · contest · workshop · hillwalking

Lisa: Hey, Tom! What are you doing this weekend?

Tom: I am going to **(1)** _____ on Saturday. It's about photography, and I want to improve my skills. Next weekend, there will be **(2)** _____ to check what we've learned. The winner gets a camera as a prize. Cool, right?

Lisa: Yes! Will there be **(3)** _____ ceremony at the end?

Tom: Yes. It will be to all the participants, so the ceremony won't **(4)** _____ anyone.

Lisa: Super! By the way, did you see the enthusiasm in Emma's eyes in the photos from her trip?

Tom: Yes! She went **(5)** _____ and **(6)** _____ in Scotland. The views were **(7)** _____ ! She said it was a truly **(8)** _____ experience.

Lisa: That's amazing. Oh, don't forget — next Thursday, we are having a party to celebrate our graduation! It's time to throw our caps in the air.

Tom: Of course! We should plan something special.

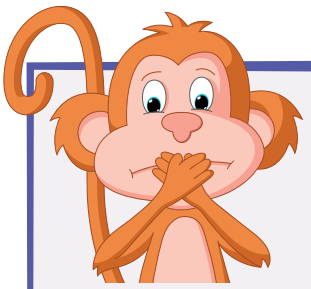
Track 4

6. a. Write Yes / No questions with "Do you…?". Add one more question. Walk around the class, ask your classmates and write the names of those who say "Yes".

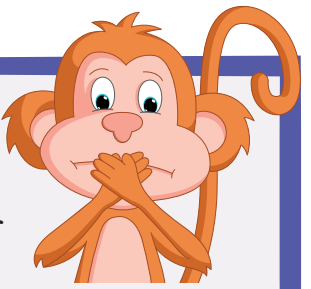
Find someone who…	**Your Friend's Name**
1. has high expectations for school trips.	
E.g. *Do you have high expectations for school trips?*	_____
2. likes adventurous trips.	
.....	_____
3. feels fascinated by forest and lake views.	
.....	_____
4. thinks the views from a hill is breathtaking.	
.....	_____
5. has an unforgettable school memory.	
.....	_____
6. knows a sponsor for a school event.	
.....	_____
7.	
.....	_____

b. Tell your pair about three classmates.

E.g. Ece has high expectations for school trips.
Mert likes adventurous trips.



WORD ADVENTURE



- Work in groups of four. Pair up with another group to compete.
- One team chooses a secret word from the Word Box and shows it privately to the speaker of the other group.
- All groups should choose a different speaker for each turn.
- The speaker has 1 minute to help their own group guess the word using:
  * A definition or *A mime or *A drawing or * A synonym
- When the time is up (or the word is guessed), it's the next group's turn.
- Each team earns 1 star for each correct answer.
- The team with 5 stars wins.
- The team can discuss together before making their guess.
- No points if the speaker says the word or uses it in a sentence (breaks the rules).

memorable	a celebration	a banner	a fare
hillwalking	enjoyable	breathtaking	curious
a sponsor	to disappoint	a mountain-bike	fascinated
expectation	challenging	joy	a cruise
a contest	a prize giving	pride	an e-ticket
a workshop	a playing field	prioritise	a resort

Example: DEBATE

"It means students in teams discuss a subject."
"It is a discussion."
"It is related to the literature club."
"What can a literature club organise?"

OR "DRAW"



SCOREBOARD

TEAM A VS TEAM B





Digital Task

1 Grammar

1. a. Watch the digital story. Read the sentences and pay attention to the words in bold.

a. Our teacher usually **organises** exciting school events.
b. The students **are decorating** the school corridors for the celebration.
c. The school **has organised** many Republic Day celebrations over the years.
d. The students **have been working** hard all week for the celebration.
e. Emily **is getting used to** the school traditions in Türkiye.
f. The school has organised many activities this week, **hasn't it?**

Digital Story

b. Read the dialogue and underline sentences similar to the examples above.



Mom: Good morning, Sarah! You are up early today, aren't you? What have you been doing?
Sarah: Morning, Mum. I have just been for a run. I have been running for about thirty minutes. I have really been enjoying the fresh air and the peaceful morning. It has been so relaxing, hasn't it? I have been smiling ever since.

c. Watch the digital story again and write down the sentences similar to the examples in *Exercise 1. a.*

d. Compare the example sentences with the sentences you found in the digital story. Discuss their similarities with your pair.

- Which sentences are about narrating an event?

.....

- Which sentences describe actions that is happening at that time?

.....

- Which sentences talk about experiences connected to the present?

.....

- Which sentences focus on duration?

.....

- Which sentences are asking for confirmation?

.....

- Which sentences describe being familiar with or becoming familiar with something?

.....

e. Complete the rules in pairs.

1. For the routines and repeated actions, we use .....
2. For the actions happening now, we use .....
3. For the past and present connection, we use .....
4. For the duration and continuity, we use .....
5. For asking for confirmation, we use .....

1 Grammar

2. a. Work in pairs. Read the sentences and choose the best option. Then explain your answers to the whole class.

1. The students are decorating the school corridors for the celebration.
a. a routine activity **b.** an action happening now

2. The school has organised many Republic Day celebrations over the years.
a. an experience connected to the present **b.** an action happening at the moment

3. The students have been working hard all week for the celebration.
a. an action continuing for some time **b.** a finished action in the past

4. Emily is getting used to the school traditions in Türkiye.
a. becoming familiar with something **b.** talking about a finished action

b. Complete the sentences with suitable forms of the verbs in brackets. Then listen to the recording and check your answers.

We're on our school trip to the countryside today, and everyone (1) _____ (have) a great time! Right now, some students (2) _____ (explore) the forest, and a few others (3) _____ (take) photos near the river. I (4) _____ (not see) any wild animals yet, but our guide (5) _____ (say) we might spot a deer later. So far, we (6) _____ (visit) a nature centre and a small farm. We (7) _____(walk) since 9 a.m., and I think we (8) _____ (cover) about six kilometres already! Our teacher always (9) _____ (bring) snacks and water on these trips, so we're well prepared.

Track 5

3. a. Work in pairs. Ask and answer the questions.

• What activities is your school organising these days?
.....
• What school events have you enjoyed the most so far?
.....

b. Work in pairs. Choose a topic and prepare a short dialogue. Then act it out.

A School Event **A School Club Activity** **A Celebration at School**

Use at least:
• One sentence about a routine
• One sentence about an action happening now
• One sentence connected to the present
• One expression asking for confirmation

_____
_____
_____
_____

Digital Task

HILLWALKING CHALLENGE

- Play in groups of 2 or 4.
- Track time and complete as many missions as you can in a minute.
- When the time is up, stay on the last completed mission.
- Now, it is the next group's turn to play.
- The first person to reach the finish line is the winner.
- Make sure you listen to and check others' answers carefully.
- If you can't agree, ask your teacher for help.

1 minute

FINISH

16 Talk about an unforgettable moment of yours.

15 Look at your teacher and tell what she/he is doing at the moment.

14 Act out an activity you do at school. Ask your peers to guess it.

13 Say two sentences about a competition you joined at school.

12 Complete the sentence: You don't like mountain biking, ----------?

11 Act out a routine you do in the mornings. Ask your peers to guess it.

10 Which completes the sentence below? There is no food _____ in the fridge, so we must order pizza.

a) still b) whatsoever
c) not only d) so far

9 Tell something that you do as soon as you come to school.

8 Look at the classroom and find someone who is smiling right now.

7 Walk around the classroom and find someone who walks to school every day.

6 Unscramble the words to make a meaningful sentence.
still-about-dreaming-are-we-trip-school-our.

5 Which sentence is correct?
a) The school hosts various competitions every year.
b) The school is hosting various competitions every year.

4 Make three sentences about what you do at weekends.

3 Complete the sentence: You enjoy activities like hillwalking, ----------?

2 Tell something that you are used to doing this year.

1 Tell something that you do as soon as you wake up in the morning.

START

1 Reading

1. Look at the pictures quickly and answer in pairs.

1. What do you see in the pictures?
2. What do they have in common?



2. a. Read the text below quickly and complete the sentences. Then check your answers in pairs.

1. The text is about .....
2. ..... is dedicated to children.
3. The founder of the Turkish Republic is ..... .
4. ..... is the special day when the Turkish Republic was founded.
5. In the ..... people carry flags and torches with honour and pride.

Days that Bring us Together

23 April is a special day called National Sovereignty and Children's Day. It marks the establishment of the Grand National Assembly of Türkiye in 1920. It is a unique celebration as it honours children. Mustafa Kemal Atatürk, the founder of the Turkish Republic, dedicated this day to children all around the world. People decorate schools in Türkiye with Turkish flags and Atatürk's posters. At our school, we celebrate this day with many fun activities. We usually start the celebrations with our national anthem and continue with speeches about the importance of the day. Students read poems about national sovereignty and children's rights, perform traditional dances, and school choirs sing cheerful songs. One of the most exciting parts is when young students take on symbolic leadership roles for a day, like taking the place of the headmaster or teachers. In the afternoon, we enjoy games, competitions, and sports events. Sometimes, our school invites students from other countries to join the celebrations, making the day even more special. This special day reminds us of the importance of national sovereignty and unity. In addition to national holidays, religious holidays are also celebrated in Türkiye. Eid al-Fitr comes after Ramadan and is a time of joy and gratitude. Families visit each other, share desserts and children receive pocket money. The day is filled with kindness, happiness, and togetherness.

29 October is the day when the Republic of Türkiye was founded, and Turkish people celebrate it every year as the Republic Day. Preparations start days before, with students practising for performances and decorating their schools with Turkish flags and Atatürk's posters. Students and teachers gather in school gardens to begin the celebrations with ceremonies. After the Turkish National Anthem, students perform plays and traditional folk dances. Some students give speeches about democracy, freedom, and the importance of the Republic. They also join poetry recitals, where they share their thoughts and feelings about independence and competitions like essay writing. Also, each city in Türkiye organises a torchlight procession in the evening. People carry flags and torches with honour and pride. The excitement in the air makes this day unforgettable for everyone. It reminds us of our national identity and brings us closer as a nation. Besides Republic Day, Eid al-Adha, a religious holiday, is also celebrated in Türkiye. Families come together and host feasts at home, visit relatives, neighbours and show compassion. It is a meaningful time that highlights generosity, care, and unity.

b. Choose one of the paragraphs and read it silently. Think about the answers of the questions. Then discuss and answer the questions in pairs. Share your answers with the whole class.

1. Which national day is mentioned in the paragraph?
2. How is it celebrated at schools?
3. What are the common symbols or decorations used for the celebrations?
4. Which traditional elements are included in the celebrations?
5. Which religious holidays are mentioned in the paragraph?



c. Read the text in *2.a.* carefully and complete the table. Then discuss your answers in pairs.

	NATIONAL SOVEREIGNTY AND CHILDREN'S DAY	REPUBLIC DAY
DATE		
KEY ACTIVITIES		
EMOTIONS AND FEELINGS		

Writing

1. You are responsible for writing for the school magazine. Complete the table and write a column about Commemoration of Atatürk, Youth and Sports Day.

THE COMMEMORATION OF ATATÜRK, YOUTH AND SPORTS DAY	DATE	
	KEY ACTIVITIES	
	EMOTIONS AND FEELINGS	

HOME | BLOG | NEWS | FAQ | CONTACT US

MY TRAVEL BLOG



1. a. **Look at the pictures below. Which countries are they about?**
   b. **What do the titles tell you about the texts?**
2. **Work with a peer. Read the texts in a jigsaw design in two groups.**

A Culture & Fun



Hi, I'm Adam, and I feel incredibly lucky to be part of a cultural school trip to Kyoto, Japan. We are immersing ourselves in various aspects of Japanese culture, from learning the art of calligraphy to exploring the rich history of Kyoto's ancient buildings. One of the highlights of our trip is a visit to a peaceful mountain village on the outskirts of Kyoto, near the green forests of the Kitayama Mountains. We are looking forward to going mountain biking and participating in a traditional tea ceremony. The route to the village was scenic, and the bus fare was very reasonable. Experiencing these authentic traditions is truly exciting. Although the hike afterwards was exhausting, it was also incredibly rewarding with stunning views and fresh mountain air. After such a full day, it was great to return to our hotel, where the friendly desk clerk helped us with directions for the next day's activities. This trip is both educational and unforgettable. I'm super excited to have so many stories to share!

B History & Art



Hello! I'm Sue, and I'm on an impressive school trip to Italy. This experience is truly breathtaking! As I walk through the city's ancient streets, I marvel at the historical sites such as the Colosseum, the Pantheon, and the Roman Forum. Each tells a fascinating story of the past, making history come alive. Moreover, we are attending the world's oldest opera festival in the Verona Arena today. We had to reschedule our visit due to a last-minute change, but it actually worked out better since the new timing let us explore more of the city earlier in the day. Our group is also planning to take a rowing boat along the Tiber River, which winds its way through the heart of Rome. We are staying in a charming hotel near Piazza Navona, where the room service is amazing—yesterday I ordered pasta that tasted just as good as what you'd find in a local trattoria! Beyond the amazing landmarks, I am admiring Italy's rich cultural heritage, from its extraordinary Renaissance masterpieces to its magnificent Baroque architecture. I can't wait to share my unforgettable experiences with my family!

3. **Ask the questions to each other and answer according to the part you have read.**
   1. Where does the student go?
   2. What cultural event does the student attend?
   3. What other activities are mentioned?

4. **Take turns to ask and answer the questions with your peer.**
   1. Do you like reading blogs about travel?
   2. Which country would you like to visit? Give a reason.

1 Story

1. **Look at the strip story and answer the questions in pairs.**
   a. How many characters do you see in the strip story? Who are they?
2. **Read and listen to the strip story and answer the questions. Then share your answers with your classmates.**
   a. What was Kaya's mix-up? How did he feel after the mix-up?
   b. What is your unforgettable day at school?

Track 6



1 Reflection & Project

1. **Imagine you are a travel agent organising an exciting educational trip for your classmates. Your goal is to create a colourful and informative brochure that promotes the trip. Design a bright banner for the trip at the top of your brochure. Use colourful drawings and images to make it attractive. The trip can be historical, cultural, or even sports-related—it's up to you! Present this to your peers.**

   Your brochure should include:

1. What kind of trip is it?

* Is it a visit to a museum, an art gallery, a sports-related trip to a stadium, or to a resort near the beach?

2. Where are you going, and when is the trip?

* Mention the destination and the date of the trip clearly.

3. Why are you organising this trip?

* Will they get to immerse themselves in history, culture, art, or sports?

4. How will students join the trip?

* Explain the process: Will they receive a boarding card, a ticket or an e-ticket ?

5. Where will students stay and relax?

* Will the resort or the hostel accommodate everyone?
* Will there be a common lounge where students can relax and chat?

6. What makes this trip joyful and exciting?

* Describe the fun part! Use words like joy, adventure, and discovery.

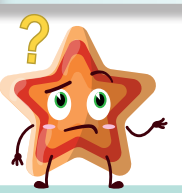


7. Important Reminders

* What should students prioritise when packing?
* Should they bring sports gear, notebooks, cameras, or sunscreen?

Digital Task







1. a. Read the statements. How do you feel about them? Tick the boxes.

	I'm raising my hand for this!	Lost in thought, be back soon.	My energy bar is at 0%
I can understand vocabulary about educational activities, celebrations, and competitions at school; school trips.	☐	☐	☐
I can narrate a story.	☐	☐	☐
I can talk about my habitual actions.	☐	☐	☐
I can easily find the general idea and details of a reading text about celebrations on national days.	☐	☐	☐
I can write about a school trip.	☐	☐	☐

b. Work with a peer. Scan the pages of Theme 1 and complete the sentences.

My favourite part of the theme is ..... and I like the visuals on pages ..... the most. Five new words I remember are ..... .

THEME 2

Classroom Life & Learning



SUB-THEMES

- Learning difficulties and problems for teenagers
- Healthy classroom atmosphere for peaceful learning

WELL-BEING P. 155

EBA

Overview of the Theme

Functions of the Grammatical Structures in Use

- Describing actions, events, or processes where the focus is on the activity or outcome, rather than the person performing the action
- Proposing ideas or seeking agreement to make suggestions
- Describing situations arranged for someone else to perform a task

Social Language Expressions

- That's a brilliant idea!
- I'll back you up on this task!
- Can we take a brain break?

Link it up!

Digital Story

1. Watch the digital story and answer the questions.

a. What are they talking about in the digital story?

b. Where are they?

"KINDNESS BEGINS WITH YOU."

















LOVE YOURSELF!



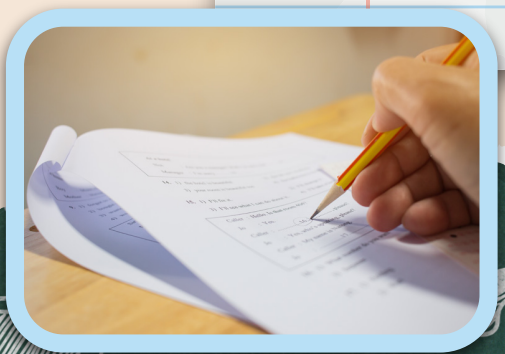
IT'S A BEAUTIFUL Day to LEARN

IT'S OK.

STAY POSITIVE!







2 Listening & Watching

1. a. Watch the digital story again. Tick the pictures related to the digital story.



a road trip



a healthy classroom



learning difficulties

b. Circle the phrases you hear. Then check your answers with a peer.

learning difficulties family life protecting nature a peaceful learning environment

2. a. Work in pairs. Look at the pictures on pages 44&45 and answer the questions.

Who do you see? Where are they? Do you think all the students are happy?

b. Work in pairs. Look at pages 44&45 carefully. Point to the pictures related to the words / phrases below.

participation working hard a student feeling isolated

being kind to each other a motivating atmosphere teamwork

c. Look at the pages 44&45 and find stickers or statements related to the quotes below. Work in pairs and share your ideas.

1. "Keep your face always toward the sunshine - and shadows will fall behind you."
   Walt Whitman
2. "Kindness is the language which the deaf can hear and the blind can see."
   Mark Twain
3. "Either seem as you are or be as you seem."
   Mevlana Celaleddin-i Rumi

3. Watch the digital story carefully. Find and correct the mistakes in the statements below.

Example: Selin: By working ~~individually~~, we can overcome difficulties!

By working <u>together</u>, we can overcome difficulties!

1. Ms Carter: What makes a classroom a great place to have fun?

2. Maya: Why is this so easy for me?

3. Ms Carter: These headphones are designed to show us how people with dyslexia see texts.

4. Liam: If someone feels tired, they can use the calming corner.

4. a. Read the sentences below. Add one more sentence about an event in the digital story.

	a. Students share their ideas to maintain a healthy classroom atmosphere.
	b. Selin puts on glasses to read the text.
	c. Liam wants to have a rest for a while.
1	d. The teacher wants to talk about the classroom values.
	e. Selin helps Maya.
	f.

b. Put the sentences into the correct order and discuss your answers in pairs.

Pronunciation

1. a. Listen to Track 7 and pay attention to the falling intonation.

Track 7

1. Students will not forget the positivity this week.
2. A class isn't a great place without teamwork.
3. Do we need more quiet time?
4. You and your friends aren't alone.
5. Feeling motivated is not so hard.
6. We can be patient and kind, can't we?
7. You wouldn't like to be in an unhealthy classroom atmosphere.

Track 8

b. Listen to Track 8 and draw ↘ for falling intonation next to the statements above.

c. Read aloud the statements and compare your answers in pairs.

2. Write five sentences about your school using negative forms that have positive meanings. Then work in pairs to read them aloud focusing on the intonation. Rate each other's performance: 1 star for "needs improvement", 2 stars for "moderate" and 3 stars for "good".

Example: My classmates are not rude to me.

	Me	My Peer
1.	☆☆☆	☆☆☆
2.	☆☆☆	☆☆☆
3.	☆☆☆	☆☆☆
4.	☆☆☆	☆☆☆
5.	☆☆☆	☆☆☆

2 Vocabulary

1. Watch the digital story and choose the main topic of the story.

a. School rules and science projects
b. Helping each other and classroom values
c. Planning a school trip

Digital Story

2. Read the text and underline the words you don't know. Then compare your words with your pair.

1. By working together, students can overcome difficulties and solve problems more easily. In addition, respecting each other helps build self-esteem, so students feel more confident in the classroom.

2. Sometimes students need time to adapt to new situations and cope with new challenges. For this reason, a peaceful classroom is important because it helps them maintain focus, which means keeping their attention for a long time.

3. Some students may have dyslexia, a reading difficulty that makes learning harder, especially when tasks are complex. In such cases, group work can increase interaction, or communication, among students. However, too much noise may cause conflict, so students should be supportive and respectful.

4. Students feel motivated when they succeed, and this encourages them to keep learning. Their enthusiasm, or strong excitement, also makes lessons more engaging and enjoyable. In addition, teachers focus on accuracy, which means doing things correctly without mistakes, so students can improve their learning.

3. Group the words under the correct headings.

Dyslexia · Motivation · Conflict · Self-esteem · Tension · Interaction · Distracted · Accuracy

Learning Challenges	Healthy Classroom Atmosphere

4. Read the sentence clues and match them with the correct words. Then compare and check your answers with your pair.

1. Students work together and solve problems more easily.
2. Students feel more confident in the classroom.
3. Students need time to get used to new situations.
4. A peaceful classroom helps students keep their attention for a long time.
5. Some students have a reading difficulty that makes learning harder.
6. Group work increases communication among students.
7. Too much noise may create problems between students.
8. Success encourages students to continue learning.
9. Strong excitement makes lessons more enjoyable.
10. Teachers want students to do their work correctly.

a. interaction
b. conflict
c. adapt
d. motivated
e. self-esteem
f. enthusiasm
g. maintain
h. dyslexia
i. overcome
j. accuracy

5. a. Ali and Zeynep are talking about problems and solutions in their classroom. Complete the dialogue using the words below.

overcome adapt maintain dyslexia interaction
enthusiasm accuracy self-esteem

Ali: Some students may have (1) _____, so they need extra support while reading.
Zeynep: Yes, that's true. It's also important to (2) _____ your focus during lessons.
Ali: I agree! Students can (3) _____ their problems more easily when they work together.
Zeynep: Exactly! Group work also increases (4) _____ among students.
Ali: And teachers should show (5) _____ to make lessons more enjoyable.
Zeynep: Definitely! Students also need high (6) _____ to feel confident in class.
Ali: That's right! We should learn to (7) _____ to new situations at school.
Zeynep: Yes, and doing tasks with (8) _____ helps us learn better.

b. Listen and check your answers.

Track 9

6. Choose one situation below. Create a short dialogue. Use at least THREE words from the word pool. Then act out your dialogue.

SITUATIONS

- A student is having difficulty in class and feels stressed. A friend wants to help.
- Two students are working in a group, but they have a disagreement.
- A teacher is helping a student who is struggling to adapt to a new school.
- A student feels unmotivated, and a friend tries to encourage them.

WORD POOL

overcome **self-esteem** **adapt** **maintain** **dyslexia**
interaction **conflict** **motivated** **accuracy** **enthusiasm**



E.g.
Student A: I can't focus. I feel really unmotivated.
Student B: Don't worry. You can overcome this. Let's study together.

2 Vocabulary Game

Digital Task

1. Work in pairs. Match the sentences with the related situations to find the hidden word below. Write the letters in parantheses into the boxes to find the hidden word.

EXPRESSION	SITUATION
1 Can we take a brain break?	The counsellor is warning the students. (I)
2 Do not hesitate to engage in educational activities.	A student has failed in an English exam. (V)
3 Please try to say that word again.	A student tries to adapt to her / his new schedule. (N)
4 Too much exposure to screens is not good.	A teacher tries to raise participation in the classroom. (O)
5 That's a total disappointment!	A friend wants to work together. (~~T~~)
6 A skilled student like you can do such stunning work.	A teacher welcomes a newcomer. (O)
7 I think we can meet the deadline with you!	A teacher wants to regulate the tone of the class. (I)
8 Your enthusiasm and respectful interaction are needed!	A student loses his/her resolution on a task. (M)
9 Please behave appropriately towards your new classmate.	A teacher wants to maintain accuracy with pronunciation. (T)
10 I'm still trying to get used to my new schedule.	A classmate appreciates her / his friend. (A)

1	2	3	4	5	6	7	8	9	10
						T			

2. Work in pairs. Choose one of the situations. Write a short dialogue and act it out.

Situation: A student has failed in an English exam.

A: I have failed in the English test.

B: Have you not studied hard enough?

A: I have. However, it didn't help me much.

B: I am sure you will do better next time.

2 Grammar

1. a. Watch the digital story. Read the sentences and pay attention to the words in bold.

Let's have these posters hung. **I'll have it done** by tomorrow. Shall we invite the other classes so that everyone can see them? Tomorrow, we will also start our group projects. To help you organise your ideas, **I'll have some graphic organisers printed** and ready for you.

Digital Story

b. Read the conversation. Underline the sentences that are similar to the ones above.

Teacher: Good morning, everyone! Today, we are preparing our classroom project.
Maya: I want our posters to look colourful and creative.
Liam: Great idea! We can have the pictures printed after school.
Selin: And we should have the classroom decorated before the presentation day.
Teacher: Excellent planning! I'll also have the project boards prepared for your groups.
Maya: That will make our work much easier!

c. Think about the bold and underlined sentences in exercises 1. a. and 1. b. Then discuss the questions in pairs and take notes.

1. Who printed the posters? Maya or another person?
   .....
2. Why do we say "had the posters printed"? What does it mean?
   .....
3. What do you see after "had"? Is it a verb or an object?
   .....

d. Complete the rule in pairs and share your answers with the whole class.

When we ask or arrange for somebody to do a job for us,
We use **have something** ..... .

2. a. Read the dialogue and match them with the correct halves.

Ece: Hey, Bill. Are you all right?
Bill: Hi, Ece! Not really. **1. .....** and I have an appointment with my maths teacher for it now. I'm nervous about it!
Ece: I know how that feels. **2. .....** it will help me understand better. You can try it with the maths teacher.
Bill: You are right! Some extra sessions have been arranged for some students by the counsellor this term. I can ask for it.
Ece: 3. ....., it can help you to focus on the lessons more easily.
Bill: That's true! I can't focus on the lessons when I feel nervous.
Ece: Shall we go to the library together after school sometimes? The silence can help you focus.
Bill: That sounds nice, actually.
Ece: And I have some free time. Shall I help you with your maths homework this week?
Bill: That would be nice. Some new plans are made.Thank you for your support!
Ece: Anytime!

a. You can also have your feelings regulated with some relaxation sessions

b. When I have some difficult topics explained again

c. I have my homework checked every morning

2 Grammar

b. Read the dialogue and circle the correct one.

Bill: Good afternoon, Mr Harmon! I want to talk about my lessons and feelings.

Mr Harmon: Sure! How can I help you?

Bill: I'm struggling with maths these days. I study a lot, but I still feel confused.

Mr Harmon: I understand. Some extra support sessions ***1. organise / are organised / is organised*** for students every week. Shall we also create a weekly support plan for you, too?

Bill: That sounds helpful. I usually ***2. have the questions explained / have the questions explain / has the questions explained*** after difficult lessons.

Mr Harmon: So, your homework ***3. checks / are checked / is checked*** carefully by your teacher, too.

Bill: Yes, and I also ***4. have a meeting scheduled / have a meeting schedule / having a meeting scheduled*** after school sometimes.

Mr Harmon: Great idea! You could also ***5. have some extra practice activities arranged / have some extra practice activities arrange / arrange some extra practice activities*** ,so you can work on it at home.Shall I arrange some extra practice activities for you?

Bill: I think that can really help me. Thank you!

c. Read the sentences below in pairs. Then think and discuss the questions.

1. The teacher prints the graphic organisers for the class.

2. The graphic organisers are printed for the class.

3. The teacher has the graphic organisers printed for the class.

a. Which sentence focuses on the doer?

b. Which sentence focuses on the action/result?

c. Which sentence means someone arranges another person to do the action?

d. Match the forms (a, b, c) with the sentences in *Exercise 1. c.*

☐ a. active ☐ b. causative ☐ c. passive

e. Think about the difficulties some students might have. Use the given prompts and make similar short dialogues as in the example.

E.g.

I can't see well from the back seat.

You should have your eyes checked.

f. Work in pairs and act it out.

eyes / check

assignment / check

ears / examine

study plan / prepare

2 Grammar Game

1. **Read the role cards, take turns to ask and answer questions using the words / phrases in the box in pairs.**

You are a new student in the classroom. Ask questions about school procedures.

You are welcoming the new student in your classroom. Answer your peer's questions.

Digital Task

Example: A: Do the teachers have a new project done every week?

B: No. Just in maths and science lessons.

name tags / make
the classroom / tidy
worksheets / photocopy
classroom / decorate

2. **Read and answer the questions with "Yes" or "No" in your column. Add one more question at the bottom of the list. Walk around the classroom and ask the questions to find at least one peer with the answer "Yes".**

CLASS SURVEY	You	Your friend's name:
1. Do you have your hair cut every month?		
2. Do you have your house painted every 3 years?		
3. Do you have your photos printed after a holiday?		
4. Do you have your teeth checked every six months?		
5. Is your room cleaned by someone else?		
6. Are your clothes washed every weekend?		
7.		

3. **Share the results with the class.**

'My friend and I have our hair cut every month.'

'My friend has his teeth checked every six months, but I don't.'

2 Reading

1. a. Read the text quickly and answer the questions.

1. Where is it taken from?
   a) a newspaper b) a diary c) a letter d) an email
2. Who wrote it; a teacher or a student?

b. Check your answers in pairs.

SUMMARY OF THE WEEK

Monday, 22 September

Today, I noticed that some students had learning difficulties, so I needed to find ways to accomplish the goal of creating a healthy classroom atmosphere.

Tuesday, 23 September

This morning, Tuncay was worried about his assignment deadline. He was anxious about submitting his work on time. To encourage him, I said, "I'll back you up on this task." He felt relaxed and soon became more focused.

Wednesday, 24 September

Today, I demonstrated a role-playing technique to make learning more amusing, humorous and interactive. For example, students took on the role of teachers and explained a topic to their classmates. It was great to see their enhanced motivation and enthusiasm. And more students wanted to participate in the activities.

Thursday, 25 September

In today's lesson, during the revision of the subjects, I realised that Jane felt overwhelmed by some complicated activities. Linda, a skilled and empathetic peer, helped simplify the activities for her. At the end of the day, Jane was smiling with the comfort of understanding the topic.

Friday, 26 September

On the last day of the week, I asked the students what made it possible for them to overcome learning challenges. For Jane, it was Linda's help while for Tuncay, it was me who helped him. Some students emphasised that playing the role of a teacher helped them engage in activities easily. At that point, Emre seemed distracted and suggested a brain break. This pause helped all of them refocus and refresh their minds. Thanks to the strategies we have used all week, I have observed a dramatic improvement in student engagement.

2. Read the text again and match the days with the key topics in the text above. There is an extra one.

	Days	Focus
	Monday	a) Using a role-playing method
	Tuesday	b) Suggesting a break
	Wednesday	c) Deciding to find a solution
	Thursday	d) Receiving support from the teacher
	Friday	e) deciding on a school trip
		f) Receiving support from a peer

3. a. Tick the questions that have an answer in the text.

1. ☐ What were the difficulties students experienced?
2. ☐ Did the teacher give daily homework to support learning?
3. ☐ Who helped Jane?
4. ☐ Why did Tuncay feel anxious?
5. ☐ What did Emre suggest?
6. ☐ What did the students decide to do on the weekend?

b. Check your answers in pairs.

4. a. Look at the underlined sentence in the text in *Exercise 1.b*. Work in pairs and find the strategies in the text.

b. Put these strategies in order of importance according to you. Share your ideas with the whole class.

Example: I think getting help from a peer is the most important one. The second one is ...

Writing

1. Read Jane's diary quickly. What is it about? Share your answers with a peer.

Monday, 26 September

Today, we worked on a group project in science class. The teacher introduced a new subject. She explained it in detail and then gave different responsibilities to each of us. At first, I felt unsure because I didn't completely understand my part of the task. However, my friend Linda noticed my confusion and kindly explained it with more examples. Her support made me feel more confident and I was able to contribute better to the project. By the end of the lesson, we had made great progress on our project.

Jane

2. Read the diary again and answer the questions.

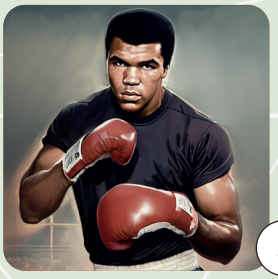
1. Which class was Jane in? _____
2. What were the difficulties she faced? _____
3. How did she feel at first? _____
4. How did she get help to stay engaged? _____
5. How did she feel at the end? _____

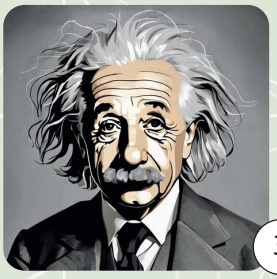
3. Think about a similar experience or imagine you have had one. Answer the questions in *Exercise 2* for you. Then write a diary about your experience.

2 CLIL & Culture

1. **Do you know who they are? What are they famous for? Discuss the questions with a peer.**


1


2


3

2. a. **Read the text and find the best title for it.**

A) From Struggle to Success **B) Brilliant Minds with Great Works**

Dyslexia is a learning disability in which people have some difficulties in reading, writing, and maths. It doesn't mean they aren't smart. In fact, many people with dyslexia are highly intelligent and talented. Many famous scientists, artists, athletes, and actors are examples of this.

Agatha Christie is one of the most famous authors known for her detailed detective novels. She struggled with reading, writing, and spelling as a child. She was educated at home by her mother. Her family supported her in her education and career. As an adult, she often dictated her stories instead of writing them by hand. Her success shows that learning differences like dyslexia don't prevent people from achieving great things.

Muhammad Ali was a very successful athlete, but he struggled with reading in high school. He was diagnosed with dyslexia. He worked hard and improved his reading with some strategies such as memorising long passages and reading aloud. Finally, he overcame his challenge and graduated from high school. Ali and his wife wrote a series of magazines called Go the Distance to inspire young people with dyslexia.

Albert Einstein is known for his brilliant theories in physics. He also struggled with dyslexia. He had trouble with words as a child. He didn't talk much to other children or teachers, but he loved geometry and maths. He focused on his strengths and became famous for his work in science.

b. **Work in groups of 3. Read the text as a jigsaw and complete the chart below with your group.**

	Difficulties	Strengths
Albert Einstein		
Agatha Christie		
Muhammad Ali		

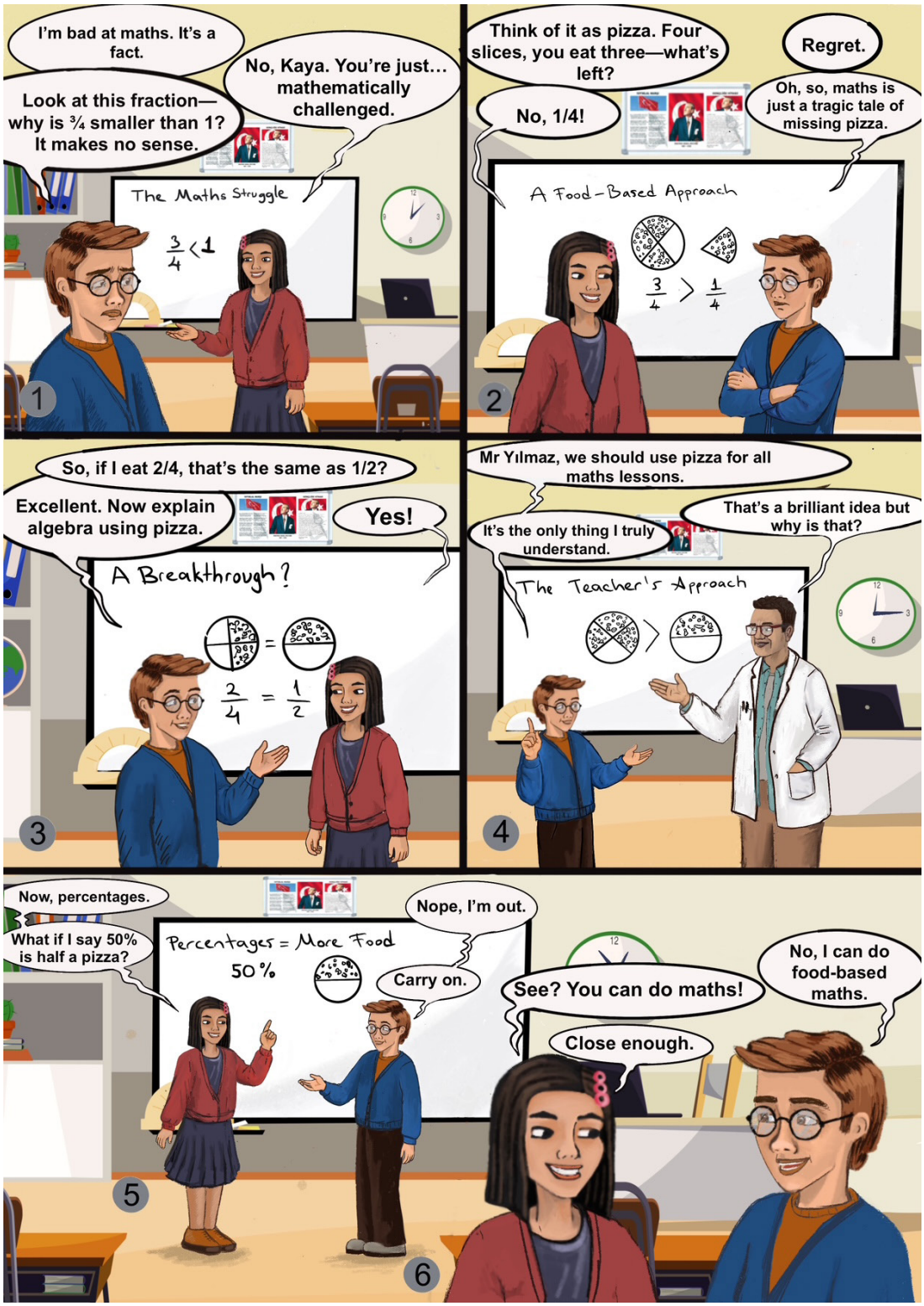
c. **Share your answers with the other groups.**

2 Story

Track 10

1. Read and listen to the strip story and answer the questions.

1. Where are the people?
2. What food are the students talking about?



2. Take turns to ask and answer the questions in pairs.

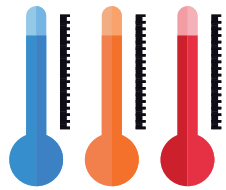
1. How do you feel in maths classes?
2. Do you have any ideas about how to deal with maths problems?

2 Reflection & Project

1. Work in groups of 3 - 4. Add five more statements to the survey below about a healthy classroom atmosphere. Collect responses from all the students in the class within a set timeframe. Summarise the survey results. Discuss the results as a class.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Our class is a peaceful and welcoming environment.					
2. Conflicts in the class are resolved fairly and calmly.					
.....					
.....					
.....					
.....					
.....					

2. a. Read the sentences below to check your learning. Tick the boxes. The blue thermometer is for "I disagree", the orange one is for "I'm not sure" and the red one is for "I agree".



I can focus on actions and events, rather than the agent.			
I can describe situations arranged for someone else to perform a task.			
I can make suggestions.			
I can understand vocabulary about learning problems for teenagers and a healthy classroom atmosphere.			
I can recognise the target and social language in the reading text.			

b. Work with a peer. Scan the pages of Theme 2 and complete the sentences.

1. My favourite part of the theme is _____.
2. I like the visuals on page _____ the most.
3. Five new words I remember are _____.

Digital Task

THEME 3

Personal Life & Well-Being

SUB-THEMES

- Advantages and disadvantages of social media
- Staying healthy and fit



WELL-BEING P. 155

EBA

Overview of the Theme

Functions of the Grammatical Structures in Use

- Talking about the actions that happened regularly in the past
- Expressing the details of the actions that happened in the past such as time, process or order
- Describing habitual actions or states in the past
- Expressing confirmation, agreement, and/or reassurance

Social Language Expressions

- I need "a bit of me time" after a busy school day!
- If you're upset don't bottle it up. Talk to your friends about it!
- Social media can really mess with your head!
- Fake news spread like wildfire on social media!

Link it up!

Digital Story

1. Watch the digital story and answer the questions in pairs.

a. Where are the characters?

b. Can you name three characters?







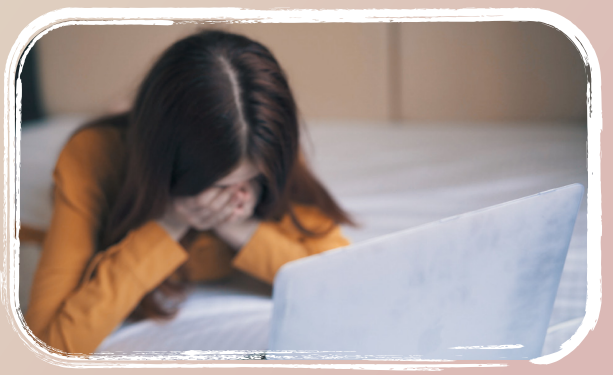


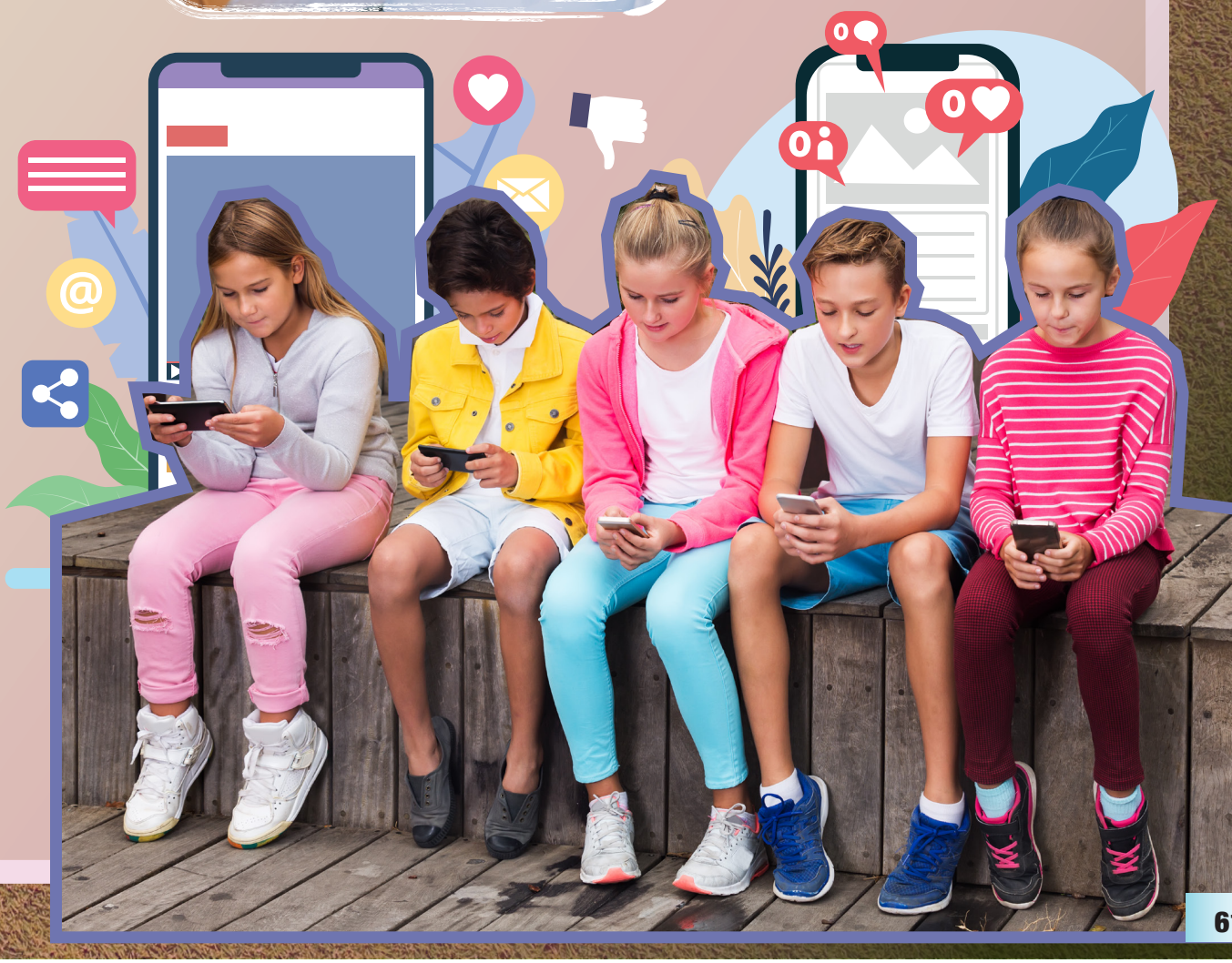












3 Listening & Watching

1. **Watch the digital story and tick the words / phrases you hear. Compare with a peer.**

☐ morning jog	☐ screen	☐ post	☐ connected	☐ follower
☐ workout	☐ selfie	☐ gym	☐ diet	☐ fit	☐ detox

2. **Tick the photos related to both the digital story and the photos on pages 60&61. Then share your answers with a peer and discuss.**



☐ social media



☐ family life



☐ health



☐ school

3. **Look at the pictures on pages 60&61 quickly. Then close your books and tell your peer what you remember.**

4. **Work in pairs. Point at the pictures on pages 60&61 about people:**
   1. who have something to eat.
   2. who look exhausted.
   3. who are spending time on the laptop.
   4. who are having a good time.

5. **a. Watch the digital story carefully. Circle the correct words / phrases.**

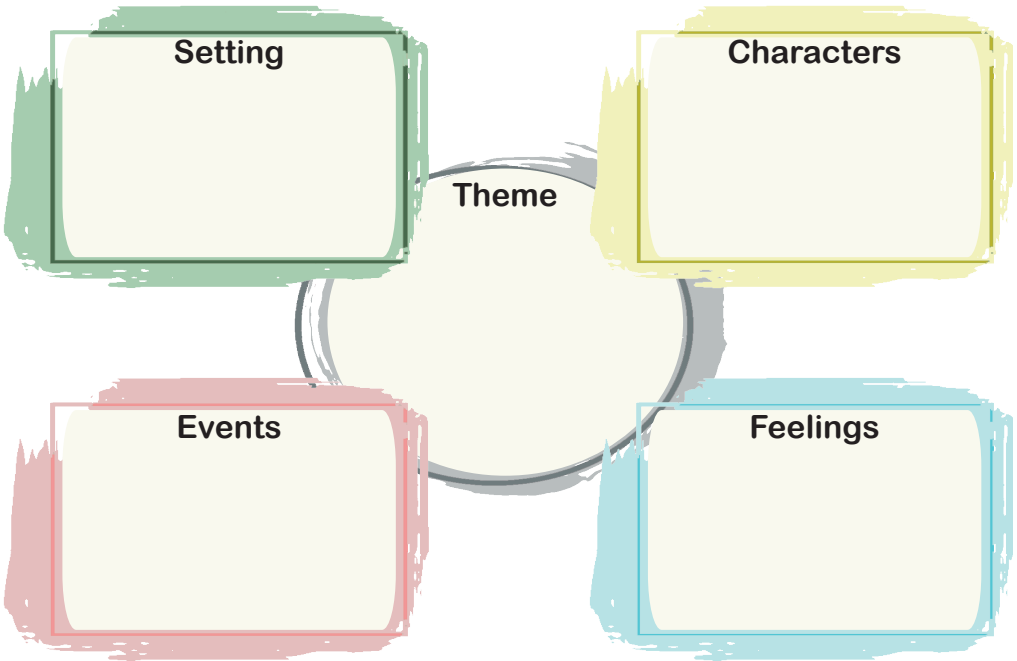
a. Maya and the others ***worry about / ignore*** Ryan, and Liam suggests a challenge to stop him from using his phone during the workout.
b. Ryan ***agrees / refuses*** to spend less time online and focus more on staying healthy.
c. Ryan hesitates, but he soon feels **better / tired** after exercising and starts thinking about his habits.
d. Ryan spends time on social media even when he joins his friends for a ***jog / picnic***.
e. After the workout, Selin and Maya tell Ryan that real life is ***more / less*** important than social media.
f. _____

b. Read the sentences above. Add one more sentence about an event in the digital story.

c. Put the sentences into the correct order and discuss your answers in pairs.

1 [d] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

6. a. Watch the digital story again and take notes under the correct titles.



b. Work in pairs. Use your notes above and summarise the story.

Track 11

Pronunciation

1. a. Listen to Track 11 carefully and notice the intonation.

1. Since you hadn't eaten anything all day, you started feeling dizzy, didn't you?
2. Did you take some medicine?
3. When did you wake up with a headache?
4. You began to feel better, didn't you?

Track 12

Example	Intonation	Explanation
You haven't seen my keys, have you?	↗	Intonation rises at the end (uncertainty).
It is a beautiful day, isn't it?	↘	Intonation falls at the end (certainty, seeking specific information).

b. Put ↗ for rising intonation, and ↘ for falling intonation next to the sentences below. Then listen to Track 12 and check your answers.

1. Are you really going to check your phone again? …..
2. You're addicted to your phone now, aren't you? …..
3. Why has your awareness of personal wellness changed? …..
4. How about doing a fitness challenge to get him off his phone for a few hours? …..

c. Practise reading the sentences to your peer and focus on the intonation.

3 Vocabulary

1. a. Watch the digital story and choose the best title for it. Then discuss your ideas with your peer.

a. A Day at the Park
b. Ryan's New Phone
c. Finding Balance Between Social Media and Health
d. The Best Selfie Challenge

b. Watch the digital story again and choose the best option: What problem do Ryan's friends notice about him?

a. He has difficulty concentrating because of social media.
b. He wants to eat more nutritious food.
c. He feels tired because of the workout.
d. He forgets to bring his water bottle.

Digital Story

2. Read the summary of the story. Circle the words you don't know. Share them with your peers.

Ryan used to have a healthy and consistent routine. He ran every morning, ate clean meals, and cared about his self-care regularly. However, after spending too much time on social media, he lost his concentration. He couldn't focus on jogging because he was always checking posts, taking selfies, and waiting for feedback. Despite being online all the time, he often felt lonely.

His friends noticed that this habit wasn't good for his well-being. They thought a phone restriction could help him, so they started a fitness challenge and asked him to stay away from his phone during the workout.



During the challenge, Ryan realised that being healthy is essential. It was necessary to feel energetic and happy. His friends were also reliable because they supported him instead of ignoring his problem. By the end of the workout, Ryan understood that spending time with friends and doing sports was a better remedy for his stress than scrolling on his phone. This simple solution helped him feel calmer.

Finally, Ryan decided to adopt healthier habits. He wanted to achieve a better balance between social media and real life, so he tried to reach this goal by focusing more on fitness, friendship, and self-care. He also learned to exploit the opportunities in his free time by doing sports and spending time with friends.

3. a. Look at the clues below. Use them to guess the target words in the text and complete the table. Compare your answers with a peer.

CLUES	WORDS
1. routine / every morning / regularly	*consistent*
2. focus on	
3. stay away	
4. necessary	
5. supported	
6. solution	
7. reach his goal	
8. opportunities in his free time	

b. Check your guesses about the meanings of the words with your teacher or by using a dictionary.

4. Work in pairs. Talk about social media habits and healthy routines.

E.g. I think a short phone restriction is essential. It gives us more time for sports and friends.

5. Read the text. Complete the text with the words below. Listen and check your answers. There is an extra one.

achieve · consistent · concentration · interact · essential · restriction · reliable · remedy · exploit

Playing video games can be an enjoyable and rewarding activity. However, spending too much time in front of screens may cause a person to feel isolated, especially when there are no proper (1) _____. Without balance, gaming can even lead to addiction. To prevent this, players should take regular breaks and try other activities such as visiting museums with friends, attending sports events, or joining an art club. Exploring different hobbies makes life more enjoyable and supports emotional well-being. It is also (2) _____ to stay well-hydrated and include physical activity in daily routines. To (3) _____ a healthier lifestyle, people should follow (4) _____ schedules that balance gaming, exercise, and social time. This kind of routine can improve (5) _____ and act as a (6) _____ for mental tiredness and social isolation. Young people should learn how to (7) _____ the benefits of technology in a healthy and mindful way. Using (8) _____ sources to find advice on maintaining balance can help them achieve personal well-being and long-term success.



Track 13

6. a. Imagine your friend spends too much time playing video games. Write a short message in 4–5 sentences and give advice. Use at least two target words. Then say your message aloud to your peer.

E.g. Spending time with your friends can be a good remedy for stress and loneliness.

b. Listen to each other's messages. Give feedback using the checklist below.

1. The advice is realistic and helpful.	☑	☒
2. The sentences are easy to understand.	☑	☒
3. At least two target words are used correctly.	☑	☒

7. Work in teams. Read the sentences carefully. You have 60 seconds for each sentence to decide if the target word is used correctly. Buy only the correct sentences. The team with the highest score wins.

Word Auction: Sentences for Sale!

Each sentence costs 10 points. Correct sentence: +10 points. Incorrect sentence: -10 points.

1. A consistent routine means doing healthy activities regularly.
2. A reliable source gives false information.
3. A remedy can help someone feel better.
4. Restriction means using something without any limit.
5. You can achieve a goal by trying hard.
6. Concentration means losing focus easily.
7. It is essential to drink water every day.
8. To exploit technology in a healthy way means to use it well.

3 Vocabulary Game

1. Walk around the classroom and ask questions with "Do you...?"
   Find someone who says "Yes".
   Write their names in the boxes.
   The first student who completes the names horizontally, vertically, or diagonally wins!
   Share your findings with the whole class.

FIND SOMEONE WHO...



... spends more than 3 hours on the internet every day.	... drinks 2 litres of water and stays hydrated.	... sometimes feels stressed at school.	... usually prefers eating nutritious food. .....
... feels energetic all day.	... has a good interaction with his/her friends.	... goes to a fitness center regularly.	... needs restrictions on screen time. .....
... prefers reading books to scrolling on social media.	... prefers face-to-face communication to texting.	... uses social media to learn new things.	... enjoys offline hobbies like painting, reading, or playing an instrument. .....
... gets enough sleep at night.	... knows the risks of social media addiction.	...feels motivated in English lessons.	...does a sport regularly. .....

Digital Task

3 Grammar

1. Watch the digital story. Read the sentences and pay attention to the words in bold.

Ryan **was** still **trailing** behind, taking selfies.
I **had been trying** to keep up with my online presence for weeks.
Ryan **looked** distracted again.
I **had** also **done** athletic sports for relaxation.

Digital Story

2. Watch the digital story. Notice and write down sentences similiar to the ones in *Exercise 1*. Then check your answers as a whole class.

3. Think of the sentences given in Exercise 1, and the ones you have found. Then answer the questions below.

1. Which sentences describe an ongoing event in the past?
   .....
2. Which sentences describe a finished action?
   .....
3. Which sentences show a long activity before another event?
   .....
4. Which actions happened earlier in the story?
   .....

4. Read the sentences again and choose the best option.

All these sentences…

a. narrate the past events. **b.** talk about past habits.

5. Read Emma's social media experience and order the events in pairs.

- ☐ By the time Emma went to bed on Sunday night, she had already shared too much private information.
- [1] Early on Saturday morning, Emma created a new social media account and felt excited.
- ☐ While she was exploring the app, she found many interesting features.
- ☐ Later that Saturday night, she changed her privacy settings and promised to be more careful online.
- ☐ Early on Sunday morning, she saw a strange comment under her photo and felt worried and decided to ask an adult for advice.
- ☐ Before Sunday night, she had been spending hours online and sharing personal information.



6. a. Write the given verbs in the suitable form to complete the text. Then check your answers in pairs.

A few months ago, Jason felt very tired and unhealthy. He **(1)** _____ (eat) unhealthy food and **(2)** _____ (not exercise) for months. One day, while he **(3)** _____ (walk) home from school, he **(4)** _____ (feel) exhausted. He **(5)** _____ (realise) he needed healthier habits. After that, he **(6)** _____ (join) a gym and started exercising regularly.

b. Complete the story about Jason. Then share it with the whole class.

For the first few weeks, Jason struggled with the workouts because he...

3 Grammar

1. a. Read Brad's sentences and focus on the bold words. Then read John's paragraph and underline similar sentences.

BRAD

(1) I **would spend** hours on social media, stay up late and check my phone constantly.

(2) I needed a change because I **was used to being** online, even when it affected my studies.

(3) Slowly, I **got used to limiting** my social media time and setting specific time to check my phone. Now, I feel more focused and I enjoy life as well.

JOHN

I would play video games, ignore my homework regularly, and skip meals until last year. Then I realised that I was harming myself because I was used to staying up late, eating poorly and avoiding exercises. One day, I made a decision and changed my habits. I have got used to sleeping early, eating well and exercising this year.

b. Look at the sentences you have underlined in *John's paragraph* and discuss the common points in pairs.

2. a. Read the statements below. Write the numbers of the sentences in Brad's speech in the correct column.

adapting to a new situation in the past	
expressing a familiar past situation	
actions (but not states) that happened regularly in the past	

b. Share and check your answers in pairs.

3. Circle the correct option. Then listen and check your answers.

Track 14

Moving to a colder country was challenging. I (1) ***would / was used to / got used to*** waking up early here and it was the biggest change. I would (2) ***walk / walking*** to school every morning before. I (3) ***would / was used to / got used to*** run outside and play every afternoon, but gyms are popular here. I was used to (4) ***eat / eating*** lots of candy, but now I prefer fruits. I got used to (5) ***drink / drinking*** eight glasses of water a day here. We (6) ***would / were used to / got used to*** going shopping every week before learning about new routines. Thankfully, we have adapted to the new culture here.

4. Think about things you would do in the past, you were used to doing and you got used to doing recently. Then take turns to share your experiences with a peer.

E.g. I got used to waking up early after I started middle school. When I was younger, I would always sleep until 9 a.m. I was used to playing with my toys at home in the mornings, but now I get ready for school instead.

3 Grammar Game

1. a. Write short answers to ten of the prompts in the circles. Write them in random order.

b. Work in pairs. Swap books with your pair.

c. Find the sentences related to your peers' answers in the circles.

d. Tell the class two or three things that you have found about your pair.

- Something you got used to doing when you moved to a new place
- Something that had been written in an old diary you found in the attic
- A tradition or activity you would always do as a child
- One thing that had happened before a disaster
- A thing you were doing when a problem occurred
- The food you would always eat when you were a child
- One game you would often play when you were at primary school
- One thing that happened on a day when you felt great.
- One thing your elders always said to you when you were a child
- One thing you eventually got used to doing after you had your first computer
- A place you were used to going when you were younger
- Someone you had been visiting regularly during your childhood
- A film/ cartoon you loved watching in the past
- Something you had struggled with, and eventually you became very successful at
- Something you remember about your room when you were a child

Digital Task

3 Reading

1. **Which ones do people do when they are sick? Read the text quickly and tick the related photos with it. Then, share your answers with your peer.**



2. **Read the text quickly. What is the purpose of the author?**

a) to give detailed medical advice
b) to compare two types of recovery methods
c) to analyse problems in medicine

Powers of Well-Being

Group A

In the past, people relied on the power of traditional remedies that were natural and ethically sound for recovery when they were sick. These remedies were passed down from generation to generation and were called “Alternative Medicine.” However, over time, modern medicine became more popular due to technological advancements and medical tests and developments.

Alternative medicine had many benefits. People found it appealing because of the natural treatments. For example, some herbs (such as turmeric, ginger, ginseng, garlic, etc.) and therapies like acupuncture were believed to aid in the recovery process without the use of chemicals. Many people considered it ethical because it was sustainable and relaxing for both the body and mind. Although alternative medicine was beneficial and natural, it wasn’t scientifically tested. Researchers often recruit volunteers to test new treatments and medicines. Many people were not well-informed about proper portions, restrictions and risks of herbs.

Group B

On the other hand, modern medicine provided quicker recovery from illnesses with painkillers, antibiotics and other medications. These treatments were tested and very effective in curing serious health problems, such as heart attacks. Doctors used technology to monitor patients’ heartbeats and blood pressure. However, modern medicine also had some disadvantages. For example, when people overused chemicals in some medications for a long time, they could become addicted. Additionally, some treatments were very expensive, and many people couldn’t afford them.

In the end, both alternative and modern medicine have been used for centuries. People have been exploring their positive and negative aspects based on their needs. Some have found a combination of both to promote overall health. Consider your lifestyle, ethical values, and health condition, and then you will be able to decide the best approach for your well-being.

3. **Choose one of the texts and read it silently. Think about the answers of the questions. Then discuss and answer the questions with a peer who has read the other text. Share your answers with the whole class.**

1. What are the main advantages of the type of well-being described in your text?
2. What are some disadvantages or problems related to this type of recovery?
3. What examples of treatments are mentioned in your text?
4. Why do some people prefer this type of medicine over the other one?

3 Writing

1. Read the text and complete the chart below.

Alternative and modern medicine are two ways people use to treat illnesses. Both types of medicine help people feel better and recover from health problems. However, they are very different in how they work. Alternative medicine uses natural things like herbs, cures and treatments such as acupuncture, while modern medicine uses drugs and technology like antibiotics and medical devices. Modern medicine works faster but can be expensive and cause side effects. On the other hand, alternative medicine is more natural and relaxing but not always tested. In the end, choosing the right remedy depends on your health, values and lifestyle.

	ADVANTAGES	DISADVANTAGES
Alternative Medicine		
Modern Medicine		

2. You are going to write a similar paragraph about "going on a diet." First, make a list of the advantages and disadvantages of going on a diet in pairs.

ADVANTAGES	DISADVANTAGES

INFO BOX

Writing about advantages and disadvantages

Use linking words to compare.

Both / Similarly / Also

Use linking words to contrast.

But / However / On the other hand

Conclusion:

Finally / In conclusion / To sum up, I think

3. Write a paragraph called "A Diet – A Healthy Life" with your plan. Start your paragraph with this introduction below. Use the INFO BOX to help you.

"Going on a diet can have both advantages and disadvantages for people who want to be healthier."

1. Read the text and complete the sentences.

a. This text could have been taken from _____.

b. The text is mostly about _____.

A STUDENT INTERVIEW

This month, we talked to Emma from Grade 7. She shared her thoughts on social media: "Social media may be fun, but I set time limits to avoid distracting notifications and sleep well at the end of the day". Many students share this concern.



SCIENCE SPOTLIGHT: HOW DOES TECHNOLOGY AFFECT OUR BRAINS?

Have you ever wondered how screens affect our brains? Scientists say that excessive exposure to screens negatively affects our brains. Blue light from screens can reduce melatonin levels, making it harder to sleep and leaving some people sleepless. However, well-being needs more! If you sleep well, eat nutritious food, stay hydrated and do sports regularly, you can stay healthy. Proper hydration is also important for overall well-being. So, balance is the key!



HEALTHY HABITS AROUND THE WORLD

Different cultures have unique ways of staying healthy! In Japan, people practise "ikigai" to live longer. It means finding your purpose in life. In Spain, a diet rich in olive oil, fish, and fresh vegetables helps maintain a healthy heart and supports the immune system. In Norway, "friluftsliv" promotes spending time outdoors to boost mental and physical well-being and helps people feel more cheerful.



2. Read the text carefully and answer the questions.

1. What can make it difficult to rest at night after using electronic devices?
2. What are three actions someone can take to support their overall condition?
3. What helps individuals in various places maintain good physical and emotional condition?

3. Work in pairs. Take turns to ask and answer the questions below.

1. How much time do you spend in front of screens?
2. How many hours do you sleep a day?
3. Which country's tradition best fits you?

3 Story

Track 15

1. **Look at the pictures quickly. What does Emma do when she wakes up?**
2. **Read and listen to the picture strip story carefully.**
   Answer the questions and share with your peers.
   1) What is Emma's teacher's suggestion for her?
   2) What did Emma finally decide to do?
   3) How many hours a day do you spend on social media? How does it affect your life?



3 Reflection & Project

1. Prepare a dialogue with your pair and then discuss social media in front of the classroom.

- Do you think social media has advantages or disadvantages? Choose your side.
- Greet each other "Hi! Let's talk about social media."
- State your opinion "I think social media is…"
- Give 2 reasons 1. _____ 2. _____
- Give one example "For example, on some social media platforms…"
- Share 1 health tip "To stay healthy, we should…"
- Finish your dialogue "Thanks for listening!" or "That's our opinion!"
- After your presentation, complete this short report together and give it to your teacher:



Our Opinion on Social Media

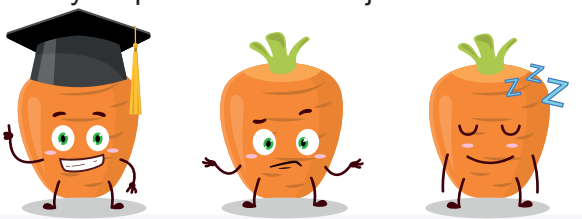
Names: _____
_____

We think social media is _____ because _____
Here's one example: _____
A health tip: _____

2. Work with a peer. Scan the pages of Theme 3 and take turns to ask and answer the questions.

1. Which visuals do you like the most?
2. What is one important thing you have learned from this theme?
3. Write five words you will remember.
4. Which activities did you enjoy doing with your peers? Draw emojis!

Digital Task



3. Read the sentences below to check your learning. How do you feel about them? Tick the boxes.

	Totally my power!	Still figuring it out.	Not my thing.
1. I can talk about past events.	☐	☐	☐
2. I can discuss the pros and cons of a topic.	☐	☐	☐
3. I can talk about past habits.	☐	☐	☐
4. I can understand vocabulary about social media and staying healthy.	☐	☐	☐
5. I can write about a school trip.	☐	☐	☐

THEME 4

Family Life & Home

SUB-THEMES

- Future houses
- Family members' plans (for the future)



WELL-BEING P. 156

Functions of the Grammatical Structures in Use

- Expressing the degrees of differences
- Expressing similarity or equality
- Emphasising the degree of similarity
- Expressing slight differences
- Describing possibilities, expressing necessity or obligation, making suggestions or giving advice, indicating uncertainty or speculation

Social Language Expressions

- We're starting a new chapter as a family by moving to another city!
- What's the plan for tea tonight?
- I'll take the rubbish out later!
- I'll take care of the washing up!

EBA

Link it up!

Overview of the Theme

Digital Story

1. Watch the digital story and circle the correct option.

a. The family is talking about **the present / the future.**

b. They are planning their **holiday / house design.**



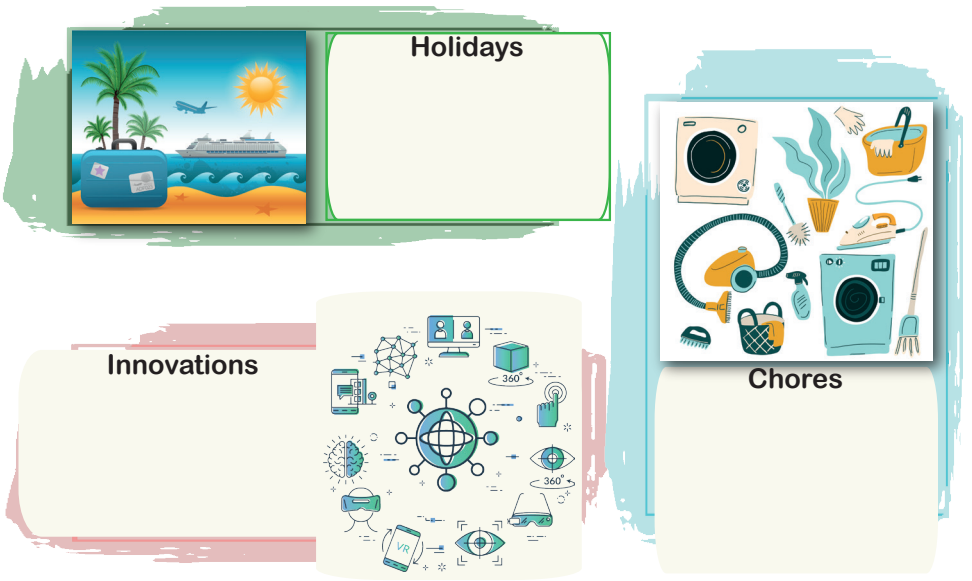


4 Listening & Watching

1. a. Watch the digital story and tick six phrases you remember.

energy-efficient houses ☐	booking a hotel ☐	solar panels ☐	sunbathing ☐
washing up ☐	smart systems ☐	travel agency ☐	mopping the floor ☐

b. Watch the digital story again and classify the phrases above under the headings in pairs.



2. Look at the picture on pages 76&77. Find the common things between the digital story and the picture. Then share your ideas with your peers.

3. Watch the digital story again. Choose the sentence that is the closest in meaning.

1. I'll take care of the washing up.
   a) I cannot clean the dishes.
   b) I can handle cleaning the dishes.
2. What is the plan for tea tonight?
   a) What is he/she cooking for dinner?
   b) What are we going to do after dinner?
3. I'll take the rubbish out later.
   a) I am planning to throw out the trash immediately.
   b) I am not planning to throw out the garbage now.

4. a. Watch the digital story again. Tick the thing(s) Maya's family members would like to have in their future house.

	a household robot	an automatic ventilation system	solar panels	eco-friendly materials
Maya's dad				
Maya's mother				
James				
Sophie				

b. Compare your answers with a peer.

5. a. Read the sentences below. Add one more sentence about an event in the digital story.

	a. James says that sustainable materials should be used for an eco-friendly future.
	b. Sophie asks about their summer holiday plan.
	c. Mum says that household robots will do chores in future houses.
	d. Dad explains that they can only afford a bed and breakfast resort.
1	e. Maya wants to talk about future houses.
	f. Sophie dreams of a house where the rubbish is taken out automatically.
	g.

b. Put the sentences into the correct order and discuss your answers in pairs.

Pronunciation

Track 16

1. a. Listen to Track 16 and practise the words below.

Cat	Hat	Back		City	Cereal	Cement	
About	Banana	Again		Candle	Carnival	Carrot	
Car	Father	Start		Kitchen	Change	Cheap	
Paper	Face	Make		Muscle	Fascinate	Science	
Call	All	Ball					
Care	Air	Fair		Birthday	Candy	Band	
				Wednesday	Handsome	Sandwich	

Buy	Beautiful	Number		Yet	Bread	Chest	
Thumb	Lamb	Climb		Meet	These	Complete	
				Happen	Even	Listen	
				Bike	Hike	Fine	

b. Fill in the chart in Exercise 1 with the words below. Then listen to Track 17 and check your answers.

apple cymbal ago day talk cute hair castle check
red scene heart see dance bridge debt book children

2. Say the sentences aloud.

A baker named Bea bought a big blue chair.

Charming cheese changed with each day's cheer.

Track 17

4 Vocabulary

1. a. Watch the digital story. Tick the ideas mentioned in the story. Then compare your answers with a pair.

- ☐ Sustainable materials are important for eco-friendly houses.
- ☐ The family wants to buy a new car.
- ☐ Future houses should use solar panels.

Digital Story

b. Watch the digital story again. Match the scenes with the topics. Then share your answers with the class.

1. The family is talking about _____ in Scene 1.
2. The family is talking about _____in Scene 2.

a. planning family holiday
b. designing future houses

2. Read the text about the digital story. Circle the words you don't know and share them with your peers.



Maya and her family discuss future homes and holidays. Dad thinks future houses should be more energy-efficient, using less electricity while working well. He believes homes may generate their own power with renewable energy. Mum says smart appliances could do household chores automatically. She also imagines modern ventilation systems that keep fresh air inside the house in every season. James believes these homes will be more eco-friendly and comfortable. Later, the family talks about their holiday plans. Dad says they should finish booking the hotel soon. Maya asks if they will stay in an all-inclusive hotel or a bed and breakfast place. Dad prefers a smaller resort because it is cheaper. Sophie thinks the holiday will help everyone feel relieved after a stressful year.



3. Work in pairs. Read the text again carefully. Find and write the clues for the words in italics and discuss their meanings.

1. These houses use *less electricity*. Future houses should be more _____.
2. Homes may *make their own power*. Future homes may _____ their own power.
3. Solar and wind power can be *used again and again*. Homes may use _____ energy.
4. The kitchen *machines* can do chores. Smart _____ can do chores automatically.
5. Fresh air can *move through* the house. Modern _____ systems keep fresh air inside.
6. Dad says they should *arrange* the hotel soon. Dad says they should finish the hotel _____ soon.
7. *Everything is included* at the hotel. Maya asks if they will stay in an _____ hotel.
8. Guests sleep and *eat breakfast* there. Maya asks about a _____ place.
9. Dad wants *a smaller holiday place*. Dad prefers a smaller _____.
10. The holiday may make them feel *less stressed*. It will help everyone feel _____.

4. Work in pairs. Match the words / phrases with their definitions and compare your answers with your peer.

Description	Word / Phrase
1. a place where people go for a holiday or relaxation	a. relieved
2. using only a small amount of energy	b. resort
3. happy because something bad or stressful has ended	c. renewable
4. including meals and drinks in the price of a holiday or hotel	d. booking
5. an arrangement made before you use a hotel room	e. generate
6. a system that brings fresh air into a closed place	f. ventilation
7. able to be replaced naturally and used again	g. appliances
8. electrical machines used at home, such as a fridge or washing machine.	h. energy-efficient
9. to produce or create something, especially power or electricity.	i. all-inclusive

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐

5. Work in pairs. Talk about your dream future house by using the words / phrases in *Exercise 4.*

E.g. *My dream future house will be comfortable and energy-efficient.*

6. Complete the text with the words / phrases in Exercise 4. Then listen and check your answers.

My family and I were feeling **(1)** _____ after organising our upcoming holiday. My mother found a nice bed and breakfast in the countryside that offered fresh meals and a peaceful environment. However, my brother preferred a luxurious **(2)** _____ with a big swimming pool and daily shows. In the end, we chose an **(3)** _____ hotel so we wouldn't worry about paying for food or activities every day. To make sure we got the rooms we wanted, my father decided to reserve them early. He completed the **(4)** _____ online, confirming our stay and receiving the confirmation email right away.

Track 18

7. Work in pairs. Take turns to choose a role and make a dialogue by using the words / phrases in Exercise 4. Then act it out and give feedback to each other.

E.g. **Hotel Worker:** Good afternoon. Blue Sea Hotel. How can I help you?
Customer: Hello. I'd like to ask about your holiday packages.

Include:

- Asking about room types
- Asking about prices
- Asking about activities
- Asking about boat voyages / excursions

Digital Task

HOME & FUTURE CHALLENGE

Bonus turn! Roll the dice again.	Walk like a crab for 10 seconds.	Which household appliances would you like to have	Would you prefer a small bed and breakfast or a big resort? Why?	Go back to the 'Start'!	What appliances can generate electricity in a house?	FINISH
Tell one benefit of ventilation system at home.	Give examples of renewable energy. (Move forward 2 squares.)	Miss a turn!	Tell why staying at an affordable resort is a good idea. (Move forward 3 squares.)	Tell one advantage of booking in advance.	Act like a robot.	Go back 3 squares!
						Make a surprised face.
START	Tell one reason why an all-inclusive hotel is a good option.	What do you say when you call a restaurant to reserve a table?	Do a funny dance.	Jump forward 2 squares!	Say two energy-efficient home appliances.	Give one example of a situation where you feel relieved.

How to Play

Play with a peer. Roll the cube. The student who rolls the highest number starts the game. Roll the cube again and move forward. Complete the missions.

If you cannot complete the task, stay still . Take turns to play. The first one to reach the "Finish" square wins the game.

4 Grammar

1. a. Watch the digital story again. Read the sentences below and pay attention to the bold parts.

Dad: They **should be designed** with solar panels to be more energy-efficient than traditional ones.

Maya: Energy **can be saved** steadily throughout the day.

Mum: Every chore **might be done** by robots.

Digital Story

b. Watch the digital story and write down the sentences that are similar to the ones above.

c. Think about the similarities and differences. Take notes in pairs.

d. Discuss the questions in pairs and take notes.

1. Is the person important in the sentences?
2. What comes after **can, could, may, might, must** and **should** in these sentences?
3. What comes after **'be'** in these sentences?

e. Complete the rule in pairs.

When we focus on the action or result, not the person who does the action, we use:

can / could / may / might / must / should + _____ + _____

2. Complete the sentences with the suitable form of the given words in brackets.

Teacher: Good morning, everyone! Today, we are talking about smart homes and future living.

Maya: I think smart homes are really useful. The room temperature can (1) _____ (adjust) automatically.

Liam: Yes, and the rooms can (2) _____ (clean) by a smart robot.

Selin: The windows should (3) _____ (close) automatically when it rains.

Maya: Old appliances might (4) _____ (replace) with energy-efficient ones.

Liam: The doors must (5) _____ (lock) automatically at night for safety.

Teacher: Good examples! Smart homes can make daily life easier and more comfortable.

3. a. Work in pairs and talk about changes that might happen in the future. Use the prompts and your own ideas to form sentences.

E.g. A: Our family uses too much electricity at home.
B: Don't worry. Energy can be saved with smart systems.

- energy / save / with smart systems
- ventilation system / adapt / to weather conditions
- sustainable materials / use / for future houses
- rubbish / take out / automatically
- household chores / do / by robots
- solar panels / install / on the roof

b. Work in pairs and act it out.

4 Grammar

4. a. Watch the digital story again. Read the sentences and pay attention to the words in bold.

My dream is **the same a**s my mum's.

They are **as** important **as** renewable resources **like** wind and solar energy.

I think **the same as** you do.

Future homes and values should be shaped by people who think **alike**.

They are **slightly** bigger, but more expensive.

b. Read the conversation. Underline the sentences that are similar to the ones above.

Olivia: Have you decided on our summer holiday yet?

Dad: Not exactly. We are thinking about a cultural holiday with visits to historical places.

Leo: That sounds interesting, but I prefer beach holidays. All-inclusive hotels are usually slightly more comfortable than small resorts.

Mum: I think the same as Leo. It would be nice to relax near the sea this year.

Dad: Well, we can do both. We could stay in a seaside hotel and take daily excursions to historical sites.

Leo: Great idea! I just want this holiday to be as enjoyable as our last one.

Mum: Don't worry. People like us usually think alike when it comes to holiday plans, so I'm sure we'll choose the perfect one.

c. Think about the bold and underlined sentences in *Exercises 4.a and 4.b*. Complete the rules in pairs.

1. We use _____ + noun to show similarity.
2. We use _____ to compare two things equally.
3. We use _____ to show that two things are exactly the same.
4. We use _____ to show a small difference.
5. We use _____ to mean "in a similar way".

Track 19

5. Read the text and circle the correct options. Then listen and check your answers.

A holiday is a good chance to have a great time with your family. There are many choices for it. However, deciding on an accommodation can be **(1)** ---- deciding on a holiday type. While parents want to go on a camping holiday, children may not be **(2)** ---- them. Sometimes children want to go to the beach, but parents may prefer a mountain holiday. So, it may not be **(3)** ---- the ones parents planned when their children were babies. But when the children think **(4)** ---- their parents about it, every member of the family will have a great time together.

1. a. alike b. as hard as **2.** a. as eager as b. slightly eager

3. a. simpler b. as simple as **4.** a. the same as b. not the same as

6. Think about holiday and accommodation types. Share your ideas by making comparisons in pairs.

E.g.

A bed and breakfast and an all-inclusive hotel are not alike. A bed and breakfast is usually more affordable, but an all-inclusive hotel offers more services.

4 Grammar Game

1. Play the "Noughts and Crosses Game" in pairs.

Work in pairs. Decide who will be Student X and who will be Student O. Take turns to choose one square on the board. Each student has maximum 30 seconds for grammar tasks. For speaking tasks, students must speak for 45 seconds. Read the task aloud and complete it. Your peer listens and evaluates your answer. If your answer is correct, you win the square and draw your symbol (X or O). If your answer is incorrect or incomplete, your peer may try the same task. The first student to complete three squares in a row (horizontally, vertically, or diagonally) wins the game.

NOUGHTS & CROSSES

PASSIVE MODALS	SLIGHTLY	COMPARATIVE ADJECTIVES
CORRECT ERRORS	TALK ABOUT	LIKE / ALIKE
AS ... AS	THE SAME / SAME AS	SUPERLATIVE ADJECTIVES

Digital Task

PASSIVE MODALS
Complete the sentence.

X. In the future, meals ___ (can / cook) by robots.

O. Travel plans ___ (may / organise) by apps in the future.

SLIGHTLY
Complete the sentence.

X. The new windows are slightly _____ (good) than the standard ones.

O. The bio-dome house is slightly _____ (expensive) to build.

LIKE / ALIKE

X. The new self-cleaning windows work _____ magic; they never get dirty!

O. The two smart homes looked almost exactly _____, with similar designs.

CORRECT ERRORS

X. The future house must built with recycled materials.

O. Their summer holiday might cancel due to the bad weather.

REWRITE USING AS ... AS

X. Smart kitchens will be useful. Smart bathrooms will be useful too.

O. Robot helpers will be fast. Cleaning machines will be fast too.

THE SAME AS / THE SAME

X. My new kitchen's automated pantry system is _____ one I saw last year.

O. Our old house had a heating system. This house's heating system is exactly _____.

SUPERLATIVES

X. What is the _____ (exciting) trip your family has ever planned?

O. Lily's future goal is the _____ (difficult) challenge she will face.

TALK ABOUT...

X. Describe your dream holiday.

O. Describe your dream home in 2050.

COMPARATIVE ADJECTIVES
Say the comparative forms:

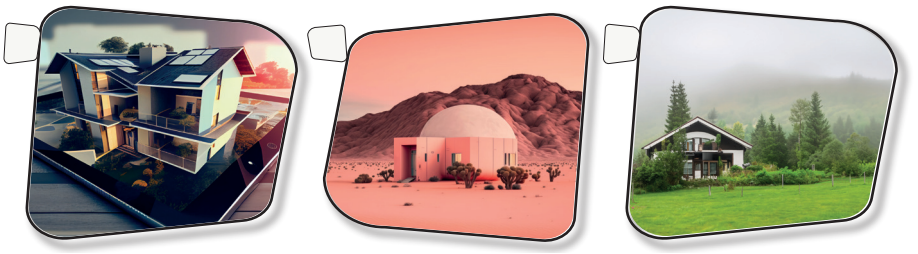
X. tall, good, important

O. fast, bad, comfortable

4 Reading

1. a. Look at the pictures and choose your favourite house. Tell your reasons to the whole class.

b. Read the text quickly. Tick the picture the text is about.



2. Read the text quickly and choose the best summary.

a) Future homes will have more space and better furniture.

b) Innovations are making houses smarter and more energy-efficient.

c) Traditional houses will soon disappear.

The Future of Housing

The concept of housing is changing rapidly with innovations shaping the way people live. In the near future, homes will be more energy-efficient and sustainable, integrating solar panels and smart appliances to optimise energy usage. Experts reckon that houses will soon be able to adapt automatically to the needs of their residents. For example, advanced ventilation and insulation systems will adjust based on the weather, ensuring comfort while reducing costs.

Additionally, smart household devices will be widely automated, recognising routines and responding to voice commands. Imagine walking into your home and seeing the lights turn on automatically, the temperature adjusting to your preference, and your fridge suggesting a recipe based on what it is about! Some people may find these advancements shocking, while others see them as a priority for a better lifestyle.

Despite these extraordinary improvements, not everyone is impressed. Some argue that renovating traditional houses instead of replacing them with high-tech alternatives would be more sustainable. However, as technology continues to generate new possibilities, one thing is certain: the future of housing will be both sophisticated and efficient.

3. Read the text carefully and answer the following questions.

1. What will future homes use to optimise energy usage?
2. What will smart household devices recognise?
3. What is one argument against high-tech housing?

4. Answer the following questions based on your opinions and experiences.

1. Would you like to live in a high-tech home like the ones described in the passage? Why or why not?
2. What is one smart device you would like to have in your home, and how would it make your life easier?
3. Do you think traditional houses should be renovated instead of replaced with high-tech homes?

4 Writing

1. a. Think about your family members. What are their dreams or plans for the future? Write down two sentences for each family member.

Example:

My father wants to learn how to play the guitar.

b. Think of two family members' plans. Focus on the most interesting ones. Write why these plans are interesting.

Example:

My father wants to learn how to play the guitar because he says it is never too late to become a rock star.

2. Read the text below. Organise your notes into a clear structure as in the text.

In my family, everyone has different plans for the future. My father wants to learn how to play the guitar because he loves music. He is planning to take lessons next month. My sister dreams of studying abroad. She wants to go to Canada to improve her English and study business. My mother's dream is to open her own bakery. She is saving money and looking for a good location. I think their plans are exciting, and I hope they all achieve their goals.

Introduction:	Introduce your family members.
Body:	Write about their plans and reasons.
Conclusion:	Share your opinions about their plans.

3. Write a paragraph (100-120 words) about your family members' plans for the future. Use the text in *Exercise 2* and your outline to help you.

4. a. Exchange your paragraph with a peer. Give feedback and suggest improvements.
b. Share your final paragraph with the whole class.

1. a. Read the title and the first sentence of the text quickly and answer.
What do they tell you about the text?

FROM DERİNKUYU TO INTERNATIONAL SPACE STATION (ISS)

Throughout history, humans have built stunning structures, from ancient buildings to space stations. Derinkuyu, one of the world's oldest complex sites, and the International Space Station (ISS), is a modern research hub in space. They both show human intelligence and adaptation. Let's explore how these two sites compare!

Derinkuyu – One of the First Complex Buildings



Derinkuyu is a unique ancient underground city in Nevşehir, Türkiye. It was built thousands of years ago and has many tunnels, rooms and ventilation systems. People used it to hide from enemies and bad weather. The city had everything people needed, like kitchens, sleeping rooms and even schools. It could hold thousands of people. Today, Derinkuyu can be visited to see how people lived underground in the past.



The ISS – Our First Home in Space

The future is now! The ISS is the most advanced human habitat and the biggest structure in space, orbiting Earth at 28,000 km/h. Unlike Derinkuyu, the ISS was built with advanced technology. Astronauts experience microgravity, eat special food, and sleep in floating sleeping bags there. This space station helps scientists prepare for future space missions. It is a laboratory where astronauts from different countries do experiments.

b. Read the text again and answer the questions.

1. Why was Derinkuyu built underground?
2. What is the purpose of the ISS?
3. What facilities has Derinkuyu got for the people living there?
4. What special conditions do astronauts experience on the ISS?
5. Who is Alper Gezeravcı, and what did he do on the ISS?
6. If you had the chance to visit either Derinkuyu or the ISS, which one would you choose? Give a reason.

Did you know?

Alper GEZERAVCI is the first Turkish person to go into space. He spent 18 days on the ISS and performed experiments about how gravity affects the immune systems of astronauts there.

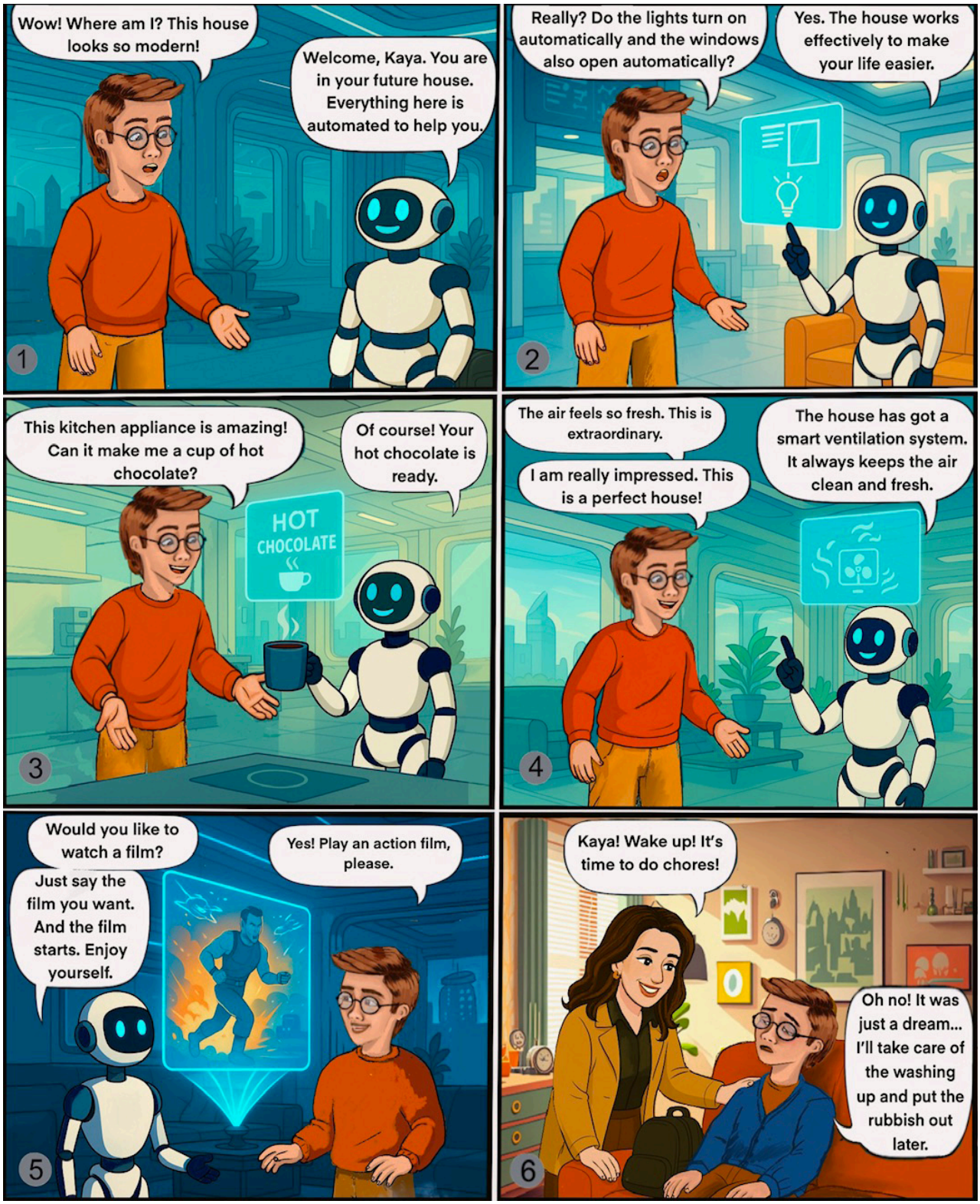
4 Story

1. **Look at the pictures of the strip story. Where does the story take place?**
2. **Read and listen to the strip story carefully and answer the questions. Then share your answers with a peer.**

a. What did Kaya ask the AI Assistant to do for him?

b. Would you like to live in a house like Kaya's dream house? Give a reason.

Track 20



4 Reflection & Project

1. Prepare a detailed poster about a family holiday you would like to take.

- **Choose the location.**
- **Tell why you chose that place.**
- **Plan and write detailed information about:**
  - the accommodation type
  - the duration of the holiday
  - the activities you will do
  - your budget
- **Use photos or drawings on your poster.**
- **Present it to your peers in the classroom.**

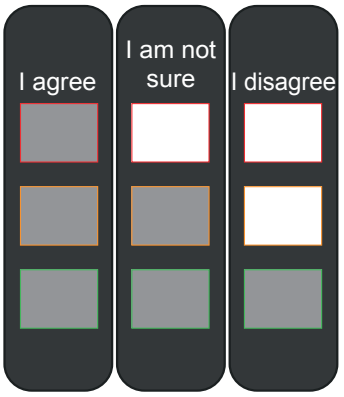
2. Work with a peer. Scan the pages of Theme 4 and take turns to ask and answer the questions.

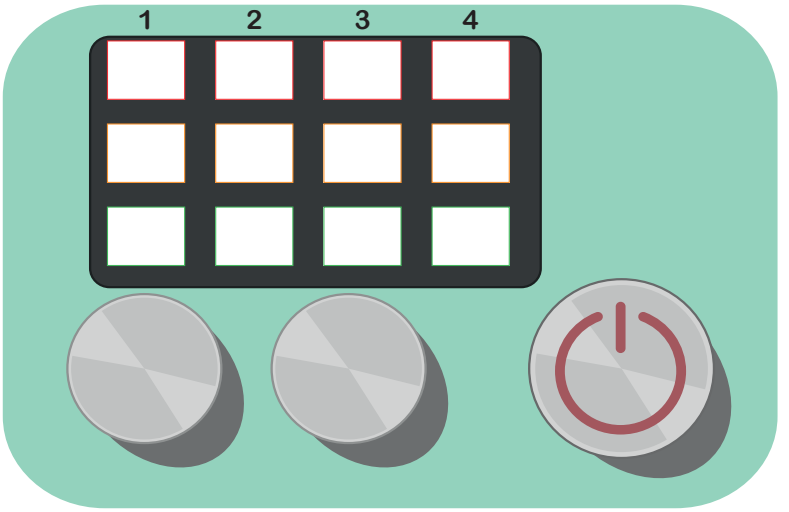
1. Which visuals do you like the most?
2. What is one important thing you have learned from this theme?
3. Write five words you remember.
4. Which activities did you enjoy doing with your peer? Draw emojis!

3. a. Look at the table below and colour the equaliser for each number. Colour 3 boxes if you agree, 2 boxes if you are not sure, and 1 box if you disagree with the statements.

1. I can understand the vocabulary related to future houses and family members' plans.	
2. I can talk about the degrees of differences, similarities or equalities.	
3. I can describe possibilities, make suggestions and give advice.	
4. I can write a short plan about my family.	

Example:





b. Share your equaliser with a peer and exchange opinions.

Digital Task

THEME 5

Life in the Neighbourhood, City & Social Life

SUB-THEMES

- Helping people in need in the neighbourhood and the city
- Technology in cities and rural areas



WELL-BEING P. 156

EBA

Overview of the Theme

Functions of the Grammatical Structures in Use

- Narrating past events with the focus on the action
- Describing situations where someone arranges or causes an action
- Expressing that a person arranges for something to be done
- Describing ability for completed or ongoing actions

Link it up!

Social Language Expressions

- Check this out!
- The family fell on hard times when their father lost his job!
- They are poor so they try to make ends meet!
- The charity is feeding the hungry and caring for them.

Digital Story

1. Watch the digital story.
What is the topic mainly about?
a. Life in a big city and its traffic problems
b. Life in the neighbourhood, city and social life




ANIMAL FOOD
1
DONATION BOX
2
VOLUNTEER
3
VOLUNTEER
VOLUNTEER
4

5 Listening & Watching

1. Watch the digital story and tick the related pictures.



a family event



asking for support



medical aid



a flying device

2. a. Watch the digital story again and place each action under the correct headings.

accessing free health services

accessing free internet

setting up a solar energy system

supplying food and clothes

Actions for people in need	Actions for technology

b. Think and say the missing actions in the digital story and write them under the correct headings above.

3. Look at the pictures on pages 92&93. Which pictures are about helping people?

4. Tick the pictures that are similar in both the digital story and the pictures on pages 92&93.









5. Watch the digital story again and match the students with their voluntary work. Check your answers in pairs.

Maya ___	a) took part in a project for setting up energy devices and internet access.
Ryan ___	b) participated in various community service activities.
Selin ___	c) attended a project to collect money for people in need.
Liam ___	d) worked with a company to develop a flying device for various purposes.

6. a. Read the sentences below. Add one more sentence about an event in the digital story.

	a. Maya talks about working hard and the mayor thanks her group for the support.
	b. The students split into groups to present their projects to the class.
	c. Selin runs a project with a company that produces technological products.
1	d. Ms Carter greets the class and asks about their weekend.
	e. Liam mentions his work at a charity organisation that holds a festival in the street.
	f.

b. Put the sentences into the correct order and discuss your answers in pairs.

Track 21 Track 22 Track 23

Pronunciation

1. Listen to Track 21 and notice the sounds with the coloured letters. Then practise in pairs.

Ege: Hi, Lucy! Did you help during the charity event last weekend?

Lucy: Hi, Ege. Yes, I worked with a group to supply food and clothes to some families.

Ege: That's great! I was part of a group collecting rubbish from the streets. It lasted for hours but I didn't feel tired at all.

Lucy: It's so nice to see people happy.

2. a. Look at the coloured letters in the words in coloumn A and match the words with the same sounds in pairs. Then listen to Track 22 and check your answers.

A	B
1) farmland ___	a) design
2) group ___	b) phone
3) heard ___	c) government
4) collect ___	d) knife
5) sign ___	e) honour
6) know ___	f) help
7) hour ___	h) kind

b. Listen again and practice.

3. a. Write the words that begin with the same sounds in the correct columns. Then listen to Track 23 and check your answers.

gym / judge / great / give / joy / game / giant

join	get

b. Listen again and practice.

4. Read the tongue twister and try to say it as fast as you can.

Four funky frogs find a grey fly, jumping joyfully, eating the fly.

5 Vocabulary

1. Watch the digital story. Discuss the questions in pairs. Then check your predictions with the whole class.

1. What is the story mainly about?
2. Which activities help people in need?

Digital Story

2. Read the text and underline the words you don't know. Then compare your words with your pair.



The students joined different voluntary projects to help people in their city. A fundraiser was organised to collect donations for families in need. The mayor supported the projects because some neighbourhoods had serious infrastructure problems and limited internet access. Some initiatives also improved internet coverage in rural areas. The students also learned about disability support services during the project. These experiences helped them become more empathetic individuals and develop a compassionate approach to the concerns of people in need.

3. Group the words under the correct headings.

- fundraiser
- donation
- voluntary work
- compassionate
- mayor
- solar panels
- public Wi-Fi
- infrastructure

Helping People in Need	Technology in Cities and Rural Areas

4. Read the sentences and match the bold words with the clues.

SENTENCES

- ☐ 1. A **fundraiser** was organised to collect money for families in need.
- ☐ 2. The **mayor** supported the project and thanked the students.
- ☐ 3. The students collected **donations** such as food and clothes.
- ☐ 4. The project included **voluntary** work, so nobody was paid.
- ☐ 5. The city had **infrastructure** problems such as poor internet access and damaged roads.
- ☐ 6. The ambulance team provided **disability** support services.
- ☐ 7. The students became more **compassionate** towards people's challenges.
- ☐ 8. The lack of technology in rural areas became a serious **concern**.

CLUES

a. an important problem or worry
b. kindness and understanding towards others
c. unpaid community service
d. money or items given to help people
e. the leader of a city
f. basic systems and services in a city
g. physical or mental condition that makes some activities difficult
h. an event organised to collect money

5. Work in pairs or groups. Compare your answers in Exercise 4 and decide on the meanings of the words together. Then check your answers with your teacher, classmates or a dictionary.

6. Read the sentences from the digital story and match the underlined words with their definitions.

SENTENCES	DEFINITIONS
1. A <u>fundraiser</u> was organised to raise awareness and money for people in need.	a. showing kindness and understanding towards others
2. We had <u>solar panels</u> installed.	b. equipment used to produce energy from sunlight
3. The charity <u>foundation</u> provided support to people in need.	c. an organisation that helps people
4. The project helped us become more <u>compassionate</u> individuals.	d. an event to collect money for a purpose

1. ☐ 2. ☐ 3. ☐ 4. ☐

7. a. Complete the dialogue with the words below. There is an extra one.

fundraiser donation compassionate voluntary work
foundation disability infrastructure inclusive

Leo: Did you hear about the school's new (1) _____ project?
Sarah: Yes, There is a social (2) _____ . It gave a big (3) _____.
Leo: Great! It means no (4) _____ was needed, doesn't it?
Sarah: Yes. The headmaster thanked people for their (5) _____ efforts.
Leo: That's really nice. It is a good example of (6) _____.
Sarah: It definitely shows the community's (7) _____ approach to education.

Track 24

b. Listen and check your answers.

8. Work in pairs. Talk about the topics below by using the words in the box.

- A voluntary project in your neighbourhood
- A technological improvement in your city

WORD BOX

fundraiser · donation · compassionate · voluntary work · concern · mayor · disability · infrastructure

5 Vocabulary Game

1. Work in groups of 3-4. Read the instructions below and play the game.

- **Complete the table for each target word as in the example.**
- **You earn 1 point for each valid and meaningful connection.**
- **The work with the highest point for each word will be presented in the class.**

a fundraiser, a disability, a donation, a concern, compassionate, inclusive, ~~improve~~, voluntary work, a foundation

Example:	**Synonym / Related words**: develop, advance, progress
improve	**Definition**: become better
	Sentence: The mayor improved conditions for workers.

1		**2**	
3		**4**	
5		**6**	
7		**8**	

Digital Task

5 Grammar

1. a. Watch the digital story. Read the sentences and pay attention to the words in bold.

We **had a journalist report** on our drone's use in emergencies and **had the article published** in the local newspaper.

Digital Story

b. Watch the digital story and write down the sentences that are similar to the ones above.

c. Think about the similar and different points and take notes in pairs.

d. Discuss the questions in pairs.

1. Do we focus on the person who does the action or the result of the action?

2. What is the difference between the structures?

e. Complete the rules with the given phrases in pairs and share your answers with the whole class.

1. We use the active causative when someone arranges or causes .....

2. We use the passive causative when someone arranges .....

a. for something to be done

b. another person to do something.

2. Complete the sentences with the suitable form of the given words in brackets.

A Day at the Animal Rescue Centre



Last weekend, I volunteered at an animal rescue centre. It was a busy day because they were preparing for an adoption event. We checked the animals, and then we **(1)** _____ (a team of cleaners / wash) all the cages. Next, we **(2)** _____ (the staff / take) the injured animals to the vet for check-ups. Some animals needed vaccinations, so we made sure that **(3)** _____ (all the medical care / provide). I **(4)** _____ (some volunteers / put up) the balloons and banners around the centre. Before the visitors arrived, we **(5)** _____ (the welcome desk / decorate) by a local artist. We also **(6)** _____ (some signs / print) to help people find their way around the centre. By the time the event started, everything was ready. I **(7)** _____ (a photographer / take) photos of the animals and the families who were interested in adopting them. It was amazing to see how much was done in such a short time, and we were all proud of the work we had done. Many animals **(8)** _____ (adopt), and the volunteers **(9)** _____ (thank) for their efforts at the end of the day.

3. a. Imagine there was a charity week at your school. You and your classmates helped people in need in different ways. Write 2 sentences about what you did.

Examples: "We had some posters printed."
"I had my brother help me carry boxes of clothes."

I had _____.

We had someone _____.

b. Share your sentences with the whole class.

5 Grammar

4. a. Watch the digital story. Read the sentences and pay attention to the words in bold.

The people there **were able to** access the internet for the first time. It's amazing that we**'ve been able to** integrate technology into voluntary work.

b. Read the conversation. Underline the sentences that are similar to the ones above.

Maya: How was your volunteer work at the flood area last weekend?

Ryan: It was difficult, but meaningful. We were able to rescue several animals during the storm.

Maya: That's amazing! Our team was able to collect enough food and clothes for many families.

Ryan: Really? Since the project started, we have been able to help more people thanks to the new volunteers.

Maya: Same here. I haven't been able to rest much lately because we've been so busy, but I'm happy to help.

Ryan: Voluntary work can be tiring, but it feels great when we can make a difference.

c. Think about the bold and underlined sentences in *Exercises 4. a and 4. b.* Discuss the questions in pairs and take notes.

1. Did the people succeed in doing the actions?
2. Which structure talks about a completed ability in a specific past situation?
3. Which structure shows an ability or situation continuing up to now?

d. Match the functions with the suitable sentences in pairs. There is an extra one.

1. A specific success in the past __	a. He **was able to** find a good job.
2. Repeated ability in the past __	b. I **have been able to** win every match this season.
3. A recent success or failure __	c. She **could** run five miles when she was a teenager.
	d. I **can** volunteer at the local shelter every weekend to help care for the animals.

5. a. Complete the text with the correct form of 'be able to' or 'can / could' in pairs.

Access To the Internet

In the past, people in rural areas **(1)** _____ (not / access) technology as easily as those in cities. However, in recent years, governments and private companies **(2)** _____ (improve) internet access and mobile connectivity in rural regions. While urban areas **(3)** _____ (adopt) new technologies faster, rural communities **(4)** _____ (benefit) from innovations like online education and telemedicine. Today, people in both cities and villages **(5)** _____ (use) smartphones, but those in urban areas **(6)** _____ (access) high-speed internet more easily. Despite improvements, rural regions still face challenges, as they **(7)** _____ (not / keep up with) the rapid pace of technological advancements.

Track 25

b. Listen and check your answers.

6. Write two sentences about yourself by considering your past and recent abilities. Share your sentences in pairs.

GRAMMAR AUCTION



HOW TO PLAY

- Work in pairs.
- Each pair has got 5000 points to spend.
- Use your points to "buy" the sentences you think are grammatically correct.
- The highest bid owns the sentence.
- Each correct sentence earns 1 star.
- Incorrect sentence = waste of points.
- The winner is the team with the most correct sentences and the most points left.

No	Sentence	Bid	Bought
1	The documents were delivered on time.		
2	The cake was eat by the children.		
3	That email had been already sent by her.		
4	A solution was find yesterday.		
5	I had my car repaired yesterday.		
6	She had her hair cut last week.		
7	He has his phone fixing now.		
8	We are having our house to paint.		
9	I haven't been able to reach him all day.		
10	Were you able to finish the report?		
11	We've been able finish everything.		
12	They had their windows cleaned last Friday.		
13	He was be promoted after the meeting.		
14	We are having paint our garage next week.		
15	She was be able to solve the problem.		

Follow-up: Work in groups. Go over all sentences together and clarify grammar points that caused confusion.

Digital Task

5 Reading

1. a. Read the text quickly and answer the question.

What is the main purpose of the text?

a) to warn about floods

b) to show help after a disaster

c) to describe flood effects

NEWS FOR TODAY ! TUESDAY, March 25

COMMUNITY UNITES TO HELP FAMILIES IN NEED



On March 20, 2025, Nashville, a city in the USA, was hit by a severe flood. A fundraiser was organised by a foundation to provide support for families struggling after the flood. First, donations were collected, and a local Non-Governmental Organisation (NGO) distributed food and medical supplies. Also, the mayor had emergency centers and a homeless shelter built to provide safe housing for affected families. The mayor of the city called the community's assistance "truly rewarding."

Many volunteers were able to join, and free medical check-ups were provided. Then, a cooperation was formed to rebuild schools and create inclusive spaces for people with disabilities. Next, special programmes were arranged for children who had lost their school materials.

An ambulance was donated by another foundation, concerned about the lack of emergency services. Finally, local businesses stepped in to offer financial aid, and several workplaces became donation centres. So, awareness was raised about the crisis. A volunteer said, "Many people were able to receive the support they needed, and I am proud to be a part of it".

b. Read the text again and tick (✓) the questions that have answers in the text.

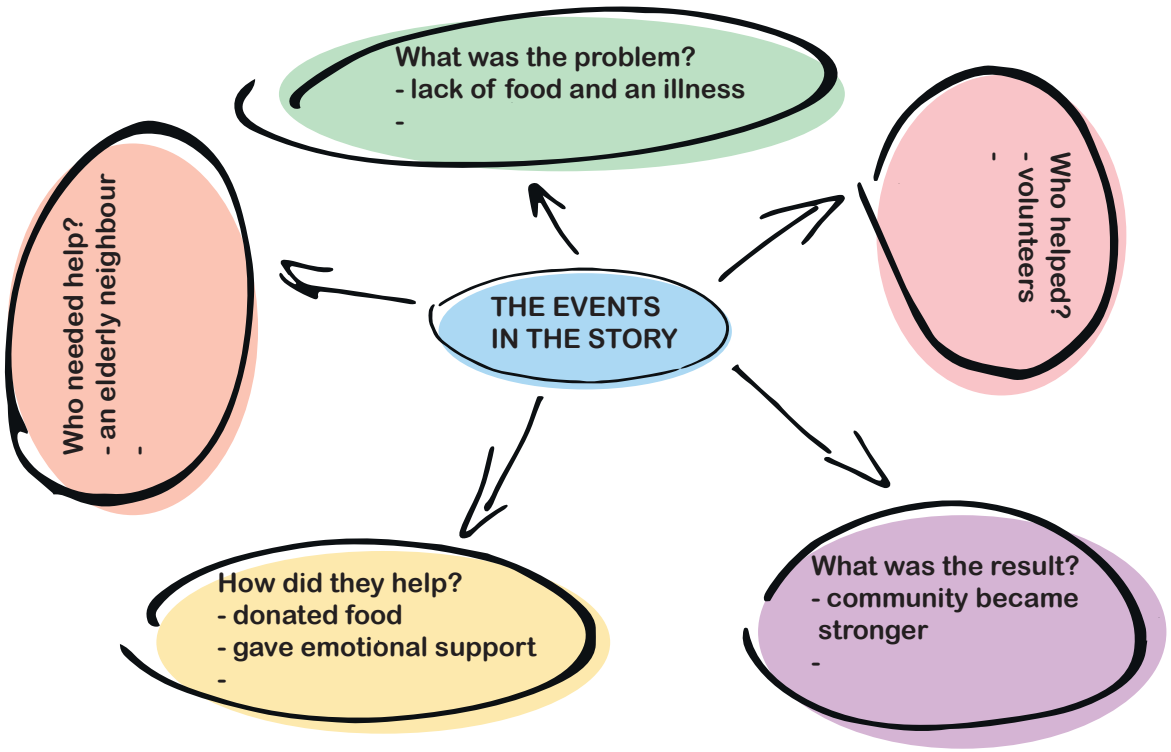
- ☐ 1. When was the event organised? Where was it?
- ☐ 2. Which organisations took action to support the affected families?
- ☐ 3. How many people were affected by the flood?
- ☐ 4. What kind of assistance was given to people with disabilities?
- ☑ 5. Why was an ambulance donated?
- ☐ 6. How did the people feel after the flood?

2. Discuss the questions with a peer.

1. What problems do people in your city struggle with?
2. Do you know any NGOs in your city? How do they support people in need?
3. Have you ever taken action to help someone? What did you do?

5 Writing

1. a. Think of a story about people who need help in your city and how they overcome their difficulties. To create a new story, look at the examples in the mind map and write the necessary information for your new story.



b. Think of the expressions you wrote in the mind map and write sentences as in the example.

a) Last winter, an elderly lady moved into our neighbourhood.

b) She was desperately in need of food.

c) First, I called my friends to organise a charity event.

d) Then, the food was donated by the mayor and the lady was given emotional support.

e) Finally, the lady and the community became stronger together.

2. Write a paragraph about an event that tells the story of people in need.

3. Check your peer's paragraph. Put a tick for the part if it is included.

1	Setting the Scene	(Where & When?)	
2	Help Arrives	(Who helps and how?)	
3	Key Volunteer	(Who made a difference?)	
4	The Way of Helping	(What was done by others?)	
5	People's Feelings	(How did people feel?)	

5 CLIL & Culture

1. Read the text quickly and look at the pictures. Match the headings to the paragraphs.

a) Checking For a Damage ___ b) Mapping and Scanning ___
c) Monitoring Animals ___ d) Aerial Spraying and Seeding ___

Drones are transforming nearly every industry, and agriculture is one of them. They are enable to produce healthier crops more efficiently, combining low-cost solutions with high-tech innovations.

1



During planting and growing seasons, farmers no longer need to use heavy machinery or tractors. Instead, drones can efficiently spray water, herbicides, and pesticides. These smart drones can also spread seeds and fertilisers. They can operate at high speeds autonomously. It helps farmers save time and reduce waste. Also, this makes farming more efficient and increases crop production.

2



Farmers and ranchers use drones to check on their herds. Drones can fly over large areas and find the herd quickly. This helps farmers keep their livestock safe and respond fast in case of an emergency.

3



Drones can also create highly detailed maps of farmland with a special technique called photogrammetry. The drone flies over and captures aerial images widely. Some advanced drones have thermal sensors so they can monitor soil health and water drainage.

4



If there is a storm or disaster, drones can check the fields and crops very quickly. Some drones have thermal cameras to find damaged areas. It is also safer to send a drone before people enter the area. This helps farmers see the damage and decide what to do next.

2. Read the text again and find the unrelated word for each paragraph.

Aerial Spraying and Seeding: Fertiliser, Drone, Spraying, Tractor
Mapping and Scanning: Camera, Soil Health, Storm, Photogrammetry
Checking For a Damage: Livestock, Disaster, Thermal Camera, Storm
Monitoring Animals: Herd, Livestock, Pesticides, Rancher

3. Read the text carefully and answer the questions in pairs.

1. What technique do drones use to create detailed maps?
2. How do drones help during the planting season?
3. Why is it safer to use drones before sending people to check for damage?

5 Story

1. **Look at the pictures in the strip story. Do you think it is a smart city?**
2. **Read and listen to the strip story and answer the questions.**
   1. How do the children help the mayor make the city cleaner?
   2. What does the mayor do to make the city smarter?
   3. Do you think your city is clean and smart?

Track 26



5 Reflection & Project

1. Write a short magazine article about how technology is changing life in your city.

- Gather information before writing.
- Add photos, quotes and examples in your article.
- Present your article in your class.

2. Which of the following have you done in your neighbourhood lately?

☐	Say hello to a neighbour.
☐	Invite a friend to play together or visit someone.
☐	Help someone carry something.
☐	Take care of a pet/street animal.
☐	Pick up rubbish.
☐	Wait your turn in a queue.
☐	Water a plant or garden.
☐	Use polite words like “please” and “thank you”.



3. Write one thing from the list you haven’t done yet but want to try this week.

I will try……...

4. Read the statements. How do you feel about them? Tick the boxes.

	Frozen	Warming up	On fire
I can understand the vocabulary of helping people in need in the neighbourhood and the city; technology in cities and rural areas.	☐	☐	☐
I can narrate past events with the focus on the action.	☐	☐	☐
I can describe situations where someone arranges or causes another person to do something for them.	☐	☐	☐
I can express past abilities.	☐	☐	☐
I can express continuation or the result of the ability over time.	☐	☐	☐
I can write about the role of the technology and how it changes the life in the cities and rural areas.	☐	☐	☐

Digital Task

5. Work with a peer. Scan the pages of Theme 5 and take turns to ask and answer the questions.

1. Which visuals do you like the most?
2. What is one important thing you have learned from this theme?
3. What are five words that you remember?

THEME 6

Life in the World & Culture

SUB-THEMES

- Healthy food and unhealthy food in the world (ecological food)
- International sports, films and musical events



WELL-BEING P. 157

EBA

Overview of the Theme

Functions of the Grammatical Structures in Use

- Expressing how someone will adapt to new habits and situations
- Describing future events or actions where the focus is on the outcome or the object
- Confirming information, checking understanding, and/or seeking agreement
- Describing actions or events that will be happening at a particular time in the future

Link it up!

Social Language Expressions

- The sports event went viral as one of the best of the year!
- The concert was a feast for the senses!
- You are what you eat!
- An apple a day keeps the doctor away!

Digital Story

Watch the digital story. What is it about?



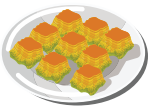
WORLD CUISINE



Turkish cuisine


KEBAB


PIDE


BAKLAVA


LENTIL SOUP


TACOS
Mexico


CROISSANT
France


CURRY
India


PAELLA
Spain


BORSCH
Ukranian


FISH AND CHIPS
England


CHEESEBURGER
USA


BIBIMBAP
Korean





GE DAY

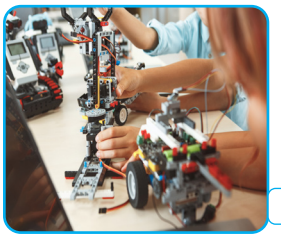




6 Listening & Watching

1. a. Watch the digital story and tick the related pictures.







b. Watch the digital story again and tick the sentences you hear.

- ☐ Remember: You are what you eat!
- ☐ He inspired a whole generation of young athletes.
- ☐ Eating seasonal fruits and vegetables is better for our health.
- ☐ Halay is a traditional Turkish dance that symbolises togetherness.

2. a. Complete the diagram using the words / phrases in the box and check your answers in pairs.

Korean Bibimbap / Olympic games highlights / a folk dance / protein and fats / a concert / a booklet about TV series / young athletes

CULTURAL EVENTS

Music & Film	Food	Sports	Traditions

b. Think and write one example for each heading using your own words. Compare and discuss in pairs.

Lentil soup is an example of food.

Volleyball is an example of sport.

3. a. Look at the pictures on pages 108&109 and point the ones that show:

- national costumes
- sports-related activities
- healthy and unhealthy dishes

b. What similarities can you find between the picture on pages 108&109 and the digital story?

4. a. Read the sentences below. Add one more sentence about an event in the digital story.

	a. The students watch the highlights of the Olympic Games with excitement.
	b. During the dance show, everyone has fun and enjoys the lively atmosphere.
	c. Ms Carter shows Mete Gazoz and talks about how he inspires young athletes.
	d. Maya and her friends talk about avoiding unhealthy snacks.
	e. In the classroom, the students share their thoughts about the event they attended.
1	f. The students explore healthy international food at the fair.
	g.

b. Put the sentences into the correct order and discuss your answers in pairs.

Pronunciation

Track 27 Track 28 Track 29

1. Listen to Track 27 and notice the sounds with the coloured letters. Then practise in pairs.

Daniel: Did you watch the football game last night?

Sophie: Yes, the football match was amazing!

Daniel: Are you planning to watch the final at home?

Sophie: Yes, I never miss the chance to watch it with my parents.

2. a. Listen to Track 28 and circle the odd one.

1. obvious / opposition / object / opaque
2. performance / programme / permission / psychic
3. calm / would / half / glass
4. screen / column / down / win

b. Compare your answers with your peer.

3. a. Look at the coloured letters in the words in line A and match them to the words with the same sounds in line B in pairs.

A	1) manage __	2) nation __	3) amazing __	4) own __	5) programme __
B	a) process	b) obey	c) thing	d) medal	e) know

b. Listen to Track 29 and check your answers. Listen again and practise.

4. Read the tongue twister aloud. Say it as fast as you can.

Polite monkeys in long robes sang songs on London's colourful boats.

6 Vocabulary

1. a. Watch the digital story and choose the correct option to complete the sentence.

Ms. Carter and her students are visiting this fair to _____.

a. learn how to cook Korean food

b. see how people and countries connect through food and sports

b. Watch the digital story again. Write at least one word / phrase you hear for each heading. Then compare your answers with your peers.

Food	Culture	Sports

2. Read the text about digital story quickly and circle the words / phrases you don't know.



In the story Maya, Ryan and Selin visit the school fair. They explore how food, sports and culture can connect people there. They learn that farmers use old fruit, vegetables and leaves as natural compost. Liam says his family grows their own fresh crops because they like producing their own vegetables and herbs.

Ryan sees Korean Bibimbap. He learns that it is one of the fibre-rich foods because it includes vegetables, grains and other healthy ingredients. Ryan says a balanced diet has protein, fibre and different useful nutrients. Selin agrees and says that people should avoid processed meat, such as meat with harmful additives or extra chemicals.



Later, they see Mete Gazoz. His success inspires young people and makes them want to work harder. Ms Carter says festivals help everyone see different traditions, languages, and lifestyles together by supporting cultural diversity.

Finally, students watch halay and see everyone join hands and move together as an example of strong unity. Halay also carries Turkish identity and culture, so it is a representative of Turkish tradition. This fair is a good example of cultural exchange where students from different countries join the dance, share music and traditions, and learn from one another.

3. Work in pairs. Read the summary carefully. Find and write the clues for the words in italics and discuss their meanings.

E.g. Farmers prefer *compost*. They use **old fruit, vegetables, and leaves.**

1. Liam's family produces their own *crops*. They grow fresh _____.
2. Ryan learns about *fibre-rich foods*. Bibimbap includes _____.
3. Ryan talks about a *balanced diet*. It has _____.
4. Selin says people should avoid *processed meat*. It has _____.
5. Mete Gazoz *inspires* young athletes. Because he _____.
6. Ms Carter talks about *cultural diversity*. Festivals are _____ .
7. Halay creates *unity*. Everyone _____.
8. Halay is a strong *representative* of Turkish culture. It _____ .
9. The fair shows *cultural exchange*. Students from different countries _____.

4. Work in pairs. Match the words / phrases with their definitions and compare your answers with your peer.

☐ 1. foods like fruits and whole grains	a. inspire
☐ 2. sharing ideas and traditions between cultures	b. crops
☐ 3. being together or working as one	c. compost
☐ 4. someone / something that acts for or symbolises others	d. processed meat
☐ 5. variety of cultural or ethnic groups	e. representative
☐ 6. eating varied foods in proper proportions for health	f. cultural diversity
☐ 7. plants grown for food or other uses	g. cultural exchange
☐ 8. meat preserved by smoking, curing, or adding chemicals	h. unity
☐ 9. decayed organic material used for plants	i. balanced diet
☐ 10. to motivate or encourage creativity or action	j. fibre-rich food

5. Work in pairs. Talk about a traditional dance or cultural element from your region by using the words / phrases in *Exercise 4.*

E.g. *Horon is a traditional dance from the Black Sea region of Türkiye.*

6. a. Work in pairs. Use the words/phrases in *Exercise 4* to complete the text.

THE COMMUNITY GARDEN

The community garden project became a centre for **(1)** _____ as people from different backgrounds shared their traditions and recipes. Maria, a nutritionist, encouraged everyone to eat a **(2)** _____ and include more **(3)** _____ like fruits and vegetables. She also advised limiting **(4)** _____, such as sausages, to improve health. Ahmet, a farmer, taught the group how to grow **(5)** _____ like corn and beans and use **(6)** _____ to enrich the soil. The garden became a symbol of **(7)** _____, bringing people together to work toward a common goal. The mayor sent a **(8)** _____ to support the project, praising its efforts to celebrate **(9)** _____. The success of the garden even began to **(10)** _____ other towns to start similar initiatives.

Track 30

b. Listen and check your answers.

7. Work in pairs. Make dialogues using the given words / phrases and the prompt as in the example. Give feedback to each other.

E.g.

A: Do you take part in any cultural exchange activities at school?
B: Yes, I do. / No I don't.
A: What did you learn from other cultures?
B: I learned ...

Do you... ?

take part **use** **eat** **try** **think** **know**

a cultural exchange · a representative · a balanced diet · fibre-rich foods · processed meat · cultural diversity · inspire · crops · compost

Build-a-Story Challenge

* **Write a story in groups of 5.**
* **Take turns to write 2 meaningful sentences using at least one word in the box.**
* **When your story is complete, choose a speaker to read it aloud.**
* **Choose the funniest story of the class.**

a balanced diet	fibre-rich	compost	processed meat
crops	cultural exchange	unity	
to inspire	representative	cultural diversity	

1



2

3

4

5

Digital Task

6 Grammar

1. a. Watch the digital story. Read the sentences and pay attention to the words in bold.

Liam: (1) We**'ll probably be dancing** more styles like this next year, won't we?

Ryan: (2) Look at this booklet! A new TV series **will be broadcast** next week.

Digital Story

b. Watch the digital story and write down the sentences that are similar to the ones above.

c. Compare the sentences you have found in pairs. Discuss the similarities and differences between them.

d. Work in pairs and analyse the sentences in Exercise 1.a.

a. Look at sentence 1 in Activity 1: Is the focus on who broadcasts the series or is the focus on the broadcast itself?

b. Look at sentence 2 in Activity 1: Does this action happen in a single moment, or is it an ongoing process in the future?

e. Read the sentences and complete the rules.

1. To focus on a future result / event, we use: Will be + ...

2. To focus on an ongoing future action, we use: Will be + ...

2. a. Complete the text with the suitable form of the verbs in pairs.

The Future of Food!



In the upcoming years, healthier food options **(1)** *will be served* more frequently in restaurants and cafeterias. Organic fruits and vegetables **(2)** _____ (replace) the processed ingredients. While this is happening, sugary snacks **(3)** _____ (remove) from school menus. Over time, new food guidelines **(4)** _____ (introduce) to promote better eating habits. By next year, people **(5)** _____ (prepare) more health-conscious meals in kitchens. However, fast food chains **(6)** _____ (promote) their unhealthy meals, even as healthier alternatives **(7)** _____ (encourage) by experts who have concerns about public health.

b. Check your answers with the whole class.

3. Think and share your ideas in pairs.

"What kinds of food will people be eating in restaurants, schools and homes in the future?"



I think people will be eating less fast food in restaurants.

6 Grammar

4. a. Read the sentences below and pay attention to the bold parts.

1. Students **will get used to eating** healthier meals at school.

2. My sister stays up late every night but she **will get used to going** to bed early when school starts.

b. Read the Snapshots from the story below and find similar sentences with 4.a. Then talk about the similar points of the sentences in pairs.

- **Ms. Carter:** I think our new exchange students will get used to the atmosphere very quickly.
- **Ms. Carter:** Students will get used to performing traditional dances from around the world.
- **Selin:** "I don't usually eat spicy food, but I think I will get used to eating Bibimbap soon.

c. Compare the sentences in pairs Then discuss the similarities.

d. Discuss the question below in pairs.

Do the students already know the dances, or are they still becoming familiar with them?

e. Work in pairs. Compare your answers and write a rule.

.....

f. Compare the rule you have written with the whole class.

5. a. Complete the text with the suitable form of "get used to / be used to" **in pairs.**

When we travel to new countries, we **(1)** _____ trying different foods. For example, I **(2)** _____ eating sushi for lunch when I lived in Japan. It was hard at first, but now I **(3)** _____ it and I enjoy it every day! Because of my job, I travel to different countries and sometimes I stay there for a long time. Next month I will move to Italy and I guess I **(4)** _____ eating pasta every day. Also, I **(5)** _____ the hot weather there. People **(6)** _____ many things over time that they have never thought about.

Track 31

b. Listen and check your answers.

6. a. Work in pairs. Take turns to say and respond to the situations as in the example. Add one more situation.

E.g.



"I'm moving to another city".

"In my new school, I must wake up earlier".

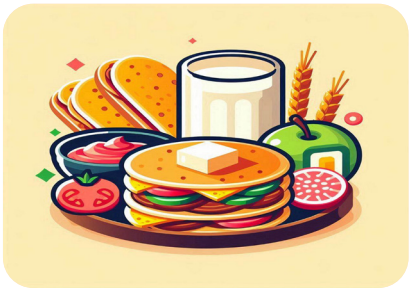
"We'll start doing sports very early every morning".

b. Share your role play with the class.

Think About the Future!

1. Write a prediction about your peer for each category below. Use "will be doing" and "will get used to" to make the predictions.

FOOD



_____

_____.

SPORTS



_____

_____.

MUSIC



_____

_____.

FILMS



_____

_____.

2. Work in pairs. Take turns to share your predictions with your peer. Use your notes from the table. Act like you're presenting a "news story from the future". Swap roles after each category.

Example:

You: In 2035, you'll be eating insect burgers every weekend.

Peer: What? Why do you think that?

You: Because all the other food will be too expensive!

Peer: Hmm... maybe. Do you think I'll get used to the taste?

3. Work in groups of 3-4. Choose the funniest, most believable, or most surprising prediction you heard.

- Vote as a group: Which prediction wins in each category?
- Write the group's winning predictions here:

Food	
Sports	
Films	
Music	

Digital Task

6 Reading

1. **Read the first paragraph of the text quickly to complete the sentence below. Then share your ideas with the whole class.**

   "The text is mainly about ____".

2. **Read the texts in a jigsaw design in four groups. Read your paragraph and decide which of the following sentences below best fits into it. Then share and discuss within the group.**

   1. His incredible strength and technique inspired millions.
   2. The Olympic Village is a great example of globalisation, where participants live together in unity.
   3. New records will be broken, and unforgettable moments will be created.
   4. The future of the Olympics looks bright, as more young people dream of becoming athletes.

3. **Discuss and decide on a title for the whole text within the group.**

The Olympic Games have a long history, but the modern Olympics started in 1896 and have grown into a global event. Every four years, athletes from around the world unite to compete.

Student A

The Olympics are more than just a competition; they are a celebration of cultural diversity. Athletes and sports fans from different backgrounds come together, creating a unique cultural exchange. Many traditions are preserved through the games, and people get inspired by meeting new cultures.

(1- ……) Visitors will get used to experiencing new traditions, trying different cuisines, and learning about other countries.

Student B

During the Olympics, millions of people watch live screenings of their favourite events. The atmosphere in the stadium is electric as the teams compete for medals. A world champion will be crowned in each sport, and a winning team will celebrate its success. **(2- ……)** The events will be broadcast on international TV channels, allowing sports fans from every corner of the world to enjoy the excitement.

Student C

The first Turkish gold medal was won by Yaşar Erkan in 1936 in wrestling. In weightlifting, Naim Süleymanoğlu, known as "Pocket Hercules," made history by winning three consecutive gold medals in 1988, 1992, and 1996. **(3- ……)** In recent years, Türkiye has also gained recognition in other sports, such as boxing and taekwondo. The next generation of Turkish athletes will be training hard to bring more medals to their country.

Student D

The Olympic Games will continue to unite people and inspire future generations. In the coming years, new sports will be added, and more athletes will participate. Cities that host the games will invest in modern stadiums and sustainable projects. The event will be organised with a strong emphasis on unity and cultural diversity. **(4- ……)** Maybe, you will be one of them.

6 Writing

1. Share your ideas about the questions below.

1. Which sports are in the Olympics? What's your favourite?
2. Do you think being an Olympic athlete is easy? Why or why not?
3. Would you like to be an Olympic athlete? Why?

2. a. Read Ayşe's e-mail and decide with a peer. The text is about…

a) an inspiring young Olympic athlete and her plans.

b) a gold medallist and her success in the Olympics.

New message

To committee@olympics.com

Subject Letter of Application

Hello! My name is Ayşe, and I'm 12 years old. I live in Antalya, a beautiful city by the sea. I am a Yörük girl. I live in a village, which means my family has a strong connection to nature and traditions. I love running, swimming, and playing outside. My favourite subject at school is physical education because I enjoy being active and challenging myself.

My dream is to become an Olympic athlete one day. I want to represent Türkiye in the Olympics and win a medal for my country. I understand the significance of the Olympics because they bring people from different cultures together and inspire young athletes around the world. I'm inspired by Buse Naz Çakıroğlu, the Turkish boxer who won a silver medal at the 2020 Tokyo Olympics. She showed me that with hard work and determination, anything is possible. To achieve my dream, I know I need to embrace a healthy lifestyle, eat nutritious and pesticide-free food, avoid overeating, and train regularly. I will get used to waking up early every morning, and I will also get used to following a strict training schedule.

In the future I hope to find a sponsor who can support me in my journey to the Olympics. So, I can compete in the Olympics and even celebrate my success with my family while watching a beautiful firework show. Thank you for your time and consideration.

Your sincerely,

Ayşe

Send

b. Read the e-mail again and circle the things Ayşe talks about in the email.

dream family exams inspiration
training programme friends past achievements

3. Imagine that you are preparing to be an Olympic athlete. Write an email to the Olympic Committee to apply for the qualifiers. In your text, introduce yourself, your plans, and the things you will get used to. Do not forget to add your enthusiasm.



1.a. Look at the pictures a-e. Guess and tick: Which ones are fibre-rich foods?

b. Make a search to check your answers.

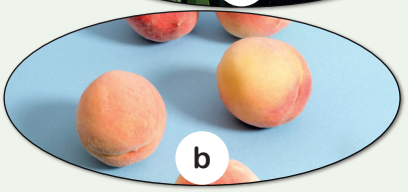
2. Read the text quickly and guess: What is it about?

Eating healthy food is essential for staying strong, feeling energetic, and maintaining a balanced lifestyle. A nutritious diet includes a variety of fruit, vegetables, protein, fibre-rich food, and plenty of water. It is important to limit the consumption of junk food, processed meats, and trans fats to protect health.

3. Are your eating habits healthy? Take the quiz below and find out! Tick the boxes.

Always (A): 3 points, Sometimes (S): 2 points, Never (N): 1 point











I prioritise the consumption of organic food over processed foods. A S N

I eat protein-rich foods like eggs, fish, and beans regularly. A S N



I include fibre-rich food like whole grains, nuts, and seeds in my daily diet. A S N



I try to avoid processed meats like sausages. A S N

I limit my intake of junk food and foods that contain trans fats. A S N



I consume enough fruit and vegetables every day. A S N

I drink plenty of water and choose healthy snacks instead of sugary treats. A S N



I check food labels to avoid unhealthy ingredients like trans fats and excessive sugar. A S N

I try to cook meals at home instead of eating fast food. A S N

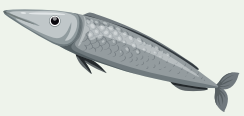


I eat at regular times and avoid skipping meals. A S N

SCORES

- **30-21 - Healthy Eating Champion:** Congratulations! You have a healthy and balanced diet. Keep up the great habits and continue making good food choices!
- **20-11 - Needs Improvement:** You might need to improve your eating habits. Try to consume more nutritious foods and reduce unhealthy options. Small changes can make a big difference!
- **10-1 - Unhealthy Eating Habits:** You may need to learn more about nutrition. Start by making small changes and becoming more aware of what you eat.

4. Share your score and the comments about the score with a peer.







6 Story

1. **Look at the pictures quickly. What do you see on the table?**
2. **Read and listen to the picture strip story quickly and answer the questions.**
   1. Who are they?
   2. What are they talking about?
3. **Read the picture strip story again and answer the questions. Share your answers with your peers.**
   1. What does Emma think about Kaya's food?
   2. How does Kaya react to Emma's advice?
   3. What do you think about the meals? Which one do you prefer?

Track 32



6 Reflection & Project

1. Imagine you have visited two countries to learn about their food, sports and music. Write a short paragraph for each country and Türkiye.

- In your paragraphs, write about;
  - * a healthy or traditional food
  - * a popular sport
  - * a cultural event like a music festival
- Add colourful drawings and the name of each country in the paragraphs.
- Share your paragraphs with your class.

2. Work with a peer. Scan the pages of Theme 6 and take turns to ask and answer the questions.

1. Which visuals do you like the most?
2. What is one important thing you have learned from this theme?
3. Write five words you remember.
4. Which activities did you enjoy doing with your pair? Draw emojis!

3. Look at the pictures below and the statements in the table. How do you feel about the statements? Tick the boxes.



JUST STARTING



IN TRAINING



THE CHAMPION

	JUST STARTING	IN TRAINING	THE CHAMPION
I can understand the vocabulary about healthy food and unhealthy food in the world; international sports, films and musical events.	☐	☐	☐
I can emphasise ongoing activity or progression in the future.	☐	☐	☐
I can express how someone will adapt to new habits and situations.	☐	☐	☐
I can describe future events or actions focusing on the outcome or the object.	☐	☐	☐
I can write about food, sports and music of some countries.	☐	☐	☐

Digital Task

THEME 7

Life in Nature & Global Problems

SUB-THEMES

- Influence of technology on global issues (health)
- Influence of technology on problems and solutions about nature



WELL-BEING P. 157

EBA

Overview of the Theme

Functions of the Grammatical Structures in Use

- Giving information or extra information about the subject or object mentioned in a sentence
- Forming nouns from verbs with the -ing

Social Language Expressions

- Let's go green by using less plastic!
- The writing on the wall is clear: we need to protect the environment!
- Her new idea about protecting green areas is making waves!
- An urgent step in the right direction with technology is needed!

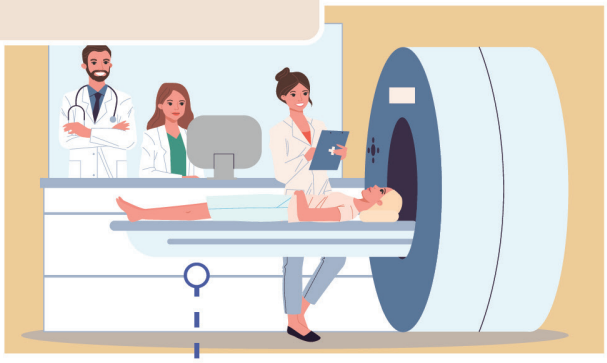
Link it up!

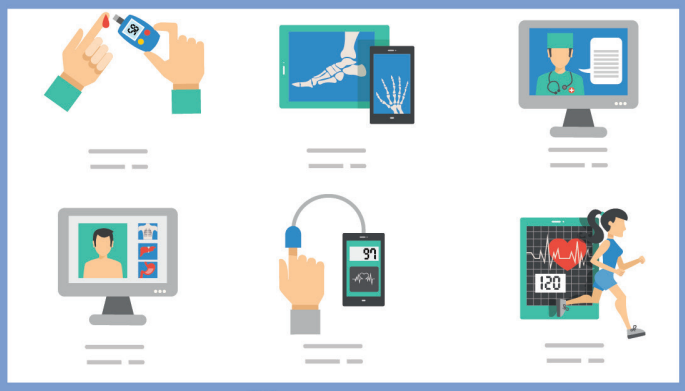
Digital Story

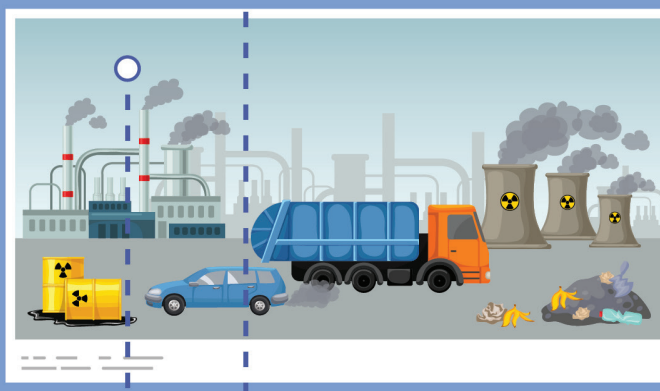
1. Watch the digital story.
What is the topic mainly about?
a. Technology, Health and Environment
b. Sports and Entertainment in Nature

TECHNOLOGY ON GLOBAL ISSUES

Presentation by Prof. YILMAZ
(Guest speaker)

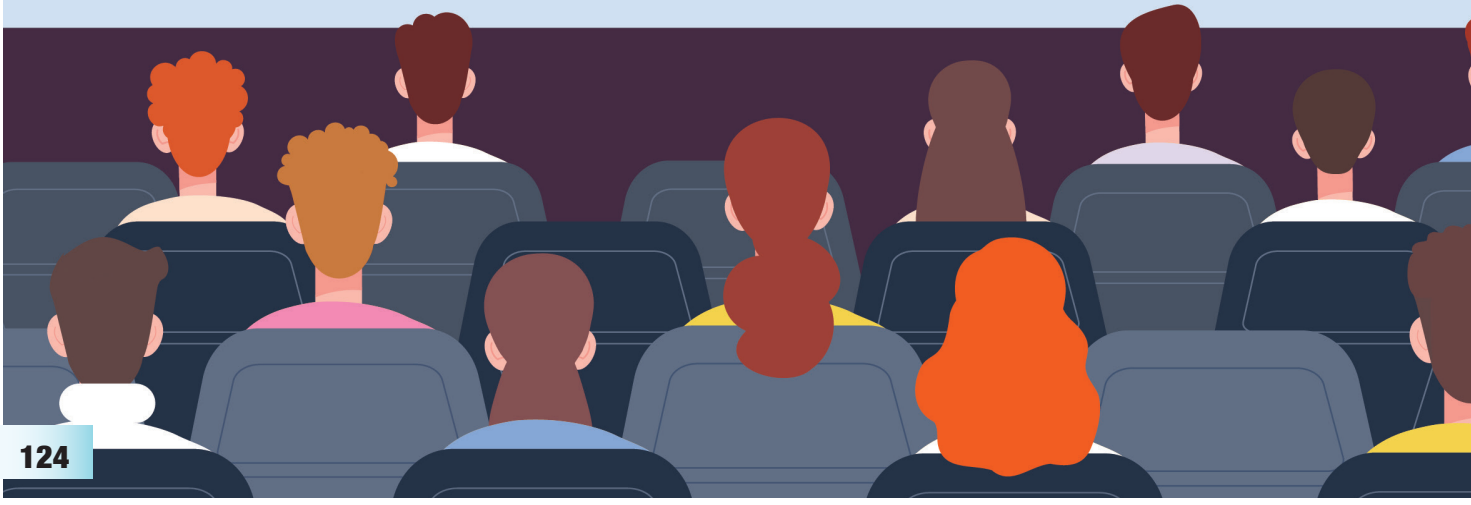














7 Listening & Watching

1. Watch the digital story and tick the related pictures.



☐ technology in health



☐ natural energy sources



☐ cooking



☐ nature

2. Complete the chart using the sentences below and check your answers in pairs.

1) Doctors use technology to identify diseases.
2) New farming methods protect nature.
3) Smart systems help during medical emergencies.
4) Sustainable energy sources protect the planet.

The Influence of Technology on

Health	Nature

3. Watch the digital story again. Read the statements and decide whether they are true (T) or false (F).

1. Liam believes some new kinds of energy can reduce harmful gases in the air. **T / F**
2. Selin says that technology helps to identify illnesses at an early stage. **T / F**
3. Dr Miller, who is an expert in technology, stated that securing data is critical. **T / F**
4. Dr Miller states that overuse of technology during the pandemic caused health issues. **T / F**
5. Liam says that genetically changed crops always benefit ecosystems. **T / F**

4. Look at the pictures on pages 124&125 and answer the questions.

1. What do you see in the picture? Where are the people?

   _____.

2. How many slides are there related to health care?

   _____.

5. a. Read the sentences below. Add one more sentence about an event in the digital story.

	a. Liam has concerns about the privacy risks of technology in healthcare.
	b. Dr Miller explains how new systems were used during the spread of the virus.
	c. Selin explains how smart systems help people stay healthy.
1	d. Selin notices a sign and initiates a discussion about protecting the planet.
	e. Liam explains his research on new energy sources.
	f. They all agree that technology should be used wisely for a better future.
	g.

b. Put the sentences into the correct order and discuss your answers in pairs.

Pronunciation

Track 33 Track 34 Track 35

1. Listen to Track 33 and notice the sounds with the coloured letters. Then practise in pairs.

Lucy: Do you think technology can help protect nature?

Ege: Yes, using new systems can support sustainability.

Lucy: I agree, but we must use resources wisely.

2. a. Look at the coloured letters in the words in column A and match them with the words in column B in pairs. Then listen to Track 34 and check your answers.

A				B	
1) parent	...	5) island	...	a) aisle	e) significant
2) listen	...	6) chunk	...	b) guide	f) fasten
3) disease	...	7) true	...	c) jungle	g) reason
4) sustainability	...	8) guess	...	d) party	h) clue

b. Listen again and practise.

3. a. Listen to Track 35 and tick the odd ones.

1.	quality	queue	question	qualify
2.	sustainability	science	show	success
3.	technology	thought	target	tolerance

b. Compare your answers with your peer.

7 Vocabulary

1. a. Watch the digital story and choose the suitable title.

a. Technology, Health, and Nature
b. A Journey to Ancient Cities
c. Sports and Healthy Living
d. School Rules and Responsibilities

Digital Story

b. Watch the digital story carefully. Write three words / phrases about natural problems from the story and share them with your peer.

Natural Problems

2. a. Read the text about the story. Underline the words you don't know. Then share them with your peer.

Selin and Liam discuss how technology can help people and nature. They talk about artificial intelligence systems that help doctors detect diseases earlier by noticing them before they become more serious. These systems can identify even a tiny germ before this organism spreads to large populations. According to Dr. Miller, early treatment can reduce suffering and help doctors heal patients more effectively. Modern healthcare systems also support emergency services during pandemics and other global crises. ome smart devices can activate emergency alerts and use safe electromagnetic signals to share important health information

The characters also discuss environmental problems. Liam explains that commercial farming is common in companies that produce huge amounts of food. He also says that overproduction happens when more food is produced than people actually need. Selin says that wastefulness increases when large amounts of unused food are thrown away carelessly. She also explains that serious contamination happens when harmful chemicals damage ecosystems and natural resources. In addition, some modern technologies can absorb carbon emissions from the air by taking in and trapping these gases to help protect the environment. These systems can also generate clean energy for more sustainable cities.

At the end of the story, the characters agree that responsible technology use is important for both people and nature.

b. Work in pairs. Complete the sentences with the clues in the text about the words in italics. Then discuss your answers with the whole class.

E.g. AI helps doctors *detect* diseases earlier by **noticing.**

1. *Germs* can spread diseases quickly. These small _____.
2. *Commercial farming* is a global problem. Because _____.
3. *Overproduction* happens when _____.
4. *Wastefulness* harms the environment because _____.
5. *Contamination* damages ecosystems and natural resources because _____.
6. Some technologies *absorb* carbon emissions from the air by_____.

3. Complete the definitions as in the example. Then compare your answers with your peer. There is an extra one.

f	1. Overproduction is the act of producing	**a.** or return to health after an illness or injury.
	2. Germ is a small living thing	**b.** making something dirty or unsafe.
	3. Absorb means to take something in	**c.** for business and profit.
	4. Heal means to get better	**d.** that can cause disease.
	5. Wastefulness is using something too much	**e.** or throwing things away carelessly.
	6. Detect means to notice	**f.** more of something than is needed.
	7. Contamination is the presence of harmful substances	**g.** like a sponge or a filter does.
		h. or find something that is not easy to see.

4. Work in pairs. Talk about a technology that can solve a global problem. Use at least three words / phrases in *Exercise 3* and explain how.

E.g. Smart machines can detect and clean dirty air by reducing contamination.

5. a. Complete the dialogue using the words from *Exercise 3*.

Kaan: Hey, Nora! Are you ready to work on our science project about health and the environment?

Nora: Yes! I found some interesting facts. For example, chemicals from farms can cause serious **(1)** _____ of rivers and soil.

Kaan: That's true. And all this **(2)** _____ from **(3)** _____ affects public health through climate-related challenges.

Nora: I agree. **(4)** _____ grows food on a large scale, causing the destruction of nature but some machines can **(5)** _____ harmful carbon from the air and help fix the environment.

Kaan: When it comes to health, one tiny **(6)** _____ can cause a serious illness.

Nora: Thanks to technology, AI now helps doctors **(7)** _____ diseases before symptoms even appear.

Kaan: Amazing! That means people can **(8)** _____ more quickly and get back to their lives.

Nora: Yes! It also helps reduce **(9)** _____ since early treatment stops the illness from getting worse.

Kaan: But not everyone has access to good **(10)** _____ . There are limitations in remote areas.

Nora: You're right. But the use of technology is becoming widespread day by day.

b. Listen and check your answers.

6. Work in pairs. Take turns to choose a role and make a short dialogue. Use the words from Exercise 3. Then act it out.

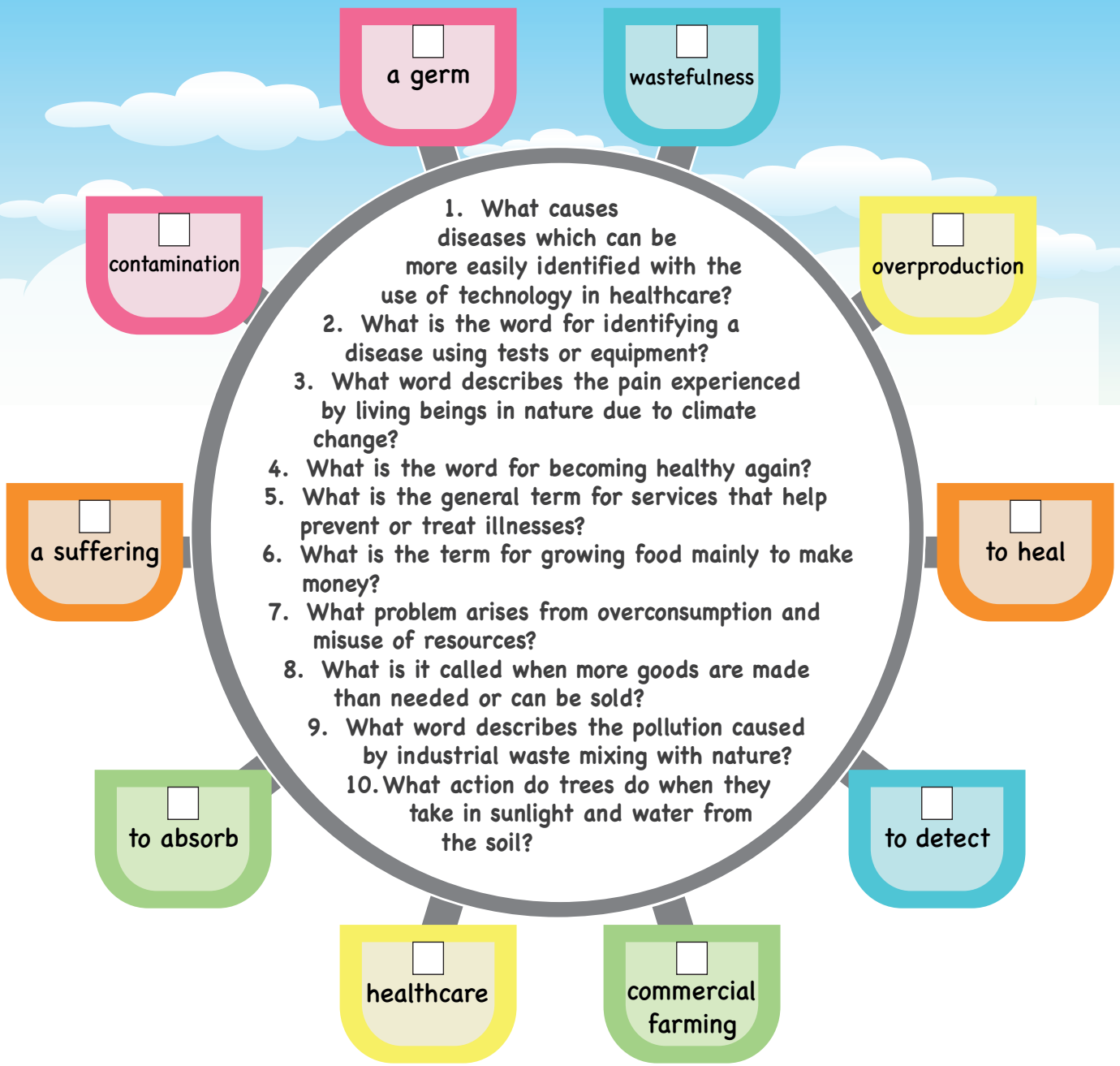
E.g. **Environmental Expert:** Germs can spread diseases very quickly in crowded places.

Tech Developer: AI systems can detect diseases earlier and support healthcare services.

Track 36

7 Vocabulary Game

1. Work individually.
2. Match the target words to their definitions.
3. Swap your books with your peer and compare your answers.
4. Make a sentence with each target word.
5. Take turns to share your sentences with a peer.



Digital Task

7 Grammar

1. a. Watch the digital story. Read the sentences and pay attention to the words in bold.

1. I've been researching biofuels, **which** are innovative alternatives to fossil fuels.
2. Emergency services, **where** AI plays a critical role, also benefit from these advancements.
3. Dr. Miller, **whose** expertise in healthcare is well known, told us that securing data is critical.
4. During that time **when** the pandemic occurred, we used AI to monitor the spread of coronavirus.

Digital Story

b. Read the dialogue. Underline the common points with the ones in Exercise 1.a.

The gym, where we do PE, is brand new.	1	5	I love Wednesdays, when we have PE in the new gym.
She's the doctor whose study is about screen time.	2	6	She's also the one whom we met at the talk.
That clinic, where they use robots, is near my house.	3	7	I went there in May, when they opened a new lab.
Mr Lee, whose company makes smartboards, visited our school.	4	8	His team, whom I spoke to, showed us a demo.

c. Read the dialogues again and write the sentence numbers to answer the questions. Then discuss them in pairs.

Which sentences give:

- information about a place? __1__
- information about a time? _____
- information about a possession? _____
- information about the object of a verb or preposition? _____
- essential information? _____
- extra information between two commas? _____

d. Complete the rules in pairs. Then check your answers as a whole class.

1. We use ..... for a thing or idea.
2. We use ..... for a place or situation.
3. We use ..... for time.
4. We use ..... for possession.
5. We use ..... for a person as the object of a verb or preposition.

2. a. Complete the text with 'when, where, whom, whose' in pairs.

How Technology Is Changing Healthcare

Technology has made a huge impact on healthcare, especially in hospitals. Doctors **(1)** _____ we trust to help us in emergencies, have access to advanced equipment. The hospital in our city, **(2)** _____ I received treatment last year, uses robots for surgery, which is very impressive. I will never forget the day **(3)** _____ I first saw the robots in action. It was incredible! The doctors **(4)** _____ I know in person are trained in using this technology. During my childhood, **(5)** _____ there weren't such advanced tools at the hospital, early detection of diseases was difficult. A friend of mine owns a company, **(6)** _____ ideas are changing how healthcare works. I know a patient **(7)** _____ recovery was much faster thanks to this technology. It's amazing how much healthcare has improved, especially in places like this **(8)** _____ technology is used to its full potential.

b. Check your answers as a whole class.

3. a. Look at the example dialogues. Make similar ones using 'where / when / whose / whom' in pairs.



It is a place where doctors use robots.

Hospital.

It is someone whose ideas changed healthcare.

Scientist / Inventor.



b. Share and compare your sentences with the class.

4. a. Read the sentences below and pay attention to the bold parts.

Swimming is refreshing during hot summer days.
If you want to make a big difference, **caring** for plants can be a good way.

b. Watch the digital story and notice similar sentences to the ones above. Compare, discuss and take notes in pairs. Then write when and how we use such forms.

Digital Story

5. Circle the correct option in pairs. Then listen to Track 37 and check your answers.

Track 37

Spending time in nature has many benefits. **(1) Going / Go** for a walk in the park is a great way to clear your mind. People often find **(2) sit / sitting** by a river very calming, as it allows them to enjoy the sound of water flowing. If you **(3) watch / watching** animals in their natural habitat, you will feel more peaceful. **(4) Camp / Camping** in the forest is an experience many people enjoy, as it connects them to the environment in a unique way. Also, it is a great choice **(5) to pick / picking** wild berries or **(6) to observe / observing** the stars at night.

6. Think about the suggested activities in nature and share your ideas in pairs.

E.g.
A: I think **walking** in nature is calming.
B:To me, **sitting** by a river is relaxing.



RELATIVE CLAUSE DETECTIVES



🎻 The Mystery Begins...
It was Monday morning at the school, and something very important had gone missing: the principal's prized violin, a rare instrument from Italy. It vanished from the music room after the weekend concert.
Detective Grammar was called in to investigate.
There are 10 clues, but each clue is split in half. Only by correctly matching each clue starter with an item from the suspect list and adding the right relative pronoun can the case be solved!

CLUE STARTERS	SUSPECT LIST
1. The students E 2. The locker ___ 3. The concert ___ 4. The teacher ___ 5. The room ___ 6. The case ___ 7. The moment ___ 8. The boy ___ 9. The suspect___ 10. The girl ___	A. took place on Saturday was a big success. B. holds all the musical instruments was locked. C. borrowed the violin without asking was caught. D. held the violin was empty on Monday morning. E. play the cello noticed something strange. F. shoes were muddy claimed he hadn't been in the room. G. helped organise the event said she saw nothing. H. was used for practice was left open. I. we all trusted helped everyone find the clues. J. everyone left the hall was when it disappeared.

Example:
1. The student **who** plays the cello noticed something strange.

BONUS ROUND
Write a new detective clue using relative clauses.
1. _____
2. _____

Digital Task

7 Reading

Track 38

1. a. Read and listen to the first paragraph of the text. What is the main idea of the text?

The Life of Monarch Butterflies

Not all butterflies live just one day! Monarch butterflies, which are famous for their bright orange and black wings, are one of the most well-known butterfly species in the world. They are special because of their long migration. Every year, they travel thousands of kilometres from North America to Mexico, looking for warmer places to survive the winter. This journey, which takes several months, is dangerous, but monarch butterflies continue to follow the same path generation after generation.

b. Read the paragraphs in a jigsaw design in groups of four and match the titles with the paragraphs.

a) Climate Change and Unexpected Weather
b) The Danger of Deforestation
c) Air Pollution and its Effects on Monarchs
d) Water Pollution and the Loss of Drinking Spots



Student A .....

Forests in Mexico, where Monarch butterflies spend winter, are being cut down. That's why these insects struggle. Every year, 5 million hectares of forests disappear, making it harder for them to find shelter. Scientists now use satellite images to track deforestation, providing additional protection for monarch butterflies and their habitats.

Student B .....

Monarchs, which need clean water, face pollution from chemicals and plastic waste. Studies show that over 80% of freshwater sources contain plastic, affecting many species. AI-powered water filters now help remove harmful chemicals, making water safer for butterflies and other animals.

Student C .....

Air pollution, which comes from factories and cars, makes flying harder and damages the plants which monarchs need. Research shows that pollution reduces milkweed plants by 30%, affecting their survival. Scientists now use AI-driven weather models to predict and reduce pollution levels.

Student D .....

Climate change, which affects the entire planet, is disrupting monarch migration. Rising temperatures change their patterns, and extreme weather destroys their habitats. Thus, Monarch populations have dropped by 85% in the last two decades. AI software helps predict climate conditions and create safer zones.

2. a. Take turns to give information about your paragraph within the group. Then, fill in the blanks below together and check your answers.

b. Work within the group and fill in the blanks.

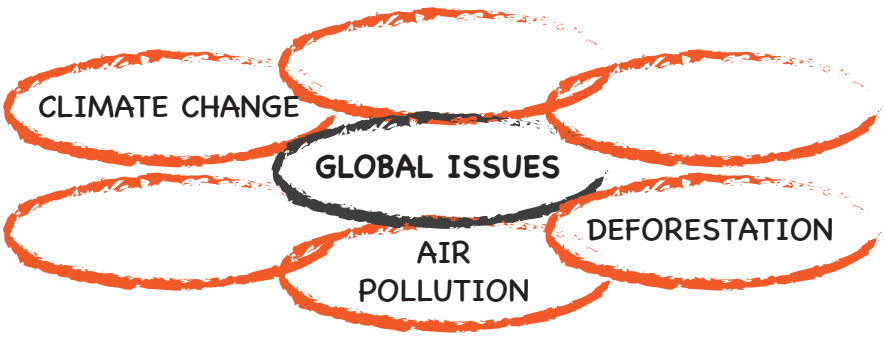
1. Monarch butterflies travel _____ kilometres every year.
2. Every year, _____ million hectares of forests disappear.
3. _____% of freshwater sources contain plastic.
4. The monarch population has dropped by _____% in the last two decades.

Writing

1. Work in pairs and answer the following questions.

1. What surprised you the most about monarch butterflies?
2. What can you do to help monarch butterflies?
3. Which global problem do you think is the most serious? Why?

2. Write down some global environmental problems that you think are important.



3. Write sentences as in the examples below to give some extra information about the subject.

Example: *Monarch butterflies, which travel thousands of kilometers each year, are at risk because of deforestation.*

1. Air pollution, ...
2. Wild animals, ...

4. a. Write a paragraph about one global environmental problem and how we can solve it using technology or artificial intelligence. Your writing should include:

1. Describe the problem clearly. (What is it? Why is it important?)	
2. Use combined sentences to add more information about the problem.	
3. Propose a solution using technology or AI.	
4. Explain why your solution will work and how it could help people and the planet.	
5. Add a slogan at the end of your paragraph.	

b. Swap paragraphs with a peer. Put a tick next to the items in the checklist if they are included in your peer's text.

1. Do you know any apps that could help with your health problems?

a. If so, what is the name of it? What are its functions?

b. If not, look for apps that deal with health-related topics.

2 Write the application's name mentioned in the text. ……..



Visiting a Doctor But Not in the Hospital

Emma had a sore throat and a fever. Her mother decided to try something new—seeing a virtual doctor—because she was concerned that she might have an infection. Emma sat in front of a screen instead of going to the hospital, and her mother clicked on an app *SympTech.*

A friendly doctor appeared on the screen. After asking Emma about her symptoms, he scanned her face with artificial intelligence. "You may have a mild throat infection," he said. "But don't worry! I will suggest the best treatment for you." The virtual doctor then looked up her most recent blood test results and medical database to determine whether she had any medication allergies.

The doctor sent a prescription to the pharmacy and reminded Emma to rest. "This will help your body recover faster," he said. The app also helped her monitor her temperature and reminded her to drink water.

Emma felt relief knowing she didn't have to wait for hours in a hospital. "This is so efficient and safe!" her mother said. "It also protects your privacy because your information is secured."

However, Emma's grandfather was not sure. "Can a computer really heal people?" he asked. He was concerned that the use of technology could undermine the actual doctor-patient relationship. "What if they take advantage of our data?" he continued.

Emma gave it some thought. Although she acknowledged that virtual doctors were innovative, she also acknowledged that in serious cases, real doctors were still essential. For example, if an obese patient suddenly becomes unconscious, a virtual doctor alone may not be enough. She smiled as she said, "Perhaps in the future, ..."

3. Read the text carefully and answer the questions.

1. Who are the main characters?
2. Where does the story take place?
3. What is Emma's problem?
4. Why is Emma's grandfather worried?
5. Why are virtual doctors important?

4. Write an ending to complete the text.

.....

.....

.....

.....

7 Story

1. **Look at the pictures of the strip story. How many different places are there in the pictures?**

Track 39

2. **Read and listen to the strip story and answer the questions.**
   1. How does technology help both humans and the environment in the story?
   2. Why do you think Kaya felt hopeful and excited when he woke up?



7 Reflection & Project

1. Make a digital presentation about a global health or environmental issue.

- Examine and explain how technology has helped to address it.
- Include examples, graphs, and pictures.
- At the conclusion of the presentation, include your personal reflection.
- What is the most significant lesson you took away from this study?

2. Circle the technologies that help nature.

Solar panels	Artificial intelligence	Carbon capture technology	Fossil fuels
Smart farming systems	Plastic packaging	Electric cars	Compost bins
Drones for monitoring wildlife	Biofuels	Recycling machines	Wind turbines

3. Discuss within groups of four and then share your ideas.

What can you do to go green in your city or town?

4. a. Read the statements and look at the table below. How do you feel about the statements? Tick the boxes.

Still reading the script: "I need help to learn these better."
Rehearsing my lines: "I understand some parts, but I need more practice."
Oscar-winning performance: "I can confidently do it."

	STILL READING	REHEARSING	WINNING
I can understand the vocabulary about influence of technology on global issues (health); influence of technology on problems and solutions about nature.	☐	☐	☐
I can give information or extra information about the subject or object mentioned.	☐	☐	☐
I can change an action word into a name for the action.	☐	☐	☐
I can discuss the influence of technology on global health and environmental problems and solutions.	☐	☐	☐

b. Work with a pair. Scan the pages of Theme 7 and complete the sentences.

Digital Task

1. My favourite part of the theme is ----.
2. I like the visuals on page ---- the most.
3. Five words I remember are ---- .

THEME 8

Life in the Universe & Future

SUB-THEMES

- Time travel
- Future technologies and their use (robots, robotics)



WELL-BEING P. 158

EBA

Overview of the Theme

Functions of the Grammatical Structures in Use

- Describing an unreal situation in the future about the universe
- Expressing desires, regrets and/or hypothetical situations contrary to the current reality
- Expressing regret or a strong wish for a present or past situation

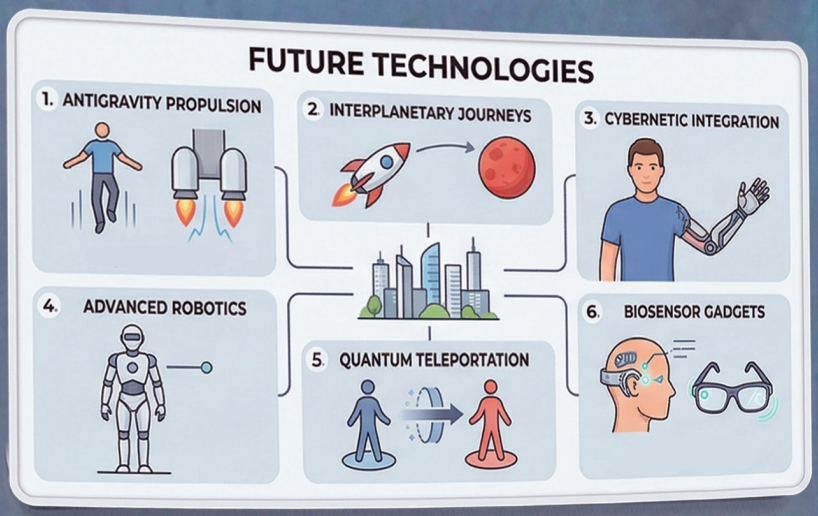
Social Language Expressions

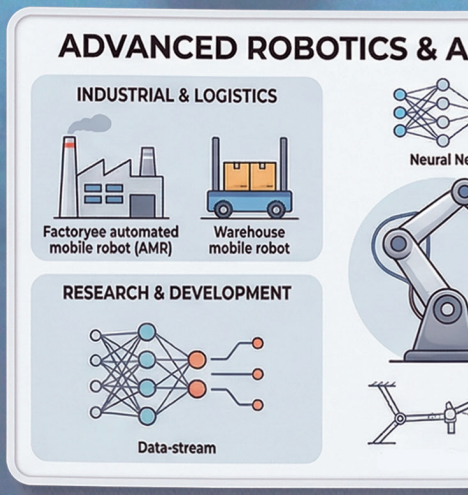
- Building a space colony is like a leap in the dark!
- In robotics, the sky is the limit!
- I felt like I was lost in space when the teacher gave me that maths problem!
- The astronauts will shoot the stars and give the best effort!

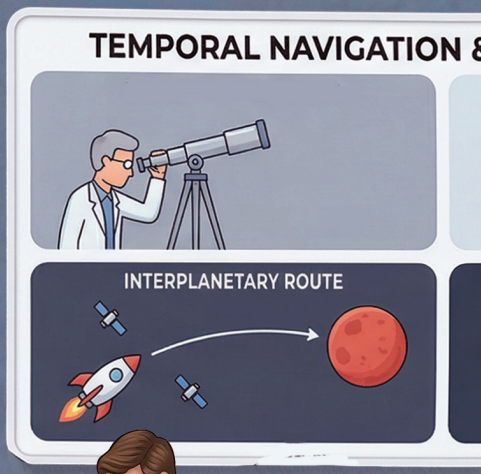
Link it up!

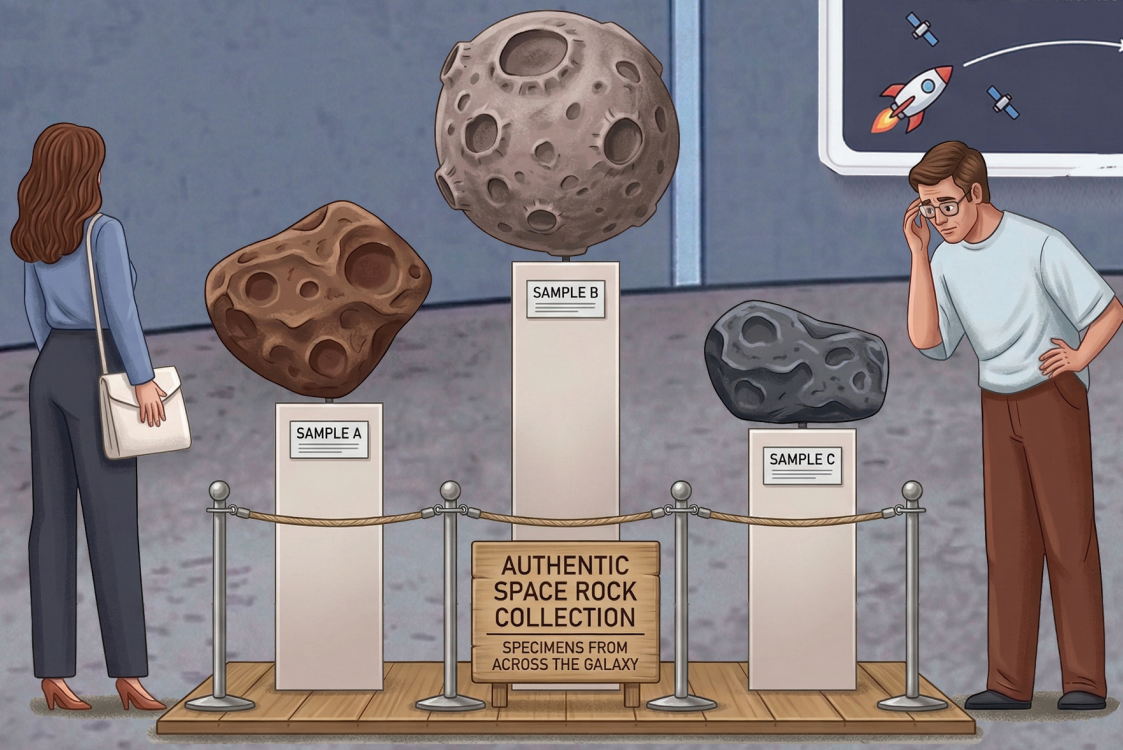
Digital Story

1. Watch the digital story.
What is the topic mainly about?
a. Life in the future with advanced technology
b. Life in the past with old tools and discoveries










UTONOMOUS SYSTEMS
AGRICULTURE & CONSTRUCTION
Simplified farm
One rover
MEDICAL & SERVICE
Operating-robot
Caregiver
& COSMIC JOURNEYS
TIME & SPACE FRAMEWORK
GRAVITATIONAL WORMHOLE
SUSTAINABLE PLANETARY SYSTEMS: TERRAFORMING & BIO-ENGINEERING
Air Recycling
Urban Hydroponics
Solar-Geothermal Grid
Hydroponics
Air Recycling
ORBITAL MIRROR ARRAY
TERRAFORMING PROGRESSION
1
2
3
4

8 Listening & Watching

1. a. Watch the digital story and tick the related pictures.



☐ human robot interaction



☐ signals from space



☐ life in space



☐ technology in farming



☐ an underwater city

b. Watch the digital story again. Tick the phrases you hear and check your answers in pairs.

☐	space colonies
☐	travelling in time
☐	robots
☐	ancient ruins
☐	future technologies
☐	travelling for holiday



2. Read the phrases below and write them under the correct headings. Check your answers in pairs.

1. Travelling back in time
2. Home assistant robots
3. Visiting the future
4. Building houses in space
5. Agricultural robots

TIME TRAVEL	FUTURE TECHNOLOGIES

3. Look at the pictures on pages 140&141 and answer the questions.

1. Where do you think the people are?

_____.

2. Which pictures show a scene from the future?

_____.

4. Read the statements and write T (True) or F (False). Then check your answers with the whole class.

1. Ms Carter talks about past and ancient inventions. ☐
2. Ryan wants robots to help with housework and buildings. ☐
3. Ms Carter says time is not important in space missions. ☐
4. Liam wants to create maps for space travel. ☐
5. Selin thinks Earth should have been valued more. ☐

5. a. Read the sentences below. Add one more sentence about an event in the digital story.

	a. Maya wishes people could travel in time and go to the future.
1	b. Ms Carter starts a conversation about creating a living area in space.
	c. Liam says he would design special maps for safe space travel.
	d. They find out that caring for Earth is just as important as exploring the future.
	e. Ryan imagines using robots to do chores and build things.
	f. Ms Carter says that a small mistake can cause a disaster in space.
	g.

b. Put the sentences into the correct order and discuss your answers in pairs.

Pronunciation

Track 40 Track 41 Track 42

1. Listen to Track 40 and notice the sounds with the coloured letters. Then practise in pairs.

Daniel: If only we could use teleportation.We could visit other planets!
Sophie: And with advanced robots, we could view and run colony systems.
Daniel: That'd be awesome.They could also work in farming and deliver supplies.
Sophie: Exactly! In robotics, the sky is the limit!

2. a. Look at the coloured letters in the words in column A and match them with the words in column B in pairs. Then listen to Track 41 and check your answers.

A				B	
1) world	...	5) use	...	a) only	e) explore
2) wrong	...	6) system	...	b) unite	f) warm
3) complex	...	7) zone	...	c) puzzle	g) exact
4) exist	...			d) write	

b. Listen again and practise.

3. a. Listen to Track 42 and tick the odd ones.

1.	apply	verify	July	company
2.	exam	reflex	text	excellent
3.	wave	weight	wake	wrap

b. Listen and check your answers.

4. Read the tongue twister and try to say it as fast as you can.

* Wendy went with Will to the wild woods.

8 Vocabulary

1. a. Watch the digital story and choose the suitable title.

a. A Journey to Ancient Cities
b. Future Life in Space
c. Sports and Healthy Living
d. School Rules and Responsibilities

b. Watch the digital story carefully. Write two words about robots / robotics and share them with your peers.

Robots / Robotics

2. Read Maya's and Ryan's speeches about the lesson in the digital story quickly and circle the words / phrases you don't know.

Ryan's Speech

If I found a wormhole, I'd travel through that strange tunnel in space and discover different planets. I wish teleportation were possible because people could move from one planet to another instantly. If humans could live in another timeline, life in space might become normal in the future. If I could rewind time, I would change the mistakes people made on Earth before climate problems became worse. Sometimes I think time travel sounds like a mythical legend from science-fiction films, but future technologies may make impossible things real one day.





Maya's Speech

Sometimes, I think people have an over-reliance on machines because they depend on technology too much in daily life. If I could manufacture a robot, I'd design one to help astronauts in space colonies. It would evolve and adapt to new environments very quickly. The robot could also modify its route when it detected dangerous areas in space. It would be accurate enough to repair tools and navigation systems without making mistakes. Robots may become more advanced in the future, but humans should still use technology carefully.

3. Work in pairs. Read the speeches carefully and find the clues for the words in italics, and complete the sentences.

E.g. Ryan talks about finding *a wormhole*. He thinks it's ***a strange tunnel in space.***

1. According to Ryan, *teleportation* could help people _____ .
2. Ryan wants to *rewind* time to _____ before climate problems became worse.
3. Ryan describes time travel as *mythical*. He thinks it sounds like _____ from science-fiction films.
4. Maya thinks people have an *over-reliance* on machines because they _____ too much in daily life.
5. Maya uses the word *manufacture* when she talks about _____ a robot.
6. According to Maya, robots may *evolve* and _____ very quickly.
7. Maya says a robot could *modify* its route when it _____ avoids dangerous areas.
8. Maya explains that an *accurate* robot can repair tools _____ mistakes.

4. Work in pairs and match the words / phrases with the correct definitions. Then compare your answers with your peer.

☑ *h* 1. to change or adjust something slightly	a. mythical
☐ 2. exact and correct	b. over-reliance
☐ 3. to produce or build something	c. rewind
☐ 4. too much dependence on something	d. accurate
☐ 5. to move from one place to another instantly	e. evolve
☐ 6. to develop or change over time	f. teleportation
☐ 7. something imaginary from legends or stories	g. wormhole
☐ 8. to return to an earlier time or moment	h. modify
☐ 9. a special tunnel connecting distant points in space	i. manifacture

5. Work in pairs. Talk about the future technology you would like to use by using the words / phrases in *Exercise 4* and explain why.

E.g. I'd like to use teleportation because I want to travel around the world very quickly.

6. a. Complete Daisy and Mert's dialogue using the words in Exercise 4. There are extras.

Daisy: Scientists believe that one day, humans might discover a **1.** _____ that could let us travel across the universe instantly.

Mert: That sounds like something from a **2.** _____ story! But wouldn't **3.** _____ be easier? Just imagine pressing a button and appearing on another planet.

Daisy: True, but some worry that **4.** _____ on such technology could make us lazy. What if the systems fail?

Mert: Good point. Maybe instead of trying to **5.** _____ devices that could create artificial shortcuts, we should let humanity **6.** _____ naturally. In a few thousand years, our bodies might **7.** _____ to life in space.

Daisy: Living in such a **8.** _____ would be very interesting. But what if we make a mistake? We can't just **9.** _____ time like a video.

Mert: No, but with **10.** _____ predictions and careful planning, we might avoid disasters. The key is to stay flexible and make realistic plans as we learn more.

b. Listen and check your answers in pairs.

7. Work in pairs. Take turns asking and answering the questions below to make a dialogue about future technologies, robots, and life in space by using the words / phrases in activity 4. Then act it out.

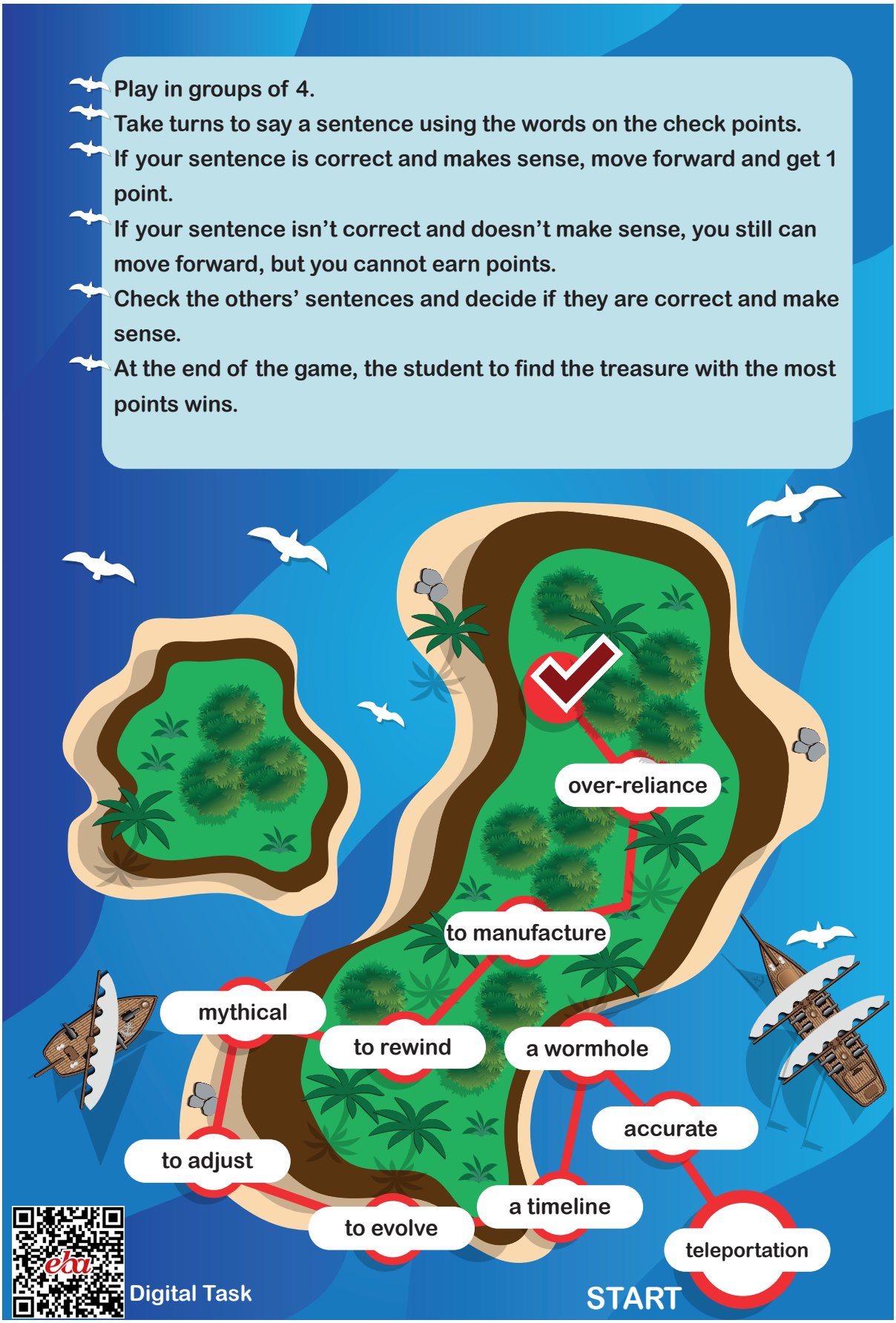
E.g.

- How could robots help humans in space?
- Would teleportation make life easier? Why?
- Which future technology would you like to use? Why?

Track 43

8 Vocabulary Game

- Play in groups of 4.
- Take turns to say a sentence using the words on the check points.
- If your sentence is correct and makes sense, move forward and get 1 point.
- If your sentence isn't correct and doesn't make sense, you still can move forward, but you cannot earn points.
- Check the others' sentences and decide if they are correct and make sense.
- At the end of the game, the student to find the treasure with the most points wins.



Digital Task

8 Grammar

1. a. Watch the digital story. Read the sentences and pay attention to the bold parts.

Selin: **I wish we could start** building a space colony now. Life in space is something desired by many people.
Maya: In robotics, the sky's the limit. **If we had** ethical, capable robots, they **could model** and **operate** colony systems and even launch satellites.
Selin: **If only** we **appreciated** Earth more before trying to escape it.

Digital Story

b. Watch the digital story and write down the sentences that are similar to the ones above.

c. Think about the similar and different points and take notes in pairs.

d. Discuss the questions in pairs.

1. Are these situations real now or imaginary?
2. Are the speakers talking about the present, past, or future?
3. Are the speakers happy with the current reality?
4. Which one expresses a strong feeling 'If only' or 'wish'?
5. Which of them expresses a present unreal situation? / a past regret?

e. Complete the rules in pairs.

1. "If + _____ , would + _____" used to express _____ .
2. "wish + _____ tense" used to express _____ .
3. "If only + _____ tense" used to express _____ .

f. Check your answers as a whole class.

2. a. Read the dialogue and underline the correct option in pairs.

Anna: Hey, Tom! Have you ever thought about life on other planets?
Tom: Yeah, all the time! **(1) If / I wish** we could travel to other planets. We would have a chance to find something new.
Anna: **(2) If / I wish** we could find proof that there is life out there. **(3) If /If only** we discovered life on another planet, it would be amazing!
Tom: I think it is possible. However, we still do not have enough technology to reach other planets yet.
Anna: True. **(4) If / If only** we had invented faster rockets or spaceships with the right characteristics earlier, so we could have reached Mars by now.
Tom: **(5) If / I wish** we had started using AI in space research earlier. Maybe we could have explored more planets by now.
Anna: That would be incredible! What about robots? I think they will be a big part of our lives one day. **(6) If / I wish** we had robots to clean our houses or do our homework automatically.

b. Check your answers as a whole class.



c. Read the second part of the dialogue and complete the sentences properly.

Tom: By the way, do you believe in time travel?
Anna: Oh, I would love it if time travel were possible! If we **(1)** _____ (travel) to the future, we **(2)** _____ (see) how the world will be. But I think it's just a dream. I wish we **(3)** _____ (go) back in time and fix some mistakes, though. If only I **(4)** _____ (pay) more attention in science lesson. Maybe I'd understand how time travel could work.
Tom: If time travel **(5)** _____ (be) real, it **(6)** _____ (be) dangerous. If we **(7)** _____ (change) something in the past, we might create huge problems in the future. That's why I think it's better if time travel stays in the movies.
Anna: If time travel **(8)** _____ (be) possible, we **(9)** _____ (have to) be very careful. If only it **(10)** _____ (be) safe to try time travel. I wish people **(11)** _____ (record) more about ancient civilisations. Imagine actually visiting them! It's still fun to imagine.

d. Listen and check your answers.

Track 44

3. a. Think about life in the universe and future technologies. Make wishes by using the words / phrases in the box.

* time travel
* travel to other planets
* teleportation
* human-robots

I wish I had a human-robot at home. If I had one, I could play chess with it.

b. Take turns to tell your wishes to your peer. Then share them with the whole class.

TIME TRAVEL & ROBOTICS: IMAGINE AND DISCUSS

Digital Task

1. a. Work in groups of 4-5 and choose one of the scenarios as a group. Discuss the scenario in your groups.

b. Choose a speaker to present your group's ideas to the class in a short two-minute talk.

c. Vote for the most creative and grammatically accurate talk as a class.

1. A Trip to the Future

A time machine has been invented, and you have a chance to travel 100 years into the future. But there's one rule: you can't return to the past!

If you had to live in the future, what would your life be like?



2. Working with Robots

It's the year 2050, and all jobs are done with robots.

If robots worked side by side with humans, what would be the pros and cons?



3. Alternate Worlds

A scientist has created a device that allows you to visit parallel universes.

If you had the chance to live in an alternate world, what kind of world would you choose?



4. AI-Managed Cities

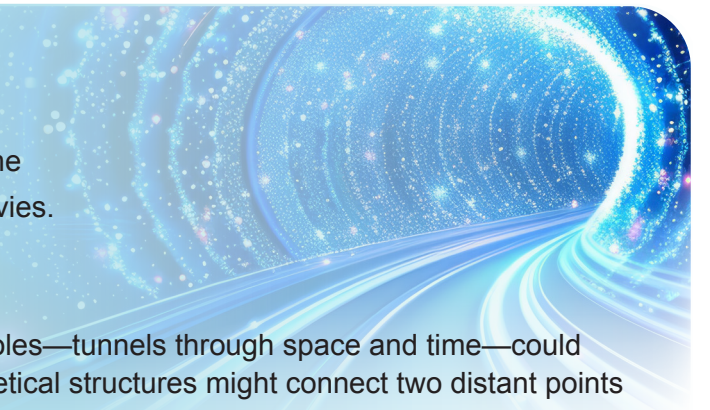
All cities are now controlled by artificial intelligence. Humans only focus on art and creative work.

If a city were completely run by robots, how would life change for humans?



8 Reading

1. **Read the text quickly and answer: What is the writer's main purpose in this text?**
   a) to persuade b) to inform c) to entertain d) to narrate a story
2. **Read the text again. Which paragraph suggests time travel is possible?**
   _____



Is Time Travel Possible?

Time travel is a fascinating concept that many people find exciting and inevitable to discuss. The idea of moving across time has appeared in science, books, and movies. But is it real or just a myth?

Wormholes and Time Travel

Contemporary scientists believe wormholes—tunnels through space and time—could make time travel possible. These hypothetical structures might connect two distant points in the universe or even two different moments in time. If we could travel through one, we might go to the past or future instantly. Although wormholes haven't been found yet, this theory is remarkably interesting in modern science.

Changing the Timeline

Changing events in the past may alter the timeline in unpredictable ways. For example, the famous "grandfather paradox" shows how changing one event in the past could erase your entire lifetime. This idea reveals how significant even small actions could be.

Where Are the Time Travellers?

If time travel is real, where are the travellers from the future? Some people say their absence means it isn't possible. Others believe their visits might be hidden, or that we don't recognise them. Perhaps they observe us from a distance without causing a disturbance.

Real Science: Relativity and Time Dilation

Einstein's theory of relativity explains that time moves differently depending on speed and gravity. This is known as time dilation. If a person travels near the speed of light, time passes more slowly for them. When they return to Earth, they might find that many years have passed here. This is not fictional—it's an accurate scientific fact.

3. **a. Read the text carefully. Are these statements True (T), False (F) or Not Mentioned (NM) in the text?**

1. Time travel is only mentioned in scientific research and not in stories or films. _____
2. Wormholes are theoretical structures that might allow travel between different points in time. _____
3. The grandfather paradox shows that changing past events could erase a person's entire life. _____
4. Scientists have recently used wormholes for successful time travel experiments. _____
5. Time dilation means that time can move more slowly for someone who is moving very fast. _____
6. Some people think that time travellers might be hiding their presence from us. _____

b. Check your answers as a whole class.

8 Writing

1. Read the text and answer the questions.

Just My Imagination

Hi! I'm Susan. I recently watched a movie about time travel, and it made me imagine visiting the past. If I could go back in time, I would travel to Ancient Egypt. I would love to witness the construction of the pyramids. I would also visit the local market to watch people trade goods like bread, onions, and pottery.

I wish I could pause my current life and go back to that moment in history. The experience would be truly magnificent. Maybe one day, with teleportation or time machines, this dream might potentially come true!

1. Where does Susan want to travel in time?

   _____.

2. The construction of which famous structure does Susan want to see?

   _____.

3. What else does she want to do there?

   _____.

4. How does Susan describe the experience?

   _____.

2. a. Complete the sentences using your ideas.

- "If I could travel through a wormhole, I would ....."
- "I wish I could meet my ancestor and ask ....."
- "If I could observe a moment in history, it would be ....."
- "I believe time travel is a widely held dream because ....."

b. Take turns to share your sentences with a peer. Ask follow-up questions.

3. Write a paragraph about time travel. Include answers to the questions below in your paragraph.

If you could travel in time, where would you go? What would you see, hear or do?
Who would you meet? Why would it be special?

.....

.....

.....

.....

8 CLIL & Culture

1. Look at the pictures and answer the question: What are robots doing?

1 

2 

2. Read the text quickly and write 3 places or professions where robots work.

1 _____ 2 _____ 3 _____

Our Future Co-Workers: Humanoid Robots

In today's world, humanoid robots are becoming more common in many sectors, such as healthcare, hospitality, and agriculture. These robots are designed to look and move like humans, with realistic faces and smooth motion. They can operate in offices, restaurants, and even hospitals. Their prior goal is to help people by doing mechanical or repetitive tasks efficiently and accurately.

Humanoid robots are equipped with AI systems that allow them to detect, observe, and adjust to new situations. In hospitals, they assist with surgery and patient care. In farming, they help grow healthy crops by monitoring soil and weather conditions. At home, they can support the elderly, clean, and even provide children with useful input to help them with their homework. These robots also offer companionship, especially for people who live alone.

Using robots in the workplace can enhance productivity and reduce human error. They are very efficient and can work automatically without breaks. However, there are also important implications to think about. Over-reliance on robots may reduce human participation in jobs. Ethical consideration is needed to make sure humans are not completely replaced, especially in jobs that require emotion and creativity.

In the future, robots will gradually become a normal part of our lives. If used well, they can reinforce human efforts and make life easier. Governments and companies should evaluate both the risks and the benefits, and make sure robots are used in a way that is safe, fair, and realistic. With careful planning, robots and humans can work alongside each other in harmony.

3. a. Read the text carefully and answer the questions.

1. In what kinds of environments are human-like machines now being used more frequently?
   _____.
2. What abilities do these machines have that help them respond to changing circumstances?
   _____.
3. How can these advanced tools support individuals who live without others?
   _____.
4. What actions should those in charge take to ensure these machines are used in a responsible and balanced way?
   _____.

b. Compare your answers with a peer.

4. Discuss the questions in pairs.

1. How do humanoid robots help make jobs easier for humans?
2. Would you like to have a humanoid robot as a friend or co-worker? Give a reason.

8 Story

1. Read and listen to the picture strip story and answer the questions.

1. Where are they?
2. What are they doing?

Track 45



3. What would you want from a human robot if you had one?

8 Reflection & Project

1. Write a story about how robots might help people at work, in schools or at home.

- Be creative.
- Include drawings / illustrations.
- Present it to your peers in the classroom.

Digital Task

2. Choose the things you would like to experience.

☐	Meet a famous person from the past.	☐	Use a space robot in a colony.
☐	Meet a person from the future.	☐	Live on Mars.
☐	Have a helpful robot at school.	☐	Go back in time to fix a mistake.
☐	Have a home robot that does chores.	☐	Solve a big problem in the future.

3. Tick the robots you think would be the most helpful in your daily life.

☐	A robot that helps with homework	☐	A robot that cooks healthy meals
☐	A robot that cleans your room	☐	A robot that plays games with you
☐	A robot that gives health advice	☐	A robot that tells stories and reads books
☐	A robot that teaches new languages	☐	A robot that fixes broken things

4. Discuss within groups.

If you had a chance, would you rather solve future problems or fix past mistakes? Why?

5. Look at the table below. How do you feel about the statements? Tick the boxes.

Ahead of the time: "I fully understand and can explain this!" **In the present:** "I get some parts, but I need more practice." **Stuck in the past:** "I need help to move forward."	AHEAD OF THE TIME	IN THE PRESENT	STUCK IN THE PAST
I can understand the vocabulary about time travel; future technologies and their use (robots, robotics).	☐	☐	☐
I can describe an unreal situation in the future about the universe.	☐	☐	☐
I can express wishes or desires about the present or future.	☐	☐	☐
I can write about my ideas and dreams related to time travel and future technologies.	☐	☐	☐

6. Work with a peer. Scan the pages of Theme 8 and take turns to ask and answer the questions.

1. Which visuals do you like the most?

_____

2. What is one important thing you have learned from this theme?

_____

3. What are five words that you remember?

_____

WELL-BEING

THEME 1
FIND A NEW SPOT
Instructions:

1. Stand in a big circle with your classmates. One student stands in the middle. This person is the Leader.
2. The leader says something like: • “Who has a bike?” • “Who listens to pop music?” • “Who likes pizza?”
3. If your answer is “yes”, run to a new spot! You can’t stay in the same place!
4. The leader also tries to get a spot!
5. The one who can’t find a spot becomes the new Leader.
6. The game continues with new questions.

If you are the Leader: •Who has ...? •Who likes ...? •Who can ...?

If you are in the circle: •That’s me! Run •Yes! Move!

THEME 2
BIRTHDAY CALENDAR
Instructions:

1. Prepare a birthday calendar.
2. Write your classmates’ birthdays on the calendar.
3. Talk about the birthday dates as a whole class.

•In which month are there the most birthdays?

•How many students were born in March?

4. Hang the birthday calendar on the wall to celebrate the birthdays of your peers.

THEME 3
FOLDED STORY
Instructions:

1. Divide the class into three groups. The teacher writes a short sentence on a piece of paper to initiate the story and then gives it to the first student in each group. Example: I found a tiny door in my bedroom wall and when I opened it….
2. The student reads the sentence and adds one sentence to continue the story. Then he/she folds the paper to hide the previous sentences before passing it to the next student.
3. Each student reads only the last sentence written before them and adds their own. Then they fold the paper again and pass it to the next student.
4. Once all students have contributed, unfold the paper and see what magical tale the students have written to read.

Talk about the unexpected twists, funny parts, or surprising connections in the story.

THEME 4
ONE STEP FORWARD

Instructions:

Students will stand in a horizontal line in the middle of the classroom, school garden, or gym. As the teacher reads a statement or question, the students will step forward if it applies to them. If not, they will step back. When the statements are finished, the student in front wins.

One step forward if you....

1. can ride a bicycle.
2. can swim in the river.
3. can juggle a football ten times in a row.
4. can run 100m in less than 20 seconds.
5. can shoot a three-point basket.
6. know your teacher's birthday.
7. can say "hello" in 3 different languages.
8. can tell the school numbers of 3 of your peers.
9. can tell your name and surname backwards.
10. can say a tongue twister without no mistakes.

THEME 5
Three Truths and a Trick

Instructions:

Everyone writes four pieces of information about themselves on a large sheet of paper. three of them are truths and one is an unreal situation.

For example: "I like singing." "I love football." "I have got three brothers." "I love computer games." Participants then walk around with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which sentence is an unreal situation.

THEME 6
SAY THIS, DO THAT

Instructions:

Everyone stands in a circle or near their seats.

One student is chosen and comes to the front.

“It” starts miming an action, like swimming, but says something different, such as, “I am washing my hair.”

The other students must mime what “it” says, not what “it” does—so they should mime washing their hair.

Anyone who makes a mistake or hesitates too long is out of the game.

The game continues until only three players are left.

These three players are the winners.

Be careful and always follow the words, not the actions!

THEME 7
Mini Compliments

Instructions:

Students work in groups of four and think of compliments for their group members first, and then for other classmates.

They write these compliments on sticky notes without writing their names.

Then, they walk around and stick the notes on their friends’ backs.

After everyone finishes, students take the notes off their backs and read them aloud to the class.

They may try to guess who wrote each compliment.

Here are a few examples:

“You are very kind!”

“I like your smile.”

“You helped me yesterday.”

“You are fun to work with.”

“You have a great sense of humour!”

Compliment Jar: If you wish, you may keep a jar in the classroom where students can drop compliments about each other and you could read one aloud each day.

THEME 8

Think of Five Things

Instructions:

Divide the class into 4 groups.

Give each group a category.

Each group secretly writes 5 items that fit their category.

Encourage them to make less obvious choices.

After finishing the lists, other students take turns guessing.

The chosen group ticks the items on their list when someone guesses correctly.

Only one guess is acceptable per person in each turn.

The group gets 1 point for each item that was NOT guessed.

The group with the most points wins!

Categories:

Things that are red, green or blue.

Things in a kitchen or in a classroom.

Things you can't live without.

Things that fly or has wheels.

Things that are cold or smell nice.

Things you wear in winter.

Things you see in a park.

Things in a Turkish breakfast.

Things you take on holiday.

Things you find in nature.

Things found in the sea.

Things that use electricity.

Things you can recycle.

Things you drink.

Things that are healthy.

Things that are fast.

Things that have buttons.

Things in a library.

Things you eat.

DIGITAL STORY SCRIPTS

THEME 1

Ms Carter: Good morning, everyone! Welcome to a new school year! You know, we've been celebrating the first week of a new school year, haven't we? The first week is full of educational activities, workshops, contests, and celebrations. But here's the twist: you will organise them!

Liam: Can we organise our own teams?

Ms Carter: Of course! You can prioritise your school clubs and plan your own activities. Let me know as soon as you're ready.

Ms Carter : Break time is over! Back to your tasks. Have you decided on the activities?

Selin: I'm in the Art Club and I'm arranging ceramics and sculpting workshops

Maya: We're in the sports club.— I can handle the sack race on the playing field.

Liam: And I'll organise tug-of-war. It's challenging and fun! I'll put up a banner to get applicants.

Ryan: As a member of the literature club, I can organise a debate, but I'm not sure about the topic.

Liam: How about "academic freedom"?

Ryan: Perfect! I'll prepare the register.

Liam: Can we have golden time today as we've worked so hard on the preparations?

Ms Carter: Absolutely Liam! You deserve it.

Ms Carter: So far, your effort has been amazing! Let's begin the prize-giving!

Liam: We tried hard but we still haven't won a prize. It's disappointing.

Maya: Yes, I see your disappointment. But every game has its winners and losers. Let's congratulate them, shall we?

Ms Carter: I've got a surprise for you because of your great effort and hard work! After negotiating with a few travel agencies, Our school trip has been sponsored by one of them! We're going on an educational trip to the forest!

Students: Yay!

Ms Carter: The trip includes hillwalking by the lake. Don't forget your backpacks, sunscreen, and hats.

Selin: I hope it doesn't rain — I'm a sunny-day person!

Ms Carter: Get in the queue! Stay on the pavement, not the bus lane — safety first!

Liam: I'm first in the queue!

Ms Carter: Great news! Our science project has received approval. We'll work on it after the trip.

Maya: We passed the test at last! We nailed it!

Ms Carter: You're used to adventurous trips, aren't you?

Ryan: Not really!

Ms Carter: Don't worry — you'll get used to them here. What are your expectations?

Selin: Having fun!

Maya: I'm fascinated by the forest and the lake.

Liam: I'm passionate about nature. The views are breathtaking.

Selin: Let's take a memorable group photo by the lake!

Ms Carter: Definitely! This trip is unforgettable.

THEME 2

Teacher: Hello, everyone! This week, we're going to learn a lot—together! Now, let's start by talking about our classroom values. You know, sometimes conflicts and tensions are experienced in our classes. What makes a classroom a great place to learn? What makes you feel motivated?

Selin: Teamwork and engagement! By working together, we can overcome difficulties.

Liam: Respect for everyone is needed, and self-esteem is built!

Maya: Enthusiasm! Also, interaction is valued by me.

Teacher: Stunning answers! To make this happen, we need to understand that everyone learns differently, and that's okay. Shall we create a classroom charter together?

Teacher: Now, I would like you to work in pairs. Read the passages and answer the questions with a peer. Do not forget to assess your friend's work!

Maya: Why is this so hard for me? I feel distracted.

Selin: It's okay, Maya. I can help you. Let's take it step by step.

Liam: I can't focus with all this noise!

Teacher: Sometimes focusing and adapting can be tough. It seems like you and your friends need more quiet time. A quiet area has been set up for you so you can work better. Shall we try that?

Liam: Thanks.

Teacher: Now, we're going to see what it feels like to learn with different challenges. Who wants to try?

Selin: I can't even see the words properly!

Teacher: That's what reading can feel like for someone with dyslexia. These glasses are designed to show us that.

Liam: This is so hard! Can we take a brain break?

Teacher: That's what focusing might feel like for someone with learning difficulties. How can we support?

Maya: We can be patient and kind.

Selin: That's a brilliant idea!

Liam: Don't worry! I can provide help!

Maya: This part will show how help is given to each other.

Liam: And this corner will remind us that whatever happens in the classroom, positivity is maintained.

Teacher: Let's have these posters hung. I'll have it done by tomorrow. Shall we invite the other classes so that everyone can see them? Tomorrow, we will also start our group projects. To help you organise your ideas, I'll have some graphic organisers printed and ready for you.

Teacher: Now, we're focusing on how to maintain a peaceful learning environment. What can we do to make sure everyone feels comfortable and focused?

Selin: We can listen to each other without interrupting.

Liam: And if someone feels stressed, they can use the calming corner.

Teacher: Wonderful suggestions! A peaceful atmosphere helps everyone learn better. An evaluation of the students' accuracy and self-esteem is conducted by me. In our classroom, we embrace our differences.

THEME 3

Narrator: In a park, the friends gathered for a morning jog. Ryan was sitting on a bench, scrolling through his phone while the others were stretching.

Maya: Ryan, we're supposed to be working out, not scrolling through social media!

Ryan: I'm checking the latest post. It's ridiculous! Fake news spread like wildfire on social media, don't they? Still, I kind of enjoy the buzz.

Maya: You know, I need a bit of me time after a busy school day, and it's not like I'm spending it on my phone. Why don't you try that for once?

Ryan: I'm just staying connected, you know?

Liam: You would show up early to our jogs. Why has your awareness of personal wellness changed? You're addicted to your phone now, aren't you?

Ryan: You are right. I would always consume nutritious foods, restrict harmful things considerably, and pay close attention to my healthcare and self-care. I never had a stressful life. I had also done athletic sports for relaxation. I was used to running

every morning and eating healthy meals. I was used to exercising outdoors every day. I had been trying to keep up with my online presence for weeks, constantly updating and replying before I even noticed the stress building up. I am concerned about myself, too. But I'm just monitoring my followers. I have to keep up with the feedback, you know? I got used to checking my phone first thing in the morning, and it's been hard to stop.

Tara: Ryan's the only one who needs a check-up for his phone addiction!

Maya: If you're upset, don't bottle it up. Talk to your friends about it. You don't need to hide behind your screen all the time.

Ryan: Honestly, I just enjoy the online interaction. Still, I do feel kind of stressed sometimes. Maybe I need to focus on this workout more.

Narrator: The group started jogging. Ryan was still trailing behind, taking selfies.

Selin: Ryan, you need to prioritise your health! Staying hydrated and fit is way better than all the likes!

Ryan: I would run faster and sweat a lot. But now, I'm just trying to get a good shot for my story. It's all about interaction these days!

Maya: Those selfies are really helping your well-being, aren't they?

Liam: Ryan needs a new objective—maybe less phone, more fitness! How about we do a fitness challenge to get him off his phone for a few hours?

Tara: Let's see if Ryan can last without checking his phone for an entire workout. He had been glued to that screen the whole morning, hadn't he? It might only be a short-term success, but we'll take it.

Selin: Social media can really mess with your head, Ryan. It's good to take a break now and then.

Ryan: Maybe I should try focusing on this workout instead of the online world.

Narrator: After a tough workout, the group cooled off. Ryan looked distracted again. He faced a choice: stay glued to social media or adopt a healthier lifestyle.

Selin: I bet you didn't last five minutes without it! You had been checking it even before the warm-up started, hadn't you?

Ryan: I'm concerned now. But I'll admit, I do feel more energetic after that workout.

Maya: Being athletic isn't just about looking good on social media. It's about feeling good, too!

Liam: So, is it safe to say Ryan is now part of the Fit Squad?

Ryan: As long as I can get good feedback after this. Maybe I'll post a story about how I finally ran without checking my phone every five minutes.

Tara: Make it a motivational post about 'getting fit' without being distracted! You'll be the next social media influencer for health!

Selin: You know, it's important to strengthen your spiritual immunity. Talk to your friends about it.

Ryan: Unfortunately, you are right. I realised it's more beneficial to spend time with my friends and do sports. I wish I had developed healthier habits to improve my life. It's time to break the cycle.

THEME 4

Maya: I have a school project about future houses. What do you think?

Dad: They should certainly be designed with solar panels to be more energy-efficient than traditional ones. Electricity usage will be improved and smart systems will help with the timing of energy consumption.

Maya: Energy can be saved steadily throughout the day.

Mum: I reckon that many appliances will be programmed to make our lives easier than before. Everything could be automated. It is a dream!

Maya: Mum, do you mean a household robot?

Mum: Yes! Every chore might be done by robots. With an automatic ventilation system, the house might be adapted more effectively to any kind of weather. This kind of innovation may receive global recognition someday.

James: That's an extraordinary idea. If we want to live responsibly, we must innovate how we build and manage our homes. Sustainable materials should be used for a healthier and more eco-friendly future. They are as important as renewable resources like wind and solar energy. We also need to consider different variations of housing.

Sophie: I'm really impressed! Somehow, they may be used more efficiently in the future. My dream is the same as my mum's. Imagine that our house is innovated and rubbish can be taken out automatically.

Dad: Shortly, it won't be just a dream.

Maya: We could even house people in need with such smart systems.

Mum: This will show it in the future and we'll get a valid answer sometime.

James: Future homes and values should be shaped by people who think alike.

Sophie: So, speaking of the future, what's our summer holiday plan?

Dad: Maybe a beach holiday, but detailed bookings should be arranged by a travel agency. We need to finalise everything soon.

Maya: Are we staying in an all-inclusive hotel or a bed and breakfast resort?

Sophie: I prefer all-inclusive. They are slightly bigger, but more expensive.

Dad: I think the same as you do. We need to budget carefully. Our finances aren't bad, but still a bed and breakfast resort would be more affordable and fit our budget better.

James: Right. We can take a one-day excursion to a nearby island or a historical site.

Mum: A short voyage on a boat would be more exciting than a historical site. Some hotels can accommodate such requests.

Maya: I hope it matches my expectations the best.

Sophie: It will relieve our stress. This holiday will be just as memorable as our last one.

James: We could plan weekly activities there.

Dad: Don't forget, we are starting a new chapter as a family by moving to another city.

Mum: Alright. It's time to do the chores altogether as a family.

Maya: Oh, I'll take care of the washing up.

Sophie: Fine. I'll take the rubbish out later. What is the plan for tea tonight?

James: Okay! I will prepare tea for us. I bet future houses will do all these chores for us someday.

THEME 5

Ms Carter: Good morning, class. How was your weekend?

Students: Great! Awesome! Super!

Ms Carter: Did you prepare for the project about your voluntary work during the summer holiday?

Whole class: Yes!

Ms Carter: Great! First, make groups of four. Share your projects within your group in 5 minutes. Let's begin!

Maya: Last summer, I joined a voluntary project. We weren't paid for it, but it was amazing! A fundraiser was organised to raise awareness and money for people in need in our city. We were able to collect lots of donations. We had my cousin take photos during the event and had the pictures shared on social media. I felt so proud because we were thanked by the mayor! It's the most rewarding job I have ever been able to do.

Ryan: I worked as a volunteer for a technological project. We worked on sustainability, and we had solar panels installed. We also had public Wi-Fi implemented in rural areas. It was so cool to see how technology could be used to improve lives. It made me realise that the needs in rural and urban areas could be different. The people there were able to access the internet for the first time. It's amazing that we've been able to integrate technology into voluntary work.

Selin: I worked on something similar. I joined an initiative that creates innovative solutions. A drone was designed and built by my team. Check this out! A drone has been used for photography, recording videos, watering farmlands, and even helping during crises like earthquakes and floods. We had a journalist report on our drone's

use in emergencies and had the article published in the local newspaper.

Ms Carter: Well done! So much has been done! Solar panels, public Wi-Fi, drones. There has been a tech boom in our city lately!

Liam: Many people stepped in to help. I volunteered at a charity foundation. The charity fed the hungry and cared for them. They had us distribute food and clothes to people in need. The family we helped fell on hard times when their father lost his job. They were poor, so they struggled to make ends meet every day. It felt incredibly rewarding to know that we were able to provide support to these people. Furthermore, some of us pitched in to collect the garbage from the streets! By the end of the day, the streets were spotless. In addition, disability screening was done in ambulances by doctors. It was such a relief not to have to go to the hospital.

Maya: The voluntary work really made me realise how important it was to help others. We all had a chance to step in and take action.

Liam: The program of the foundation was so inclusive that even a festival was organised in our street. The festival helped bring our neighbourhood together! It was such an efficient event that the next morning, everyone was cheerful.

Selin: These experiences enhanced our perspective and helped us be more compassionate individuals towards others' challenges.

THEME 6

Maya: Look at this—organic food and fresh herbs from a local greenhouse!

Selin: It says these were grown using organic farming and compost. Totally pesticide-free!

Liam: My family cares a lot about this, too. We even started growing our own crops to support sustainable agriculture.

Ryan: That's really impressive! Oh, look at this Korean Bibimbap. It's full of protein and fibre-rich food—the perfect balanced diet.

Selin: Yes! It's much healthier than junk food. We also should avoid trans fats and processed meats. They contain harmful additives, don't they?

Maya: Exactly and when we snack too much, our nutrition drops quickly. You know what they say: An apple a day keeps the doctor away!

Ms Carter: So, this fair is an initiative to raise awareness. Remember: You are what you eat!

Ms Carter: Here are highlights from the Olympics and an archery tournament.

Liam: Who's that on the screen?

Selin: That's Mete Gazoz, a Turkish world champion. He won a medal, and the event went viral as one of the best of the year, didn't it?

Ms Carter: Yes! He inspired a whole generation of young athletes. So the archery

club will be promoted in more schools next year.

Maya: Sporting events like this unite people. They're more than games—they're bridges between cultures.

Ms Carter: Absolutely! There is so much going on here today. A concert will be performed in an hour. It'll be a feast for the senses!

Students: Yeah!

Ryan: Look at this booklet. A new TV series will be broadcast next week. Let's glance at what's coming up.

Ryan: Hmm, in the series, the characters will be exploring life in a multicultural society. That sounds nice!

Ms Carter: Just like in the series, you will explore multicultural life. More festivals will be happening next term to promote diversity. I think our new exchange students will get used to the lively atmosphere very quickly.

Ms Carter: Now we'll watch "halay"—a traditional Turkish dance that symbolises togetherness.

Maya: I love how everyone joins hands from different countries. That shows cultural exchange in action.

Liam: The music and rhythm are so artistic. Traditions like this preserve identity and culture.

Ryan: This is incredible—like a celebration of the whole planet!

Liam: We'll probably be dancing more styles like this next year, won't we?

Ms Carter: Yes, and students will get used to performing traditional dances from around the world. It's all part of embracing diversity.

Ms Carter: Alright, everyone! At the fair, we saw a great example of globalisation, didn't we? People and countries coming together, sharing food, sports and culture.

Maya: Absolutely! And those inspire people to connect beyond borders.

Ryan: The concert was amazing!

Liam: And the Turkish dance? It was a recognition of culture!

Ms Carter: Right! Next year, you will be participating in exchange programmes and explore more.

Students: Yeah!!

Voiceover: "You are what you eat. What you celebrate. What you share. Let's build a healthier, united future—together."

Selin: Look at this! “Let’s go green by using less plastic!” Reducing wastefulness is one way to tackle global problems, isn’t it?

Liam: The writing on the wall is clear: we need to protect the environment. I’ve been researching biofuels, which are innovative alternatives to fossil fuels. They help reduce carbon emissions and preserve natural resources, don’t they?

Selin: Right. Artificial intelligence is used to detect and monitor germs and diseases like cancer, allergies and infections. This can prevent suffering and life-limiting consequences, can’t it? Emergency services, where AI plays a critical role, also benefit from these advancements during crises like pandemics.

Liam: Interesting! But there is a risk of privacy issues when patient data is input into databases.

Selin: Definitely. Privacy is a constant concern. Dr. Miller, whose expertise in healthcare is well known, told us that securing data is critical.

Dr. Miller: Hi, everyone! I’ve overheard your conversation. AI enables procedures that are both efficient and innovative. During that time when the pandemic occurred, we used AI to monitor and anticipate the spread of coronavirus. Relief during crises like these is vital.

Liam: That’s impressive. Do you think overusing technology could harm us in the long run?

Dr. Miller: Excessive use can be harmful. During the pandemic, many became addicted to virtual platforms which led to obesity and mental health issues. People were distracted by environments where everything is machine-made. When used responsibly, it can advance solutions. Microscopes and scanning tools help us detect radiation exposure and tackle severe illnesses caused by radioactivity. AI can monitor environmental interactions to prevent future health crises. We must support experts who develop ethical guidelines for using such technologies.

Selin: I’m concerned about how pollution and contamination ruin natural habitats. Conservation efforts, which include innovative farming practices, are vital. Hydroelectric energy generation also contributes to reducing emissions while preserving nature, doesn’t it?

Liam: True! Commercial farming, where genetically modified crops are common, can threaten ecosystems. AI monitoring can reduce overproduction and technologies that absorb and capture carbon emissions can help to stretch our resources and protect the planet. Alternative fuels, like biofuels, are becoming important to reduce the carbon footprint, aren’t they?

Dr. Miller: Exactly. Polluters, who harm ecosystems, are constant threats. Systems may collapse. The technology and nature balance is important. An urgent step in the right direction with technology is needed!

Selin: Let’s restore the balance and assure sustainability. Early detection of environmental changes that threaten ecosystems is as critical as detecting health

risks which affect large populations, isn't it?

Liam: Agreed. Let's go green and advance solutions that benefit both people and the planet. Selin's new idea about protecting green areas is making waves, isn't it?

THEME 8

Ms Carter: Let's talk about building a space colony using future technologies. What if humans could live in an alternate dimension?

Ryan: Building a space colony is like a leap in the dark! If I were in charge of the mission, I'd design a colony with autonomous human-robots to handle household tasks and construction!

Liam: I felt like I was lost in space when Ms Carter gave us that maths problem yesterday! So, if I had a human robot at home, I would ask it for help with my homework.

Selin: I wish we could start building a space colony now. Life in space is something desired by many people.

Maya: In robotics, the sky's the limit. If we had ethical, capable robots, they could model and operate colony systems and even launch satellites. I wish robots were already advanced enough to support humans emotionally as well as physically.

Liam: Likewise now, we'd interact with Earth via a receiver. How would we manage time in space?

Ms Carter: Great question! We'd work with temporal intervals. In space, timing is everything. A small mistake in navigation could lead to disaster.

Liam: I'd design dimensional maps for safe travel. But I'd also pace the exploration. No rushing! Space needs patience.

Selin: Understanding strange phenomena in the multiverse is a great challenge.

Ryan: If only teleportation were real. We could visit multiple planets.

Maya: Protecting self in such an unfamiliar environment is challenging. The transition from Earth to space life would be hard, as people would need time to integrate into the new environment. Psychological adaptation should be regarded.

Selin: If I were part of the colony, I'd focus on interaction and regard emotional support. Space could get lonely without social connection.

Ryan: We could use gaming platforms for mental health and fun. Also, precisely controlled labour systems using industrial robots could help with farming and delivery tasks. I guess their capacity would be impressive.

Ms Carter: We'd also need to convert energy sources, survey the area, maybe even rebuild parts of the habitat after meteor showers. The selection of suitable materials and energy systems would be key.

Liam: If I were the designer, I'd create an optimistic, predictable environment. It is a

delicate system of natural phenomena—it mustn't be interrupted, and we shouldn't alter its being. Damage to even a small part could affect the entire colony.

Maya: The astronauts? New technologies can enable them to protect themselves in space. They'll shoot the stars and give their best effort!

Ryan: Some scientists even think time travel could be possible with future technologies. Imagine traveling back in time to prevent a space disaster before it happens.

Maya: That could make a huge difference! If only I could visit the future. We could see if people really live in space.

Liam: Time travel sounds amazing, but it could be risky. Still, it might help us avoid the mistakes we made on Earth.

Ms Carter: Well, If humans lived beyond Earth in an ongoing, alternate timeline… What would we regret leaving behind?

Ryan: I wish we had protected Earth's environment before it got worse.

Selin: If only we appreciated Earth more before trying to escape it. Earth is our principal home, and it deserves protection. If only we had taken climate change more seriously earlier, maybe Earth wouldn't be in such danger now. We should learn from our past afterwards, there may be no second chance.

LISTENING TEXTS

REVISION 1

Revision Track 1&2
Listen to the dialogue and put the sentences in the correct order.

Melek: Hi, Leo. You have been living in your house for a long time, haven't you?

Leo: Yes, Melek. We have been living in the same house since I was born. How about you?

Melek: We've been living here for six months.

Leo: Oh yes. You were living somewhere else when we started school two years ago.

Melek: We used to live in a tiny house. It was farther from school than the current one, but I used to love it. I had my own room, and I decorated it myself with posters.

Leo: I don't have a room for myself. I share my room with my brother.

Melek: Do you have conflicts sharing the same room with your brother?

Leo: Sometimes, he listens to loud music or watches films on his mobile phone. So, I have difficulty doing my homework.

Melek: You can ask him to use headphones.

Leo: I have asked him many times, but he refuses. He is the most stubborn boy I have ever known.

Melek: Then, you can ask him to lower the sound at least.

Leo: That's a good idea. I hope he agrees this time.

REVISION 2

Revision Track 3
Listen to the text and fill in the blanks.

Hi, everybody! My name is Sinan, and I would like to share my thoughts on how humans impact the Earth and space.

In my opinion, deforestation is the most crucial issue that we need to address. If we keep on cutting down too many trees, this harms nature severely. Trees, which produce clean air, support a habitable world for all of us. If we don't stop climate change, natural disasters will get worse. We should not only care for Earth but also be careful about our solar system, which includes Earth and seven other planets. But this is a sad fact that the space is getting messier because we launch too many satellites each day. Satellites that orbit Earth help us in many cases, but if we keep sending too many of them, space will fill up with technological trash.

In conclusion, if we take better care of the Earth, we can slow down climate change. Otherwise, life will get harder for all of us, even in the future.

THEME 1

TRACK 1&2

Listen to the dialogues and focus on the rising and falling intonation.

A: - Have you checked the participants' list?
- There are 20 applicants for the school trip.

B: - He is a very adventurous person.
- So, you think he is suitable for the nature club, right?

C: - My result is a total disappointment!
- Let's think about what we can do next.

D: - We are going to the amusement park.
- OK. Have you got the headmaster's approval?

TRACK 3

Listen and practice saying the statements below. Then rate yourself and your peer with stars.

1. I really enjoyed the film.
2. This is my favourite book.
3. You did an excellent job.
4. The weather is beautiful today.
5. We're meeting at six o'clock.

TRACK 4

Complete the dialogue in pairs using the words / phrases in bold in Exercise 2.a. Then listen and check your answers.

Lisa: Hey, Tom! What are you doing this weekend?

Tom: I am going to a workshop on Saturday. It's about photography, and I want to improve my skills. Next weekend, there will be a contest to check what we've learned. The winner gets a camera as a prize. Cool, right?

Lisa: Yes! Will there be a prize-giving ceremony at the end?

Tom: Yes. It will be for all the participants, so the ceremony won't disappoint anyone.

Lisa: Super! By the way, did you see the enthusiasm in Emma's eyes in the photos from her trip?

Tom: Yes! She went hillwalking and mountain biking in Scotland. The views were breathtaking! She said it was a truly memorable experience.

Lisa: That's amazing. Oh, and don't forget — next Thursday, we are having a party to celebrate our graduation! It's time to throw our caps in the air.

Tom: Of course! We should plan something special.

TRACK 5

Complete the paragraph with the correct form of the verbs in brackets.Then listen to the recording and check your answers.

We're on our school trip to the countryside today, and everyone is having a great time! Right now, some students are exploring the forest, and a few others are taking photos near the river. I haven't seen any wild animals yet, but our guide says we might spot a deer later. So far, we have visited a nature centre and a small farm. We have been walking since 9 a.m., and I think we have covered about six kilometres already! Our teacher always brings snacks and water on these trips, so we're well prepared.

TRACK 6

Read and listen to the strip story and answer the questions. Then share your answers with your classmates.

Kaya: The lesson is over. Finally, time to go home and relax! I feel so tired.

Kaya: Wait a minute! This isn't my lunchbox! This isn't my backpack!

Kaya: I took the wrong backpack. I hope nobody has seen it. How can I do my homework?

Ava: Guess what, Kaya? You have my backpack and yours is with me.

Kaya: I can't believe we got the the same backpacks, Ava. I'm so sorry.

Ava: Don't think about it. Let's swap!

Teacher: Break time is over! Get in your class everyone!

Kaya: I still feel embarrassed about yesterday, but it's enjoyable too. It's an unforgettable day for me.

Ava: You're right. It's truly memorable. Let's go to the classroom now.

THEME 2

TRACK 7

Listen to the sentences and pay attention to the falling intonation.

1. Students will not forget the positivity this week.
2. A class isn't a great place without teamwork.
3. Do we need more quiet time?
4. You and your friends aren't alone.
5. Feeling motivated is not so hard.
6. We can be patient and kind, can't we?
7. You wouldn't like to be in an unhealthy classroom atmosphere.

TRACK 8

Listen to the sentences again and draw for falling intonation next to the statements above.

1. Students will not forget the positivity this week.
2. A class isn't a great place without teamwork.
3. Do we need more quiet time?
4. You and your friends aren't alone.
5. Feeling motivated is not so hard.
6. We can be patient and kind, can't we?
7. You wouldn't like to be in an unhealthy classroom atmosphere.

TRACK 9

Complete the sentences with the words in bold in the text above. Then listen and check your answers.

1. Good communication begins with mutual trust and empathy.
2. She told a humorous story that made everyone smile.
3. It took weeks to resolve the issue between the two friends.
4. I didn't understand him at first because of his strong accent.
5. The instructions were so complicated that I had to ask for help.
6. The speaker used real-life examples to make the topic more engaging.
7. The school is working to raise awareness about dyslexia.

TRACK 10

Read and listen to the strip story and answer the questions.

Kaya: I'm bad at maths. It's a fact.
Ava: No, Kaya. You're just… mathematically challenged.
Kaya: Look at this fraction—why is ¾ smaller than 1? It makes no sense!
Ava: Think of it as pizza. Four slices, you eat three—what's left?
Kaya: Regret.
Ava: No, 1/4!
Kaya: Oh, so, maths is just a tragic tale of missing pizza.
Kaya: So, if I eat 2/4, that's the same as 1/2?
Ava: Yes!
Kaya: Excellent. Now, explain algebra using pizza.
Kaya: Mr Yılmaz, we should use pizza for all maths lessons.
Mr Yılmaz: That's a brilliant idea, but why is that?

Kaya: It’s the only thing I truly understand.
Ava: Now, percentages.
Kaya: Nope, I’m out.
Ava: What if I say 50% is half a pizza?
Kaya: Carry on.
Ava:See? You can do maths!
Kaya: No, I can do food-based maths.
Ava: Close enough.

THEME 3

TRACK 11

Listen to the sentences carefully and notice the intonation.

1. Since you hadn’t eaten anything all day, you started feeling dizzy, didn’t you?
2. Did you take some medicine?
3. When did you wake up with a headache?
4. You began to feel better, didn’t you?

TRACK 12

Put for rising intonation, and for falling intonation next to the sentences below. Then listen and check your answers.

1. Are you really going to check your phone again?
2. You’re addicted to your phone now, aren’t you?
3. Why has your awareness of personal wellness changed?
4. How about doing a fitness challenge to get him off his phone for a few hours?

TRACK 13

Listen and check your answers.

Playing video games can be an enjoyable and rewarding activity. However, spending too much time in front of screens may cause a person to feel isolated, especially when there are no proper restrictions. Without balance, gaming can even lead to addiction. To prevent this, players should take regular breaks and try other activities such as visiting museums with friends, attending sports events, or joining an art club. Exploring different hobbies makes life more enjoyable and supports emotional well-being. It is also essential to stay well-hydrated and include physical activity in daily routines. To achieve a healthier lifestyle, people should follow consistent schedules that balance gaming, exercise, and social time. This kind of routine can improve concentration and act as a remedy for mental tiredness

and social isolation. Young people should learn how to exploit the benefits of technology in a healthy and mindful way. Using reliable sources to find advice on maintaining balance can help them achieve personal well-being and long-term success.

TRACK 14

Circle the correct option. Then listen and check your answers.

Moving to a colder country was challenging. I got used to waking up early here and it was the biggest change. I would walk to school every morning before. I would run outside and play every afternoon, but gyms are popular here. I was used to eating lots of candy, but now I prefer fruits. I got used to drinking eight glasses of water a day here. We were used to going shopping every week before learning about new routines. Thankfully, we have adapted to the new culture here.

TRACK 15

Read and listen to the picture strip story carefully. Answer the questions and share with your peers.

Mum: Today is a busy day for you. You are going to hold a discussion about addiction at school, aren't you?

Emma: Uh-huh.... Just one more video.

Teacher: Emma, you are aware of your discussion topic, aren't you?

Emma: Ma'am, could you repeat the question, please?

Teacher: You used to be more active. You seem so stressful and tired these days. I think you need 'a bit of me time', Emma.

Teacher: Spending so much time online is harmful, isn't it? You should prioritise your well-being and self-care, Emma.

Emma: But I need to keep up with friends. It is important, ma'am.

Ava: Emma! It is your turn. Please concentrate and try to do your best.

Emma: Sorry, but I find it difficult to focus.

Joe: Come on, Emma! If we win this debate, the teacher will take us to a gymnastics center as an award!

Ava: Social media can really mess with your head, Emma.

Emma : Yes, Ava. I would spend hours online before, but from now on, I've restricted my social media usage and prioritised self care.

Mum: Good morning, Emma! You look beautiful and energetic today.

Emma: I have been trying to maintain a balance between social media and self-care. It seems to be working, doesn't it?

Mum: Absolutely! I knew you'd figure it out. If you are upset, don't bottle it up. Talk to your friends.

THEME 4

TRACK 16

Listen and practise.

/ae/Cat Hat Back
/ə/ About Banana Again
/a:/ Car Father Start
/eɪ/ Paper Face Make
/ɔ:/ Call All Ball
/eə/ Care Air Fair

/b/ Buy Beautiful Number
/silent b/ Thumb Lamb Climb

/si/ City Cereal Cement
/k/ Candle Carnival Carrot
/tʃ/ Kitchen Change Cheap
silent /c/ Muscle Fascinate Science

/d/ Birthday Candy Band
Silent /d/ Wednesday Handsome Sandwich

/e/ Yet Bread Chest
/i:/ Meet These Complete
/ə/ Happen Even Listen
silent /e/ Bike Hike Fine

TRACK 17

Fill in the chart in Exercise 1 with the words below. Then listen and check your answers.

- /ae/apple, /ə/ ago, /a:/ heart , /eɪ/ day, talk /ɔ:/, /eə/ hair
- /b/ book , /silent b/ debt
- /si/ cymbal , /k/ castle , /tʃ/ check , silent /c/ scene
- /d/ dance, silent /d/ bridge
- /e/ red, i:/ see , /ə/ children, silent /e/ cute

TRACK 18

Complete the text with the words / phrases in Exercise 4. Then listen and check your answers.

My family and I were feeling relieved after organising our upcoming holiday. My mother found a nice bed and breakfast in the countryside that offered fresh meals and a peaceful environment. However, my brother preferred a luxurious resort with a big swimming pool and daily shows. In the end, we chose an all-inclusive hotel so we wouldn't worry about paying for food or activities every day. To make sure we got the rooms we wanted, my father decided to reserve them early. He completed the booking online, confirming our stay and receiving the confirmation email right away.

TRACK 19

Read the text and circle the correct options. Then listen and check your answers.

A holiday is a good chance to have a great time with your family. There are many choices for it. However, deciding on accommodation can be as hard as deciding on a holiday type. While parents want to go on a camping holiday, children may not be as eager as them. Sometimes, children want to go to the beach, but parents may prefer a mountain holiday. So, it may not be as simple as the ones parents planned when their children were babies. But when the children think the same as their parents about it, every member of the family will have a great time together.

TRACK 20

Read and listen to the strip story carefully and answer the questions. Then share your answers with a peer.

Kaya : Wow! Where am I? This house looks so modern!

AI Assistant : Welcome, Kaya. You are in your future house. Everything here is automated to help you.

Kaya: Really? The lights turn on automatically and the windows also open automatically!

AI Assistant: Yes, the house works effectively to make your life easier.

Kaya : This kitchen appliance is amazing! Can it make me a cup of hot chocolate?

AI Assistant : Of course. Your hot chocolate is ready.

Kaya : The air feels so fresh. This is extraordinary.

AI Assistant : The house has got a smart ventilation system. It always keeps the air clean and fresh.

Kaya : I am really impressed. This is a perfect house!

AI Assistant : Would you like to watch a film?

Kaya : Yes! Play an action film, please.

AI Assistant : Just say the film you want. And the film starts. Enjoy yourself.

Mum : Kaya! Wake up! It's time to do chores!

Jack : Oh no! It was just a dream… I'll take care of washing up and take the rubbish later

THEME 5

TRACK 21

Listen to the dialogue and notice the sounds with the coloured letters. Then practise in pairs.

Ege: Hi, Lucy! Did you help during the charity event last weekend?

Lucy: Hi, Ege. Yes, I worked with a group to supply food and clothes to some families.

Ege: That's great! I was part of a group collecting the rubbish from the streets. It lasted for hours but I didn't feel tired at all.

Lucy: It's so nice to see people happy.

TRACK 22

Look at the coloured letters in the words in coloumn A and match the words with the same sounds in pairs. Then listen and check your answers.

1) farmland - phone
2) group - government
3) heard - help
4) collect - kind
5) sign - design
6) know - knife
7) hour - honour

TRACK 23

Write the words that begin with the same sounds in the correct columns. Then listen and check your answers.

join: gym - judge - joy - giant
get: great - give - game

TRACK 24

Listen and check your answers.

Leo: Did you hear about the school's new infrastructure project?

Sarah: Yes, there is a social foundation. It gave a big donation.

Leo: Great! It means no fundraiser was needed, doesn't it?

Sarah: Yes. The headmaster thanked people for their compassionate efforts.

Leo: That's really nice. It is a good example of voluntary work.

Sarah: It definitely shows the community's inclusive approach to education.

TRACK 25

Listen and check your answers.

Access to Internet

In the past, people in rural areas could not access technology as easily as those in cities. However, in recent years, governments and private companies have been able to improve internet access and mobile connectivity in rural regions. While urban areas can adopt new technologies faster, rural communities have been able to benefit from innovations like online education and telemedicine. Today, people in both cities and villages can use smartphones, but those in urban areas are able to access high-speed internet more easily. Despite improvements, rural regions still face challenges, as they aren't able to keep up with the rapid pace of technological advancements.

TRACK 26

Read and listen to the strip story and answer the questions.

Smart City Heroes

Ava: There's been a tech boom in our city lately! But look at all this garbage!

Kaya: Yuck! What can we do? How can we handle it?

Emma: Don't worry—the mayor has launched an initiative to transform our city!

Kaya: Thanks to you, Ms Ünlü. We all pitched in to collect the garbage from the streets!

Ava: Now, every street is sparkling clean! Look at the drone. It is monitoring our progress!

Ms Ünlü: I installed that drone myself. Innovative, isn't it?

Ms Ünlü: Check this out! We're installing solar panels for sustainable energy!

Ava: And free Wi-Fi, too? Cities are becoming more inclusive every day!

Ms Ünlü: Yes, we're adapting our infrastructure for everyone—even in rural areas!

Ava: Oops! I think the robot lost its signal. It needs better coverage!

Kaya: Maybe it got confused by seeing a mayor!

Ms Ünlü: Haha. Don't worry—I'll step in and fix the problem right away!

Kaya: This festival really brought our neighbourhood together! Even my grandma's dancing!

Ava: Who would say taking action could be fun like this?

Ms Ünlü: With teamwork, innovation, and a little popcorn—anything's possible!

THEME 6

TRACK 27

Listen to the dialogue and notice the sounds with the coloured letters. Then practise in pairs.

Daniel: Did you watch the football game last night?

Sophie: Yes, the football match was amazing!

Daniel: Are you planning to watch the final at home?

Sophie: Yes I never miss the chance to watch it with my parents.

TRACK 28

Listen to the groups of words and circle the odd one.

1. obvious / opposition / object / opaque
2. performance / programme / permission / psychic
3. calm / would / half / glass
4. screen / column / down / win

TRACK 29

Listen and check your answers. Listen again and practise.

1. manage - medal
2. nation - know
3. amazing - thing
4. own - obey
5. programme - process

TRACK 30

Listen and check your answers.

THE COMMUNITY GARDEN

The community garden project became a centre for cultural exchange as people from different backgrounds shared their traditions and recipes. Maria, a nutritionist, encouraged everyone to eat a balanced diet and include more fibre-rich foods like fruits and vegetables. She also advised limiting processed meat, such as sausages, to improve health. Ahmet, a farmer, taught the group how to grow crops like corn and beans and use compost to enrich the soil. The garden became a symbol of unity, bringing people together to work toward a common goal. The mayor sent a representative to support the project, praising its efforts to celebrate cultural diversity. The success of the garden even began to inspire other towns to start similar initiatives.

TRACK 31

Listen and check your answers.

When we travel to new countries, we get used to trying different foods. For example, I got used to eating sushi for lunch when I lived in Japan. It was hard at first, but now I am used to it and enjoy it every day!

Because of my job, I travel to different countries and sometimes I stay there for a long time. Next month I will move to Italy and I guess I will get used to eating pasta every day. Also, I am used to the hot weather there. People get used to many things over time that they have never thought about.

TRACK 32

Read and listen to the picture strip story quickly and answer the questions.

Emma: Look at this! Organic veggies and protein-packed chicken. Perfect fuel, isn't it?

Kaya: Fuel? Nothing beats the taste of sausages and chips. Quick, easy and delicious!

Emma: Quick and easy maybe, but they are processed meat. Do you know what's in them? They are full of trans fats and preservatives. Come on Kaya, you're what you eat!

Kaya: Still tastes better than your veggies.

Emma: Hey! Healthy food can be fun too! I balance it with treats.

Kaya: OK! Miss Nutritionist! I get it- yours are healthier but do you really enjoy eating salad all day, huh?

Emma: It is called variety, Kaya! I mix it up- with grilled chicken or with an omelette. Too much junk food, and you are always asleep in class, aren't you?

Kaya: You may be right. Hmmm, I could swap out the chips for some veggies, but I'm keeping my sausages, OK?

Emma: I mean, just try to eat less junk food. Trust me, you will be feeling more energetic.

Kaya: Let's try and see…

THEME 7

TRACK 33

Listen to the dialogue and notice the sounds with the coloured letters. Then practise in pairs.

Lucy: Do you think technology can help to protect nature?

Ege: Yes, using new systems can support sustainability.

Lucy: I agree, but we must use resources wisely.

TRACK 34

Look at the coloured letters in the words in column A and match them with the words in column B in pairs. Then listen and check your answers.

parent - party

listen - fasten

disease - reason

sustainability - significant

island - aisle

chunk - jungle

true - clue

guess - guide

TRACK 35

Listen to the groups of words and tick the odd ones.

1. quality	queue	question	qualify
2. sustainability	science	show	success
3. technology	thought	target	tolerance

TRACK 36

Listen and check your answers.

Kaan: Hey, Nora! Are you ready to work on our science project about health and the environment?

Nora: Yes! I found some interesting facts. For example, chemicals from farms can cause serious contamination of rivers and soil.

Kaan: That's true. And all this wastefulness from overproduction affects public health through climate-related challenges.

Nora: I agree. Commercial farming grows food on a large scale, causing the destruction of nature but some machines can absorb harmful carbon from the air and help fix the environment.

Kaan: When it comes to health, one tiny germ can cause a serious illness.

Nora: Thanks to technology, AI now helps doctors detect diseases before symptoms even appear.

Kaan: Amazing! That means people can heal more quickly and get back to their lives.

Nora: Yes! It also helps reduce suffering since early treatment stops the illness from getting worse.

Kaan: But not everyone has access to good healthcare. There are limitations in remote areas.

Nora: You're right. But the use of technology is becoming widespread day by day.

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TRACK 37

Circle the correct option in pairs. Then listen and check your answers.

Spending time in nature has many benefits. Going for a walk in the park is a great way to clear your mind. People often find sitting by a river very calming, as it allows them to enjoy the sound of water flowing. If you watch animals in their natural habitat, you will feel more peaceful. Camping in the forest is an experience many people enjoy, as it connects them to the environment in a unique way. Also, it is a great choice to pick wild berries or to observe the stars at night.

TRACK 38

Read and listen to the first paragraph of the text.

What is the main idea of the text?

The Life of Monarch Butterflies

Not all butterflies live just one day! Monarch butterflies, which are famous for their bright orange and black wings, are one of the most well-known butterfly species in the world. They are special because of their long migration. Every year, they travel thousands of kilometers from North America to Mexico, looking for warmer places to survive the winter. This journey, which takes several months, is dangerous, but monarch butterflies continue to follow the same path generation after generation.

TRACK 39

Read and listen to the strip story and answer the questions.

Kaya: Wow, I'm in a world where artificial intelligence helps emergency services heal infections and detect germs.

Kaya: Even severe crises, like a pandemic, are met with innovative procedures and efficient healthcare. Isn't it amazing?

Kaya: Here, technology is used not only to advance healthcare but also to protect our planet. Look at those eco-cities powered by biofuel and alternative fuel! Let's go green by using less plastic! The writing on the wall is clear: we need to protect the environment!

Kaya: I see a future where scientists focus on reducing deforestation and carbon emissions. They work with experts who bring recovery and relief for both our health and nature. Their new idea for protecting green areas is making waves!

Kaya: Tomorrow's world will be different with new technologies, won't it? I hope that together we can tackle every crisis, whether it's a harmful infection or excessive pollution and secure a peaceful, sustainable future.

Kaya: Hey Aunty Bilge, I want to be a scientist!!!

THEME 8

TRACK 40

Listen to the dialogue and notice the sounds with the coloured letters. Then practise in pairs.

Daniel: If only we could use teleportation.We could visit other planets!

Sophie: And with advanced robots,we could view and run colony systems.

Daniel: That'd be awesome.They could also work in farming and deliver supplies.

Sophie: Exactly! In robotics, the sky is the limit!

TRACK 41

Look at the coloured letters in the words in column A and match them with the words in column B in pairs. Then listen and check your answers.

world - warm
wrong - write
complex - explore
exist - exact
use - unite
system - only
zone - puzzle

TRACK 42

Listen to the groups of words and tick the odd ones.

1. apply	verify	July	company
2. exam	reflex	text	excellent
3. wave	weight	wake	wrap

TRACK 43

Listen and check your answers.

Daisy: Scientists believe that one day, humans might discover a wormhole that could let us travel across the universe instantly.

Mert: That sounds like something from a mythical story! But wouldn't teleportation be easier? Just imagine pressing a button and appearing on another planet.

Daisy: True, but some worry that over-reliance on such technology could make us lazy. What if the systems fail?

Mert: Good point. Maybe instead of trying to manufacture devices that could create

artificial shortcuts, we should let humanity evolve naturally. In a few thousand years, our bodies might adjust to life in space.

Daisy: Living in such a timeline would be very interesting. But what if we make a mistake? We can't just rewind time like a video.

Mert: No, but with accurate predictions and careful planning, we might avoid disasters. The key is to stay flexible and make realistic plans as we learn more.

TRACK 44

Listen and check your answers.

Tom: By the way, do you believe in time travel?

Anna: Oh, I would love it if time travel were possible! If we could travel to the future, we would see how the world will be. But I think it's just a dream. I wish we could go back in time and fix some mistakes, though. If only I had paid more attention in science class. Maybe I'd understand how time travel could work.

Tom: If time travel were real, it might be dangerous. If we changed something in the past, we might create huge problems in the future. That's why I think it's better if time travel stays in the movies.

Anna: If time travel were possible, we would have to be very careful. If only it were safe to try time travel. I wish people had recorded more about ancient civilisations. Imagine actually visiting them! It's still fun to imagine.

TRACK 45

Read and listen to the picture strip story and answer the questions.

Emma: I wish we had a human robot like that!

Ava: If I had one, I'd get help for my homework! You know, I felt like I was lost in space when the teacher gave me that maths problem!

Emma: It would do all the housework.

Ava: It would run errands and go shopping instead of me!

Ava: If I had a human robot, I would ask for a drink now!

Emma: What's that sound?

Ava: Is it really juicing by itself?

Emma: I love that!

Ava: Do I have another wish left?

RUBRICS (SPEAKING)

Criteria	20 - Excellent	15 - Good	10 - Fair	5 - Needs Improvement	0 - No Attempt
Fluency	Speaks smoothly with no hesitation	Occasional pauses but mostly smooth	Noticeable pauses, affects communication	Frequent pauses, hard to follow	No attempt made or irrelevant
Pronunciation	Clear and correct pronunciation	Mostly correct with minor mistakes	Several errors, sometimes unclear	Hard to understand due to pronunciation	No attempt made or irrelevant
Grammar Accuracy	Accurate grammar usage	Minor grammatical errors	Frequent errors affect clarity	Grammar mistakes make it hard to follow	No attempt made or irrelevant
Use of Vocabulary	Wide and appropriate word usage	Adequate vocabulary with some repetition	Limited vocabulary	Very basic or inappropriate word choices	No attempt made or irrelevant
Comprehension & Response	Responds appropriately and naturally	Understands questions with minimal help	Needs support to understand/respond	Struggles to understand or respond	No attempt made or irrelevant

RUBRICS (WRITING)

Criteria	20 - Excellent	15 - Good	10- Fair	5 - Needs Improvement	0 - No Attempt
Content & Relevance	Fully addresses the topic clearly	Mostly on-topic with some detail	Lacks clarity or goes off-topic	Mostly irrelevant or unclear writing	No attempt made or irrelevant
Organisation	Well-organised with clear structure	Generally clear with minor lapses	Some disorganisation or confusion	Poor structure, hard to follow	No attempt made or irrelevant
Grammar & Syntax	Accurate grammar and sentence structure	Some minor errors, meaning still clear	Several errors, sometimes confusing	Frequent errors, hinders understanding	No attempt made or irrelevant
Vocabulary & Word Choice	Varied and appropriate vocabulary	Adequate range, mostly correct	Limited range, some misused words	Basic or incorrect vocabulary	No attempt made or irrelevant
Mechanics (Spelling, Punctuation)	No noticeable errors	Few small mistakes	Frequent errors	Many errors interfere with reading	No attempt made or irrelevant

Criteria	20 - Excellent	15 - Good	10 - Fair	5 - Needs Improvement	0 - No Attempt
Task Completion	All parts completed in detail	Most parts completed	Some parts missing	Many parts missing	No attempt made or irrelevant
Creativity & Effort	Original, creative, and shows high effort	Shows some creativity and effort	Basic effort, little originality	Minimal effort, lacks creativity	No attempt made or irrelevant
Accuracy & Understanding	Demonstrates clear understanding	Mostly accurate with few mistakes	Some misunderstandings	Many inaccuracies or lack of understanding	No attempt made or irrelevant
Organisation & Design	Well-organised and visually appealing	Organised with some design effort	Somewhat disorganised	Disorganised or hard to interpret	No attempt made or irrelevant
Presentation	Clear and confident presentation	Mostly clear, some hesitation	Some unclear parts or low confidence	Mumbled or poorly presented	No attempt made or irrelevant

RUBRICS (PRESENTATION)

GLOSSARY THEME 1

(v): a verb (n): a noun (adj): an adjective (adv): an adverb (prep): a preposition

accommodation (v): to provide a place to stay
announcement (n): something that someone says officially or publicly
applicant (n): applies for something, like a job or a place at school
approval (n): accepting something
backpack (v): to place or carry items in a bag
banner (n): a poster
billboard (n): a very large board on which advertisements are shown
boarding card (n): a travel pass
breathtaking (adj): amazing, stunning
contest (n): a competition
crossroad (n): a road that crosses another road
curious (adj.): wanting to know or learn about something
desk clerk (n): someone who is employed to welcome hotel guests when they arrive
exhausting (adj): tiring
expectation (n): a hope
fare (n): ticket price
fascinated (adj): very interested or amazed by something
immersed (v): to engage
inspector (n): someone whose job is to officially inspect something
negotiate (v): to discuss
passionate (adj): enthusiastic
pride (n): a feeling of pleasure and satisfaction about something
prioritise (v): to decide which things are most important and do them first
prize-giving (n): an event where prizes are given to people who have achieved something
procession (n): a line of people or vehicles moving slowly as part of a ceremony or celebration
require (v): a need
reschedule (v): to change the time of a planned event
sack race (n): a game where people hop to the finish line with their legs in a sack
sandy (adj): covered with sand
terminal (n): the area or building is used by passengers leaving or arriving by train or bus
torchlight (n): a flashlight
tug-of-war (n): a game where two teams pull on opposite ends of a rope
unforgettable (adj): memorable

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GLOSSARY THEME 2

accent (n): the way someone speaks, usually showing where they are from
accuracy (n): being correct or exact in what you do or say
adapt (v): to change something so it works better in a new situation
amusing (adj): funny or entertaining in a light way
anxiety (n): a feeling of worry or fear, especially about the future
appropriately (adv): in a way that is right or correct for the situation
assess (v): to check or judge how good something is
awareness (n): knowing or understanding that something is important
challenging (adj): difficult in a way that needs effort or skill
complex (adj): having many parts and not easy to understand
complicated (adj) : not simple; difficult to understand
component (n): one part of something larger or more complex
cope (v): to deal with a difficult situation or problem successfully
deadline (n): the latest time or date to finish something
detailed (adj): including a lot of information or facts
distracted (adj): not able to focus or pay attention
dramatic (adj): very emotional or exciting
engaging (adj): interesting and enjoyable; holding attention
humorous (adj): funny and making people laugh
interact (v): to talk or work together with others
motivated (adj): wanting to do something well or achieve something
motivation (n): the reason why you want to do something
overcome (v): to solve or deal with a problem successfully
overwhelmed (adj): feeling stressed because something is too much
regulate (v): to control something using rules or limits
resolution (n): a strong decision to do or not do something
simplify (v): to make something easier to understand or do
suitable (adj): right or good for a certain situation or person
suggestion (n): an idea or plan offered to someone
support (v): to help or encourage someone
tension (n): a feeling of stress or conflict between people or inside yourself

GLOSSARY THEME 3

achieve (v): to accomplish
adopt (v): to start using or accepting something new
adult (n): a fully grown person
appealing (adj): attractive
chemical (n): a man-made or natural substance used in science or products
cheerful (adj): joyful
concentration (n): focus
concern (n): a worried or nervous feeling about something
consistent (adj): always happening in the same way over time
distracting (adj): making it hard to concentrate or pay attention
ethical (adj): moral
exploit (v): to use something or someone unfairly for your own benefit
herb (n): a plant used for cooking, medicine, or flavor
hydration (n): having enough water in your body to stay healthy
immune (adj): resistant
lonely (adj): unhappy because you are not with other people
objective (n): goal
overuse (v): to use something too much, often in a harmful way
portion (n): the amount of food served to one person
prioritise (v): to decide which things are more important and do them first
recruit (v): to find and persuade people to join a group, team, company, or organization
reliable (adj): able to be trusted or believed
relaxation (n): rest
remedy (n): a natural or simple treatment
restriction (n): limitation
sleepless (adj): without sleep
sustainable (adj): eco-friendly
treatment (n): medical care given to help someone get better
unfortunate (adj): happening in a bad or unlucky way
wellbeing (n): The state of being physically and mentally healthy, happy, and comfortable

GLOSSARY THEME 4

accommodate (v): to provide a place to stay
adapt (v): to adjust or change to fit new conditions
affordable (adj): not expensive, reasonably priced
all-inclusive (adj): includes everything (meals, drinks, etc.)
appliances (n): devices or machines used in homes
bed and breakfast (n): a small hotel with breakfast included
bookings (n): reservations
budget (n): spending plan
energy-efficient (adj): using less energy, saving power
generate (v): to produce or create (energy, results, etc.)
innovation (n): a new idea, method, or invention
install (v): to set up or put in place
insulation (n): material that keeps heat in or out
negotiate (v): to talk to agree
optimise (v): to make the best or most effective use of
priority (n): something important or urgent
recognition (n): acknowledgment or appreciation
relieved (adj): feeling less worried
renewable (adj): able to be replaced naturally
renovate (v): to improve or repair a building
reserve (v): to book or save in advance
resort (n): a holiday location with many facilities
shocking (adj): very surprising or upsetting
sophisticated (adj): advanced, complex, elegant
sustainable (adj): eco-friendly, lasting long term
ventilation (n): a system for air flow or fresh air
variation (n): a difference or change in form
voyage (n): a long journey, especially by sea

GLOSSARY THEME 5

adapt (v): change to fit
approach (n/v): a way of dealing with something / move closer
assistance (n): help
compassionate (adj): kind and caring
concern (n/v): a worry or care / to care or worry
coverage (n): internet or phone service area
crisis (n): a serious or dangerous situation
disability (n): a physical or mental condition that limits a person
distribute (v): give things out
donation (n): something given to help
empathetic (adj): having the ability to imagine how someone else feels
enhance (v): make stronger or better
efficient (adj): works well, no waste
foundation (n): an organization that helps others
fundraiser (n): an event to collect money
homeless (adj): without a home
homeless shelter (n): a place for people with no home
implement (v): start using (a plan or system)
inclusive (adj): open to everyone
infrastructure (n): basic systems like roads or internet
initiative (n): a new helpful project
install (v): set up
integrate (v): combine or join
mayor (n): the head of a town or city
monitor (v): watch or check
proud (adj): feeling happy about what you did
provide support (v): give help
public Wi-Fi (n): free internet in public places
raise awareness (v): help people understand an issue
relief (n): help in an emergency
rewarding (adj): makes you feel good
rural (adj): related to the countryside
screening (n): checking for health
solar panel (n): a device that uses the sun for energy
step in (v): take action to help
take action (v): do something to solve a problem
transform (v): change completely
transportation (n): how people or goods move
urban (adj): related to cities
voluntary work (n): work done to help others without pay
workplace(n): a building or room where people perform their jobs

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GLOSSARY THEME 6

a balanced diet (n): a healthy eating plan

additives (n): extra chemicals in food

agriculture (n): the science or practice of farming

archery (n): the sport of shooting arrows with a bow

broadcast (v): to send out programmes on TV or radio

compost (n): decayed food and plants added to soil to help plants grow

cultural diversity (n): many different cultures in a society or group

cultural exchange (n): sharing and learning about different cultures

consumption (n): the act of using energy, food or materials

diversity (n): having many different types of people or things

embrace (v): to accept something gladly

fibre-rich food (n): food that helps digestion

firework (n): an object that explodes with loud noises and bright colours for celebrations

glance (v): to look quickly or briefly

globalisation (n): when businesses or organisations work internationally

greenhouse (n): a glass building for plants

multicultural society (n): people from many cultures

overeat (v): to eat too much food

pesticide-free (adj): grown without harmful chemicals

processed meat (n): meat treated to last longer by adding chemicals

significance (n): the importance or meaning of something

sponsor (n): a person or company that gives money to support an activity, event, or organisation

trans-fat (n): a harmful type of fat made by a chemical process

unite (v): to join together

upcoming (adj): going to happen soon

GLOSSARY THEME 7

activate(v): to cause something to start

advance (v): to develop or improve something

artificial intelligence (n): a smart computer technology

conduct (v): to organize and perform a particular activity

contribute (v): to give something to someone

coronavirus (n): a virus that causes Covid-19

detect (v): to discover something, usually using special equipment

electromagnetic (adj): relating to the electrical and magnetic forces produced by an electric current

excessive (adj): too much

generate (v): to cause something to exist

germ (n): a very small organism that causes disease

graphics (n): computer images or visuals

healthcare (n): medical services

life-limiting (adj): reducing the length of time

microscope (n): a tool to see tiny things

obese (adj): extremely fat in a way that is dangerous for health

pandemic (n): a worldwide disease outbreak

procedures (n): steps or actions

protection (n): the act of protecting or state of being protected

radiation (n): energy waves

radioactivity (n): energy from unstable atoms

stretch (v): to extend, make longer

suffering (n): a pain or distress

unconscious (adj): not awake or aware of what is happening around you

vital (adj): extremely important

GLOSSARY THEME 8

a balanced diet (n): a healthy eating plan
accurate (adj): correct, exact
adjust (v): to change slightly to make better
alongside (adv/prep): next to, together with
alter (v): to change slightly
alternate (adj): to take turns or happen one after the other
autonomous (adj): able to work independently
beyond (adv): more than something; on the other side
capable (adj): able to do something
companionship (n): friendship
concept (n): an idea or general understanding
consideration (n): careful thought about something
convert (v): to change into a different form
desired (adv): wanted or wished for
dimensional (adj): related to space or measurement
disturb (v): to interrupt or bother
efficient (adj): doing something well without waste
entire (adj): whole, complete
equip (v): to provide things needed
evaluate (v): to judge or check carefully
evolve (v): to develop gradually
exceptional (adj): very special or unusual
expand (v): to grow or increase
express (v): to say or show something
feature (n):a noticeable part or detail
gradually (adv): slowly over time
hypothetical (adj): not proven, imagined
implication (n): a possible result
instantly (adv): immediately; at once
integrate (v): to combine into one system
interrupt (v): to stop briefly

GLOSSARY THEME 8

interval (n): a period of time between things
inevitable (adj): sure to happen
launch (v): to start or send something
labour (n): physical or mental work
legend (n): a traditional story or famous person
likewise (adv): in the same way; also
magnificent (adj): very beautiful, impressive
manufacture (v): to produce or make (usually in a factory)
modify (v): to make changes to improve
motion (n): movement
multiple (adj): many; more than one
mythical (adj): imaginary or from legend
ongoing (adj): still happening; continuing.
over-reliance (n): depending too much
pace (v): to step
phenomena (n): plural of phenomenon, unusual or interesting facts
predictable (adj): able to be predicted
precisely (adv): exactly
principal (n): the most important person or thing
prior (adj): before something else
regard (v/n): to think of or respect
reinforce (v): to make stronger
relativity (n): a theory about time and space
remarkably (adv): in an impressive way
rewind (v): to go back to the beginning
significant (adj): important
surgery (n): a medical operation
temporal (adj): related to time
transition (n): a change or movement from one thing to another
via (adv): by the way of
wormhole (n): shortcut through space-time

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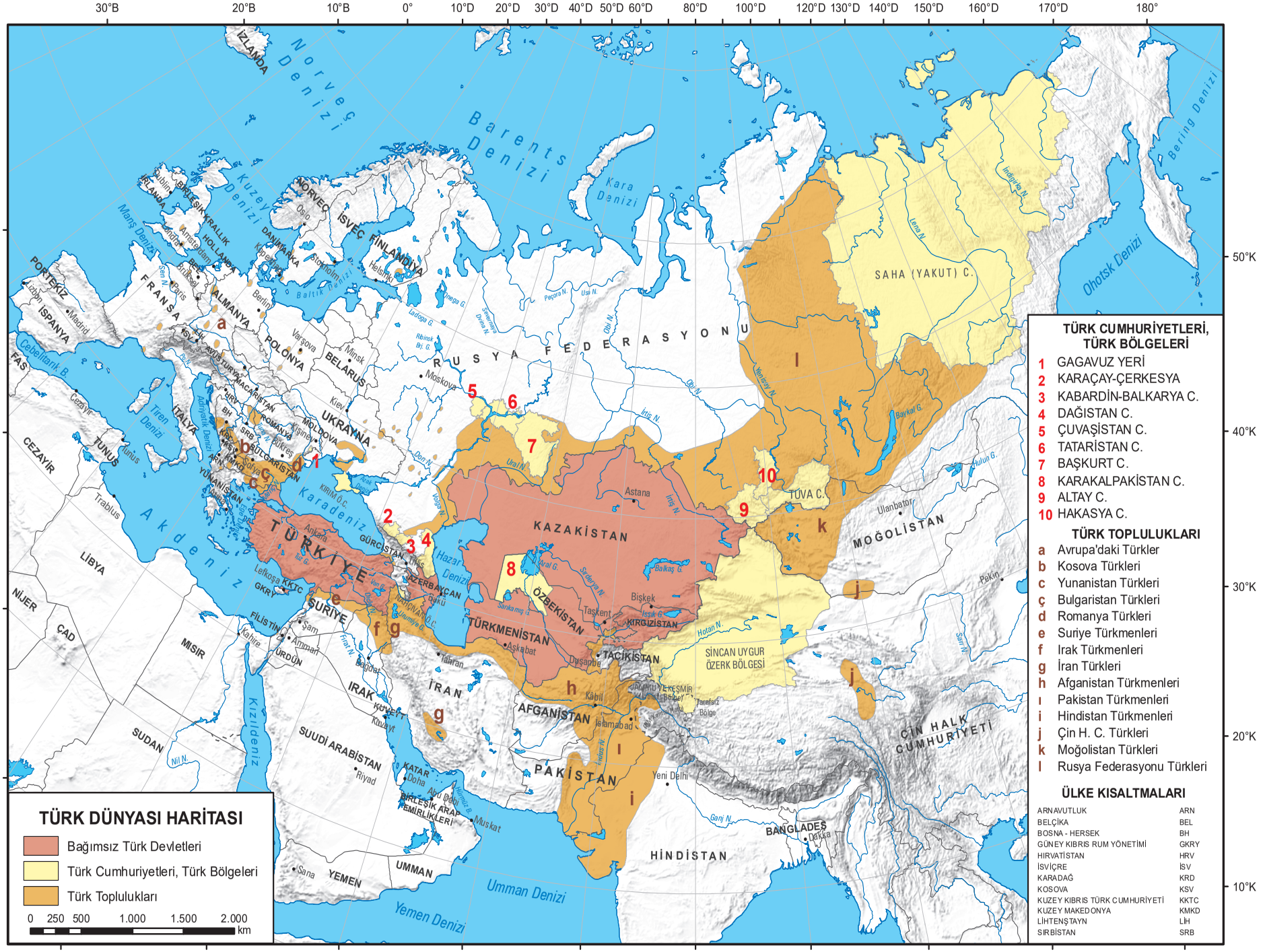
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The references in this section have been prepared following the principles and formatting rules of the APA Style 7th Edition.

ANSWER KEY

WEB AND VISUAL REFERENCES


TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE
KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
AKARSU
0 50 100 200 300 400
km
Harita Genel Müdürlüğü tarafından üretilmiştir.
KARADENİZ
AKDENİZ
EGE DENİZİ
MARMARA DENİZİ
HAZAR DENİZİ
ROMANYA
UKRAYNA
RUSYA FEDERASYONU
BULGARİSTAN
YUNANİSTAN
GÜRCİSTAN
ERMENİSTAN
AZERBAYCAN
İRAN
SURİYE
IRAK
LİBYA
MISIR
LÜBNAN
İSRAİL
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
KUZEY KIBRIS
TÜRK CUMHURİYETİ
GÜNEY KIBRIS RUM YÖNETİMİ
Lefkoşa
Erenköy
Sofya
Bükreş
Atina
Beyrut
Şam
Bağdat
Tel Aviv
Tiflis
Erivan
Sinop
Samsun
Ordu
Giresun
Trabzon
Rize
Artvin
Ardahan
Kars
Iğdır
Ağrı
Erzincan
Erzurum
Sivas
Tunceli
Bingöl
Muş
Bitlis
Van
Elâzığ
Malatya
Diyarbakır
Batman
Siirt
Şırnak
Hakkâri
Mardin
Şanlıurfa
Gaziantep
Adıyaman
Kahramanmaraş
Osmaniye
Adana
Hatay
Kilis
Mersin
Antalya
Karaman
Konya
Niğde
Aksaray
Nevşehir
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Kırşehir
Yozgat
Çorum
Amasya
Tokat
Gümüşhane
Bayburt
Çankırı
Karabük
Zonguldak
Bartın
Kastamonu
Düzce
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Eskişehir
Kırıkkale
Çanakkale
Balıkesir
Kütahya
Afyonkarahisar
Uşak
Manisa
İzmir
Aydın
Denizli
Muğla
Burdur
Isparta
Edirne
Kırklareli
Tekirdağ
Gökçeada
Bozcaada
Tuna N.
Meriç N.
Sakarya N.
Kızılırmak N.
Yeşilırmak N.
Çoruh N.
Aras N.
Fırat N.
Dicle N.
Seyhan N.
Ceyhan N.
Göksu N.
Büyük Menderes N.
Küçük Menderes N.
Gediz N.
Bakırçay N.
Tuz Gölü
Van Gölü
Urumiye Gölü
Süveyş K.
Nil N.
ACARA Ö.C.
NAHÇIVAN Ö.C. (AZERBAYCAN)


TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
ÜLKE KISALTMALARI
ARNAVUTLUK ARN
BELÇİKA BEL
BOSNA - HERSEK BH
GÜNEY KIBRIS RUM YÖNETİMİ GKRY
HIRVATİSTAN HRV
İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
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KUZEY MAKEDONYA KMKD
LİHTENŞTAYN LİH
SIRBİSTAN SRB
TÜRKİYE
KAZAKİSTAN
RUSYA FEDERASYONU
ÇİN HALK CUMHURİYETİ
HİNDİSTAN
İRAN
AFGANİSTAN
PAKİSTAN
IRAK
SURİYE
SUUDİ ARABİSTAN
MOĞOLİSTAN
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TUVA C.
SİNCAN UYGUR ÖZERK BÖLGESİ
Akdeniz
Karadeniz
Kara Denizi
Barents Denizi
Norveç Denizi
Bering Denizi
Ohotsk Denizi
Umman Denizi
Yemen Denizi
Kızıldeniz