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

MultiEnglish

YEAR 8



STUDENT'S BOOK

MULTILINGUAL LANGUAGE PROGRAMME
LOWER SECONDARY SCHOOL AND İMAM HATİP
LOWER SECONDARY SCHOOL

MultiEnglish

Year 8

Student's Book

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İSTİKLÂL MARŞI

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

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

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

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
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

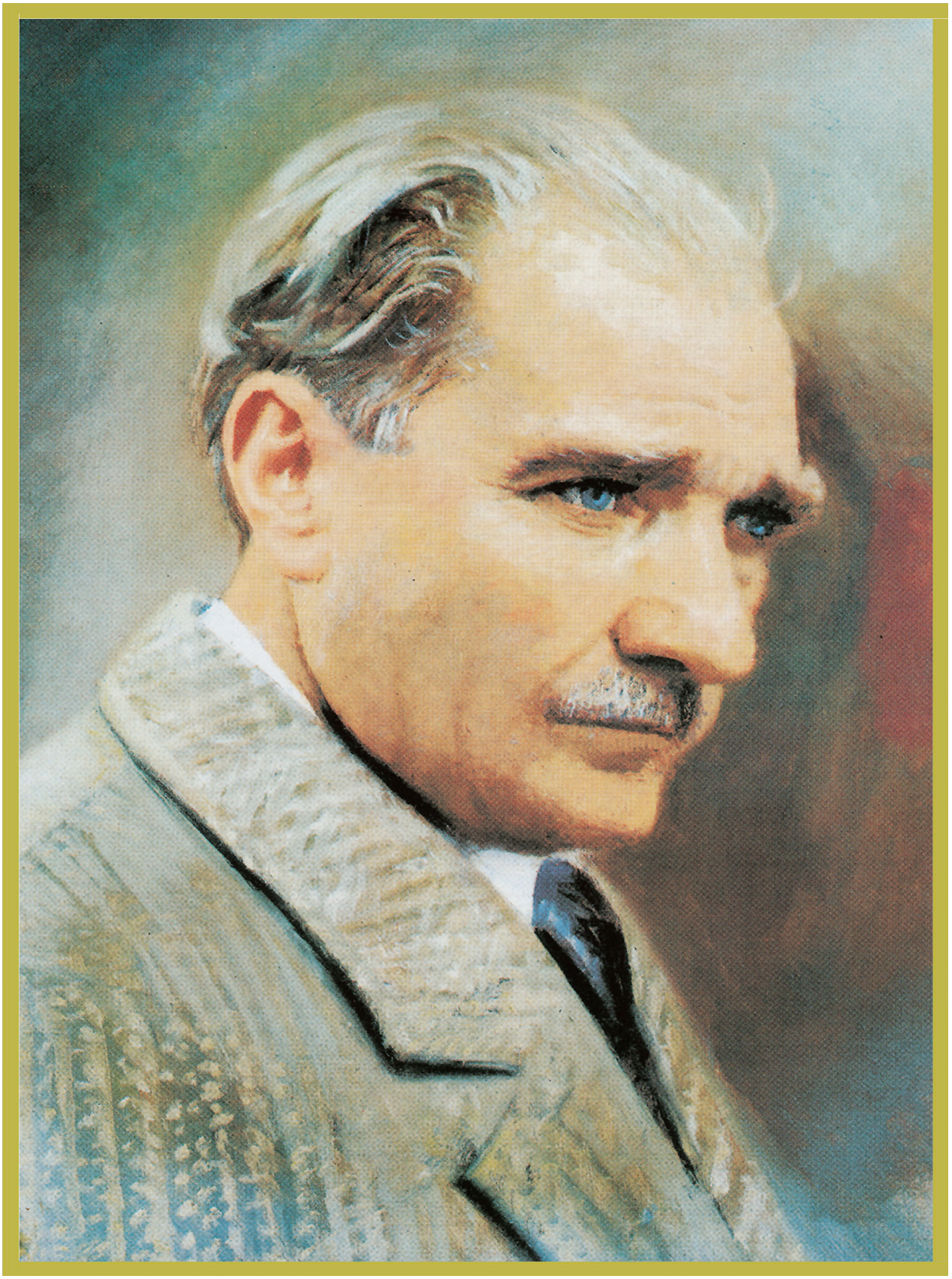
GENÇLİĞE HİTABE

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 THEME	SUB-THEMES	FUNCTIONS & GRAMMARING	VOCABULARY SELECTION-USE	PRONUNCIATION SELECTION-USE	LISTENING & WATCHING - COMPREHENSION
THEME 1	SCHOOL LIFE & EDUCATION	- School traditions and events - Exams and challenge for success at school - National and religious days, festivals, celebrations	- Use of Revision of the Present and the Future Tenses - Use of Passive Voice of Present and the Future Tenses for Narration and Daily Conversations	- Vocabulary for school traditions and events - Vocabulary for participating in events - Vocabulary for exams and challenge for success at school	- Intonation of positive, negative and question statements	- The exam race - Listening for gist/specific information/ details
THEME 2	CLASSROOM LIFE & LEARNING	- Challenges in the classroom and improving classroom environment - Pros and cons of online learning and traditional learning	- Use of Passive Voice with Modals - Use of the Simple Past Tense and the Present Perfect Tense - "Be able to" for Ability - Use of "Bare Infinitives" with Verbs like "I'd rather" and "Had better" - Use of "To + Gerund" with Verbs like "help" and "look forward to" - Use of "Infinitives" with Verbs like "think about", "make me", "hope", "advise", "manage", and "mind"	- Vocabulary for classroom challenges and improving the environment - Vocabulary for online learning - Vocabulary for traditional learning - Vocabulary for comparison and analysis	- Target sounds: a, b, c, d - Vowel: a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/) - Consonants: b, c, d b: (/b/), silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)	- A conversation about listening in the digital age - Listening for gist/specific information/ details
THEME 3	PERSONAL LIFE & WELL BEING	- Self-care and mindfulness for well-being - Creating a personal wardrobe and sustainable fashion	- Use of Passive Voice of Past Tenses for Narration and Daily Conversations - Use of Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense)	- Vocabulary for self-care and mindfulness for well-being - Vocabulary for creating a personal wardrobe and sustainable fashion - Vocabulary for keeping good health	- Intonation for positive statements, negative statements, questions, and question tags.	- A conversation about mindfulness practice - Listening for gist/specific information/ details
THEME 4	FAMILY LIFE & HOME	- Family reunions and celebrations - Relationships between the family and the community	- Use of Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense)	- Vocabulary for family reunions and celebrations - Vocabulary for relationships between the family and the community	- Target sounds: a, b, c, d, e - Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/; /i:/, /ə/, silent /e/) - Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /tʃ/, /z/, silent /c/); d: (/d/), silent /d/)	- A conversation about family and community - Listening for gist/specific information/ details

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
-Without Giving Up -Skimming-Scanning -Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about school traditions and events, exams and challenges for success at school, national and religious days and celebrations -Interacting in pairs/groups	- Writing about a favourite school event or tradition	- Exciting School Events Around the World	-How to make a poster about school traditions and celebrations - Presenting a poster	- Time to check your progress - Reflecting on the learning process	- Rating scales about the learning outcomes
- Click or Chalk? The Future of Learning -Skimming-Scanning -Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about self-care and mindfulness for well-being, creating a personal wardrobe and sustainable fashion	- Preparing an informative brochure to help students practise self-care and mindfulness for better well-being	- Calm Zones	- How to write a project comparing traditional learning and online learning by describing a classroom challenge and presenting your ideas on a poster.	- Time to check your progress - Reflecting on the learning process	- Rating scales about the learning outcomes
- An interview about the ways of keeping good health -Skimming-Scanning -Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about the diseases, keeping good health, and health tips - Interacting in pairs/groups	- Introducing a short story about a time you were sick.	- Funny Health Tips From Around The World	- How to create a journal to reflect on your experiences with self-care, mindfulness, and sustainable fashion, including your actions, thoughts, and visuals to show your journey - Presenting a journal	- Time to check your progress - Reflecting on the learning process	- Rating scales about the learning outcomes
- A Family That Connects Generations -Skimming-Scanning -Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about family reunions and celebrations, relationships between the family and the community	- Writing a letter to your cousins, inviting them to a big family reunion	- A Family That Connects Generations	- How to prepare a questionnaire about family life, focusing on celebrations, reunions, and family-community relationships - Presenting a questionnaire	- Time to check your progress - Reflecting on the learning process	- Rating scales about the learning outcomes

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	MAIN THEME	SUB-THEMES	FUNCTIONS & GRAMMARING	VOCABULARY SELECTION-USE	PRONUNCIATION SELECTION-USE	LISTENING & WATCHING - COMPREHENSION
THEME 5	LIFE IN THE NEIGH-BOURHOOD & CITY & SOCIAL LIFE	- City development and city services - Future of cities	- Use of Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense) - Use of Causatives: Had something done	- Vocabulary for city development and city services - Vocabulary for future of cities	- Target sounds: f, g, h, i, j, k - Vowels: i: (/aɪ/, /ɪ/, /i:/) - Consonants: f: (/f/); g: (/g/, /dʒ/, silent /g/); h: (/h/), silent /h/); j: (/dʒeɪ/, /dʒ/); k: (/k/, silent /k/)	- Bright Future City - Planning Better Cities - Listening for gist/specific information/ details
THEME 6	LIFE IN THE WORLD & CULTURE	- Global cuisines; cultural food habits and cultures - Impact of technology and media on people's life and culture	- Use of the Future Perfect Tense - Reported Speech for Future Tenses - Use of the Future Perfect Tense - Use of the Future Perfect Continuous Tense	- Vocabulary for global cuisines - Vocabulary for cultural food habits and cultures - Vocabulary for the influence of technology on cultural habits	- Target sounds: l, m, n, (ng), o, p - Vowel: o: (/əʊ/, /ɒ/, /əʊ/) - Consonants: l: (/ɛl/ /l/, silent /l/); m: (/ɛm/, /m/); n: (/ɛn/, /n/, silent /n/); ng: (/ng/); p: (pi:/p/, silent /p/)	- How Technology Shapes - Future Bites - Tech Meets Tradition! - Listening for gist/specific information/ details
THEME 7	LIFE IN NATURE & GLOBAL PROBLEMS	- Impact of technology on global issues - Impact of consumerism on people's life and nature	- Use of Reported Speech: Modals in the Past for Reporting in Daily Speech - Use of Modals in the Past	- Vocabulary for impact of technology on global issues - Vocabulary for impact of consumerism on people's life and nature	-Target sounds: q, r, s, t, u - Vowel: u: (/ju:/, /ʌ/, /ju:/, silent /u/) - Consonants: q: (/kju:/, /k/); r: (/ɑ:/(Br), silent /r/ (Br), /aɹ/ (AmE), /ɹ/ (AmE), silent /r/ (Br)); s: (/s/, /ɛs/, /z/, silent /s/); t : (/ti:/, /t/, silent /t/)	- The Role of Technology in Health and Nature - Listening for gist/specific information/ details
THEME 8	LIFE IN THE UNIVERSE & THE FUTURE	- Search for habitable planets and famous space missions - Plans and hopes for the future	- Use of Conditional Type 3 - Use of Wish Clauses - Use of "If only"	- Vocabulary for search for habitable planets and famous space missions - Vocabulary for plans and hopes for the future	-Target sounds: v, w, x, y, z - Consonants: v: (/vi:/, /v/); w: (/w/), silent /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: /(zed/ (Br), /zi:/ (AmE), /z/)	- Headline: The Future of Space Exploration Brings New Hope - Skybound - Listening for gist/specific information/ details

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
- A Responsible Vision for Future Cities - Skimming-Scanning - Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about city development and city services, future of cities - Interacting in pairs/groups	- Writing a blog post about how your city could look in the future	- TOKİ: Building Homes, Building Hope	- How to design a poster to promote a neighbourhood improvement project for a specific issue, such as creating green spaces, reducing traffic congestion, or improving public safety	-Time to check your progress - Reflecting on the learning process	-Rating scales about the learning outcomes
- From Letters to Likes : The Digital Makeover of Culture - Skimming-Scanning - Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about global cuisines; cultural food habits and cultures, impact of technology and media on people's lives and culture - Interacting in pairs/groups	- Writing a short paragraph about your favourite digital cultural activity	- The Global Taste Adventure	-How to write a blog page about how global cuisines and cultural food habits may change in the future due to the impact of technology and media	- Time to check your progress - Reflecting on the learning process	- Rating scales about the learning outcomes
- The Positive and Negative Effects of Technology - Skimming-Scanning - Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about impact of technology on global issues, impact of consumerism on people's life and nature - Interacting in pairs/groups	- Writing a short email to be published on the school website explaining what you learned	- Reduce-Reuse-Recycle	- How to write a future news report titled "Breaking News from 2035: Lessons Learned from Past Consumption" focusing on past mistakes and solutions related to technology and consumerism's impact on the environment - Presenting a future diary	- Time to check your progress - Reflecting on the learning process	- Rating scales about the learning outcomes
- Hope Among The Stars - Skimming-Scanning - Reading for details	- The speaking skill is incorporated into all sections of the theme. - Dialogues about search for habitable planets and famous space missions, pans and hopes for the future - Interacting in pairs/groups	- Writing a journal describing your day, what you discovered, how you felt, and your hopes for the future	- Amazing Facts About Space and Exploration	- How to design a brochure about space exploration focusing on the search for habitable planets and important space missions - Presenting a brochure	-Time to check your progress - Reflecting on the learning process	- Rating scales about the learning outcomes

Organisation Chart



Title of the theme

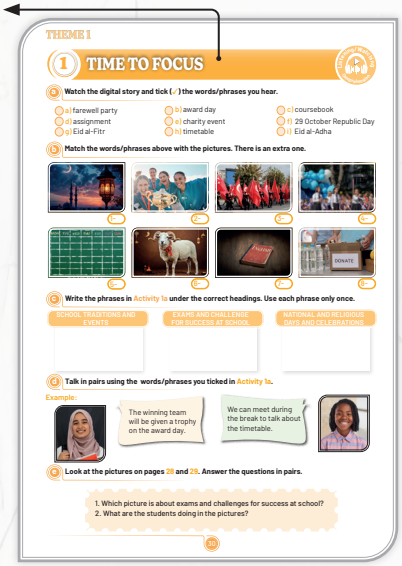
Warm-up / Well-being activities

Extra activities to revise students' previous knowledge

Introductory picture for the whole theme

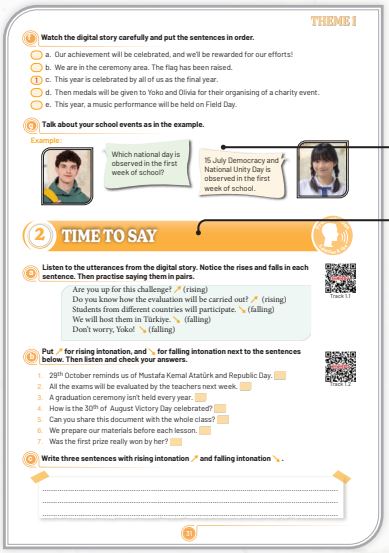


Introductory digital story for the whole theme

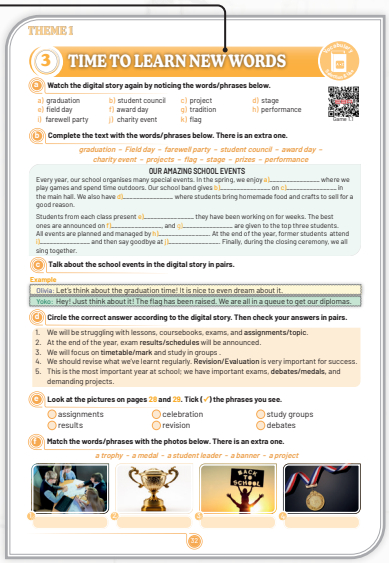


Speaking-Expression

Working on the intonation and sounds



Target vocabulary in use


THEME 1

3 TIME TO LEARN NEW WORDS

a Watch the digital story again by noticing the words/phrases below.

a) graduation b) student council c) project d) stage
e) field day f) award day g) tradition h) performance
i) farewell party j) charity event k) flag

b Complete the text with the words/phrases below. There is an extra one.

graduation – Field day – farewell party – student council – award day – charity event – projects – flag – stage – prizes – performance

OUR AMAZING SCHOOL EVENTS

Every year, our school organises many special events. In the spring, we enjoy a)..... where we play games and spend time outdoors. Our school band gives b)..... on c)..... in the main hall. We also have d)..... where students bring homemade food and crafts to sell for a good reason.

Students from each class present e)..... they have been working on for weeks. The best ones are announced on f)..... and g)..... are given to the top three students. All events are planned and managed by h)..... At the end of the year, former students attend i)..... and then say goodbye at j)..... Finally, during the closing ceremony, we all sing together.

c Talk about the school events in the digital story in pairs.

Example:
Olivia: Let's think about the graduation time! It is nice to even dream about it.
Yoko: Hey! Just think about it! The flag has been raised. We are all in a queue to get our diplomas.

d Circle the correct answer according to the digital story. Then check your answers in pairs.

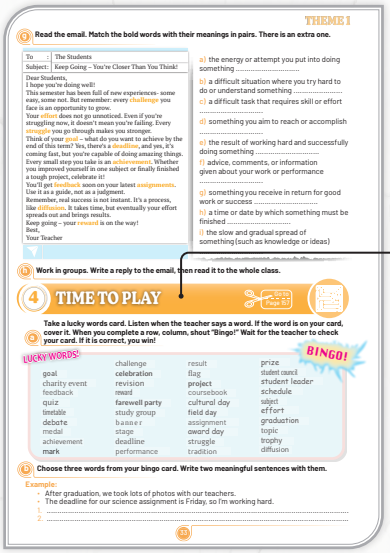
1. We will be struggling with lessons, coursebooks, exams, and **assignments**/**topic**.
2. At the end of the year, exam **results**/**schedules** will be announced.
3. We will focus on **timetable**/**mark** and study in groups .
4. We should revise what we've learnt regularly. **Revision**/**Evaluation** is very important for success.
5. This is the most important year at school; we have important exams, **debates**/**medals**, and demanding projects.

e Look at the pictures on pages 28 and 29. Tick (✓) the phrases you see.

○ assignments ○ celebration ○ study groups
○ results ○ revision ○ debates

f Match the words/phrases with the photos below. There is an extra one.

a trophy – a medal – a student leader – a banner – a project


THEME 1

a Read the email. Match the bold words with their meanings in pairs. There is an extra one.

To: The Students
Subject: Keep Going – You're Closer Than You Think!

Dear Students,
I hope you're doing well!
This semester has been full of new experiences- some easy, some not. But remember: every **challenge** you face is an opportunity to grow.
Your **effort** does not go unnoticed. Even if you're struggling now, it doesn't mean you're failing. Every **struggle** you go through makes you stronger.
Think of your **goal** – what do you want to achieve by the end of this term? Yes, there's a **deadline**, and yes, it's coming fast, but you're capable of doing amazing things.
Every small step you take is an **achievement**. Whether you improved yourself in one subject or finally finished a tough project, celebrate it!
You'll get **feedback** soon on your latest **assignments**. Use it as a guide, not as a judgment.
Remember, real success is not instant. It's a process, like **diffusion**. It takes time, but eventually your effort spreads out and brings results.
Keep going – your **reward** is on the way!
Best,
Your Teacher

a) the energy or attempt you put into doing something .....
b) a difficult situation where you try hard to do or understand something .....
c) a difficult task that requires skill or effort .....
d) something you aim to reach or accomplish .....
e) the result of working hard and successfully doing something .....
f) advice, comments, or information given about your work or performance .....
g) something you receive in return for good work or success .....
h) a time or date by which something must be finished .....
i) the slow and gradual spread of something (such as knowledge or ideas) .....

b Work in groups. Write a reply to the email, then read it to the whole class.

4 TIME TO PLAY

Go to Page 82

a Take a lucky words card. Listen when the teacher says a word. If the word is on your card, cover it. When you complete a row, column, shout "Bingo!" Wait for the teacher to check your card. If it is correct, you win!

LUCKY WORDS:

BINGO!

goal	challenge	result	prize
charity event	**celebration**	flag	student council
feedback	revision	**project**	student leader
quiz	reward	coursebook	schedule
timetable	**farewell party**	cultural day	subject
debate	study group	field day	effort
medal	banner	assignment	graduation
achievement	stage	award day	topic
mark	deadline	struggle	trophy
	performance	tradition	diffusion

b Choose three words from your bingo card. Write two meaningful sentences with them.

Example:
- After graduation, we took lots of photos with our teachers.
- The deadline for our science assignment is Friday, so I'm working hard.

1. .....
2. .....

Vocabulary practice with games

Target grammar language in use


THEME 1

5 TIME TO KEEP IN MIND

a Read the dialogue and examine the expressions in bold carefully.

When **will** the graduation ceremony **be held** this year?
It will be held at the end of June in the school garden.
Will any students **be awarded** for their achievements?
Yes, trophies and medals **will be given** to the students who deserve them.

b Watch the digital story and find the sentences with expressions similar to the ones in bold above. Take notes in your notebooks.

c Watch the digital story again and tick (✓) the sentences you found in it.

○ a. This year is remembered by all of us as the final year.
○ b. Our achievement will be celebrated, and we'll be rewarded for our efforts!
○ c. Our names are announced by the headmaster one by one on stage.
○ d. The performances will be evaluated by the teachers and the student council.
○ e. The winning team will be given a certificate on Award Day.

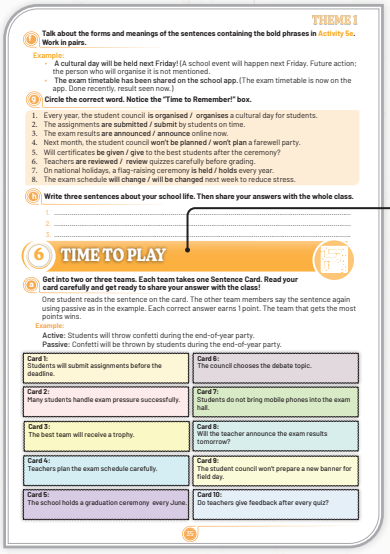
d Examine and discuss the sentences you ticked in Activity 5c in pairs.

Example:
- This year is celebrated by all of us as the final year. (It is describing what happens to someone or something, not who does it because...)

TIME TO REMEMBER
This year is celebrated by all of us as the final year.
Our achievement will be celebrated, and we'll be rewarded for our efforts!

e Read the dialogue quickly and notice the expressions in bold.

Ayşe: Mert, did you hear? A cultural day **will be held** next Friday!
Mert: Really? That's exciting! **Will** any performances **be shown**?
Ayşe: Yes, and a big stage **will be set up** in the garden.
Mert: Cool! I hope our project **will be displayed** too.
Ayşe: I think so. By the way, the exam timetable **has been shared** on the school app.
Mert: Great. I hope the pressure **will be reduced** this time.
Ayşe: Yeah, extra study groups **are being prepared** to help us.


THEME 1

a Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5e. Work in pairs.

Example:
- **A cultural day will be held next Friday!** (A school event will happen next Friday. Future action; the person who will organise it is not mentioned.
- **The exam timetable has been shared on the school app.** (The exam timetable is now on the app. Done recently, result seen now.)

b Circle the correct word. Notice the "Time to Remember!" box.

1. Every year, the student council **is organised** / **organises** a cultural day for students.
2. The assignments **are submitted** / **submit** by students on time.
3. The exam results **are announced** / **announce** online now.
4. Next month, the student council **won't be planned** / **won't plan** a farewell party.
5. Will certificates **be given** / **give** to the best students after the ceremony?
6. Teachers **are reviewed** / **review** quizzes carefully before grading.
7. On national holidays, a flag-raising ceremony **is held** / **holds** every year.
8. The exam schedule **will change** / **will be changed** next week to reduce stress.

c Write three sentences about your school life. Then share your answers with the whole class.

1. .....
2. .....
3. .....

6 TIME TO PLAY

a Get into two or three teams. Each team takes one Sentence Card. Read your card carefully and get ready to share your answer with the class!

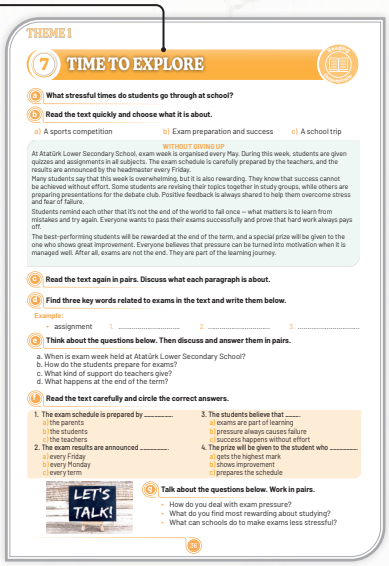
One student reads the sentence on the card. The other team members say the sentence again using passive as in the example. Each correct answer earns 1 point. The team that gets the most points wins.

Example:
Active: Students will throw confetti during the end-of-year party.
Passive: Confetti will be thrown by students during the end-of-year party.

Card 1: Students will submit assignments before the deadline.	**Card 6:** The council chooses the debate topic.
Card 2: Many students handle exam pressure successfully.	**Card 7:** Students do not bring mobile phones into the exam hall.
Card 3: The best team will receive a trophy.	**Card 8:** Will the teacher announce the exam results tomorrow?
Card 4: Teachers plan the exam schedule carefully.	**Card 9:** The student council won't prepare a new banner for field day.
Card 5: The school holds a graduation ceremony every June.	**Card 10:** Do teachers give feedback after every quiz?

Grammar practice with games

Reading-Comprehension


THEME 1

7 TIME TO EXPLORE

a What stressful times do students go through at school?

b Read the text quickly and choose what it is about.

a) A sports competition b) Exam preparation and success c) A school trip

WITHOUT GIVING UP

At Atatürk Lower Secondary School, exam week is organised every May. During this week, students are given quizzes and assignments in all subjects. The exam schedule is carefully prepared by the teachers, and the results are announced by the headmaster every Friday.
Many students say that this week is overwhelming, but it is also rewarding. They know that success cannot be achieved without effort. Some students are revising their topics together in study groups, while others are preparing presentations for the debate club. Positive feedback is always shared to help them overcome stress and fear of failure.
Students remind each other that it's not the end of the world to fail once – what matters is to learn from mistakes and try again. Everyone wants to pass their exams successfully and prove that hard work always pays off.
The best-performing students will be rewarded at the end of the term, and a special prize will be given to the one who shows great improvement. Everyone believes that pressure can be turned into motivation when it is managed well. After all, exams are not the end. They are part of the learning journey.

c Read the text again in pairs. Discuss what each paragraph is about.

d Find three key words related to exams in the text and write them below.

Example:
- assignment 1. ..... 2. ..... 3. .....

e Think about the questions below. Then discuss and answer them in pairs.

a. When is exam week held at Atatürk Lower Secondary School?
b. How do the students prepare for exams?
c. What kind of support do teachers give?
d. What happens at the end of the term?

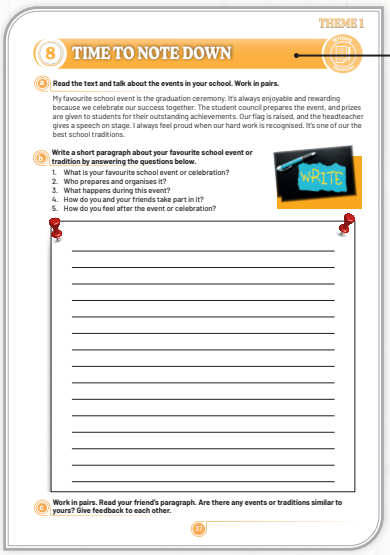
f Read the text carefully and circle the correct answers.

1. The exam schedule is prepared by .....
   a) the parents
   b) the students
   c) the teachers
2. The exam results are announced .....
   a) every Friday
   b) every Monday
   c) every term
3. The students believe that .....
   a) exams are part of learning
   b) pressure always causes failure
   c) success happens without effort
4. The prize will be given to the student who .....
   a) gets the highest mark
   b) shows improvement
   c) prepares the schedule

LET'S TALK!

g Talk about the questions below. Work in pairs.

- How do you deal with exam pressure?
- What do you find most rewarding about studying?
- What can schools do to make exams less stressful?


THEME 1

8 TIME TO NOTE DOWN

a Read the text and talk about the events in your school. Work in pairs.

My favourite school event is the graduation ceremony. It's always enjoyable and rewarding because we celebrate our success together. The student council prepares the event, and prizes are given to students for their outstanding achievements. Our flag is raised, and the headteacher gives a speech on stage. I always feel proud when our hard work is recognised. It's one of our the best school traditions.

b Write a short paragraph about your favourite school event or tradition by answering the questions below.

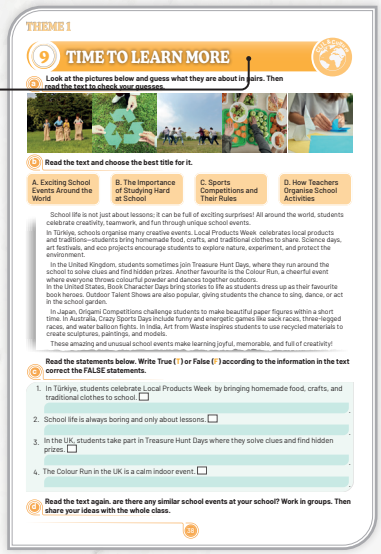
1. What is your favourite school event or celebration?
2. Who prepares and organises it?
3. What happens during this event?
4. How do you and your friends take part in it?
5. How do you feel after the event or celebration?

WRITE

c Work in pairs. Read your friend's paragraph. Are there any events or traditions similar to yours? Give feedback to each other.

Writing-Expression

Reading about different cultures


THEME 1

9 TIME TO LEARN MORE

Look at the pictures below and guess what they are about in pairs. Then read the text to check your guesses.

Read the text and choose the best title for it.

A. Exciting School Events Around the World | B. The Importance of Studying Hard at School | C. Sports Competitions and Their Rules | D. How Teachers Organise School Activities

School life is not just about lessons; it can be full of exciting surprises! All around the world, students celebrate creativity, teamwork, and fun through unique school events.

In Türkiye, schools organise many creative events. Local Products Week celebrates local products and traditions—students bring homemade food, crafts, and traditional clothes to share. Science days, art festivals, and eco projects encourage students to explore nature, experiment, and protect the environment.

In the United Kingdom, students sometimes join Treasure Hunt Days, where they run around the school to solve clues and find hidden prizes. Another favourite is the Colour Run, a cheerful event where everyone throws colourful powder and dances together outdoors.
In the United States, Book Character Days bring stories to life as students dress up as their favourite book heroes. Outdoor Talent Shows are also popular, giving students the chance to sing, dance, or act in the school garden.

In Japan, Origami Competitions challenge students to make beautiful paper figures within a short time. In Australia, Crazy Sports Days include funny and energetic games like sack races, three-legged races, and water balloon fights. In India, Art from Waste inspires students to use recycled materials to create sculptures, paintings, and models.

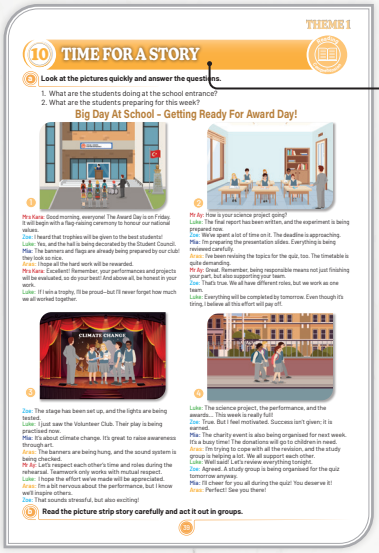
These amazing and unusual school events make learning joyful, memorable, and full of creativity!

Read the statements below. Write True (T) or False (F) according to the information in the text correct the FALSE statements.

1. In Türkiye, students celebrate Local Products Week by bringing homemade food, crafts, and traditional clothes to school. ☐
2. School life is always boring and only about lessons. ☐
3. In the UK, students take part in Treasure Hunt Days where they solve clues and find hidden prizes. ☐
4. The Colour Run in the UK is a calm indoor event. ☐

Read the text again. are there any similar school events at your school? Work in groups. Then share your ideas with the whole class.

Consolidation with picture strip story


THEME 1

10 TIME FOR A STORY

Look at the pictures quickly and answer the questions.

1. What are the students doing at the school entrance?
2. What are the students preparing for this week?

Big Day At School – Getting Ready For Award Day!

Mrs Kara: Good morning, everyone! The Award Day is on Friday. It will begin with a flag-raising ceremony to honour our national values.
Zoe: I heard that trophies will be given to the best students!
Luke: Yes, and the hall is being decorated by the Student Council.
Mia: The banners and flags are already being prepared by our club! They look so nice.
Aras: I hope all the hard work will be rewarded.
Mrs Kara: Excellent! Remember, your performances and projects will be evaluated, so do your best! And above all, be honest in your work.
Luke: If I win a trophy, I'll be proud—but I'll never forget how much we all worked together.

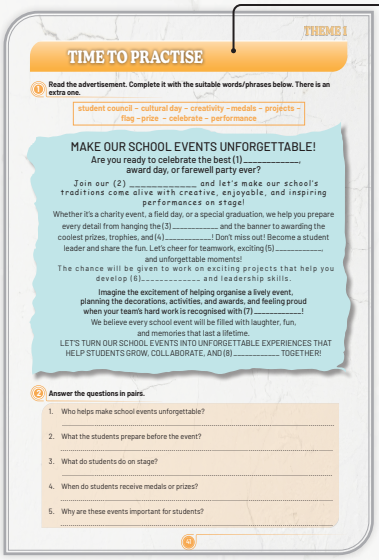
Mr Ay: How is your science project going?
Luke: The final report has been written, and the experiment is being prepared now.
Zoe: We've spent a lot of time on it. The deadline is approaching.
Mia: I'm preparing the presentation slides. Everything is being reviewed carefully.
Aras: I've been revising the topics for the quiz, too. The timetable is quite demanding.
Mr Ay: Great. Remember, being responsible means not just finishing your part, but also supporting your team.
Zoe: That's true. We all have different roles, but we work as one team.
Luke: Everything will be completed by tomorrow. Even though it's tiring, I believe all this effort will pay off.

Zoe: The stage has been set up, and the lights are being tested.
Luke: I just saw the Volunteer Club. Their play is being practised now.
Mia: It's about climate change. It's great to raise awareness through art.
Aras: The banners are being hung, and the sound system is being checked.
Mr Ay: Let's respect each other's time and roles during the rehearsal. Teamwork only works with mutual respect.
Luke: I hope the effort we've made will be appreciated.
Aras: I'm a bit nervous about the performance, but I know we'll inspire others.
Zoe: That sounds stressful, but also exciting!

Luke: The science project, the performance, and the awards... This week is really full!
Zoe: I am, too. But I feel motivated. Success isn't given; it is earned.
Mia: The charity event is also being organised for next week. It's a busy time! The donations will go to children in need.
Aras: I'm trying to cope with all the revision, and the study group is helping a lot. We all support each other.
Luke: Well said! Let's review everything tonight.
Zoe: Agreed. A study group is being organised for the quiz tomorrow anyway.
Mia: I'll cheer for you all during the quiz! You deserve it!
Aras: Perfect! See you there!

Read the picture strip story carefully and act it out in groups.

Extra activities about the theme


THEME 1

TIME TO PRACTISE

Read the advertisement. Complete it with the suitable words/phrases below. There is an extra one.

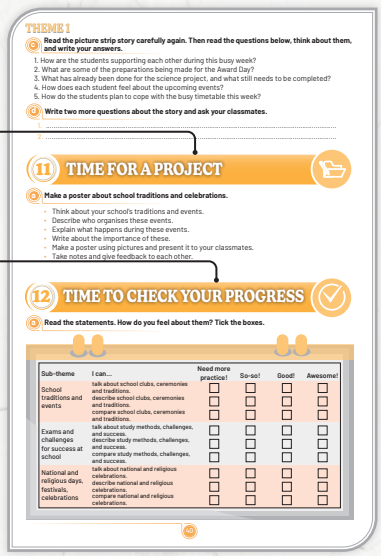
student council – cultural day – creativity – medals – projects – flag – prize – celebrate – performance

MAKE OUR SCHOOL EVENTS UNFORGETTABLE!
Are you ready to celebrate the best (1) _____, award day, or farewell party ever?
Join our (2) _____ and let's make our school's traditions come alive with creative, enjoyable, and inspiring performances on stage!
Whether it's a charity event, a field day, or a special graduation, we help you prepare every detail from hanging the (3) _____ and the banner to awarding the coolest prizes, trophies, and (4) _____! Don't miss out! Become a student leader and share the fun. Let's cheer for teamwork, exciting (5) _____ and unforgettable moments!
The chance will be given to work on exciting projects that help you develop (6) _____ and leadership skills.
Imagine the excitement of helping organise a lively event, planning the decorations, activities, and awards, and feeling proud when your team's hard work is recognised with (7) _____!
We believe every school event will be filled with laughter, fun, and memories that last a lifetime.
LET'S TURN OUR SCHOOL EVENTS INTO UNFORGETTABLE EXPERIENCES THAT HELP STUDENTS GROW, COLLABORATE, AND (8) _____ TOGETHER!

Answer the questions in pairs.

1. Who helps make school events unforgettable?
2. What the students prepare before the event?
3. What do students do on stage?
4. When do students receive medals or prizes?
5. Why are these events important for students?

Projects about the theme


THEME 1

Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.

1. How are the students supporting each other during this busy week?
2. What are some of the preparations being made for the Award Day?
3. What has already been done for the science project, and what still needs to be completed?
4. How does each student feel about the upcoming events?
5. How do the students plan to cope with the busy timetable this week?

Write two more questions about the story and ask your classmates.

1. .....
2. .....

11 TIME FOR A PROJECT

Make a poster about school traditions and celebrations.

- Think about your school's traditions and events.
- Describe who organises these events.
- Explain what happens during these events.
- Write about the importance of these.
- Make a poster using pictures and present it to your classmates.
- Take notes and give feedback to each other.

Evaluation of learning outcomes

12 TIME TO CHECK YOUR PROGRESS

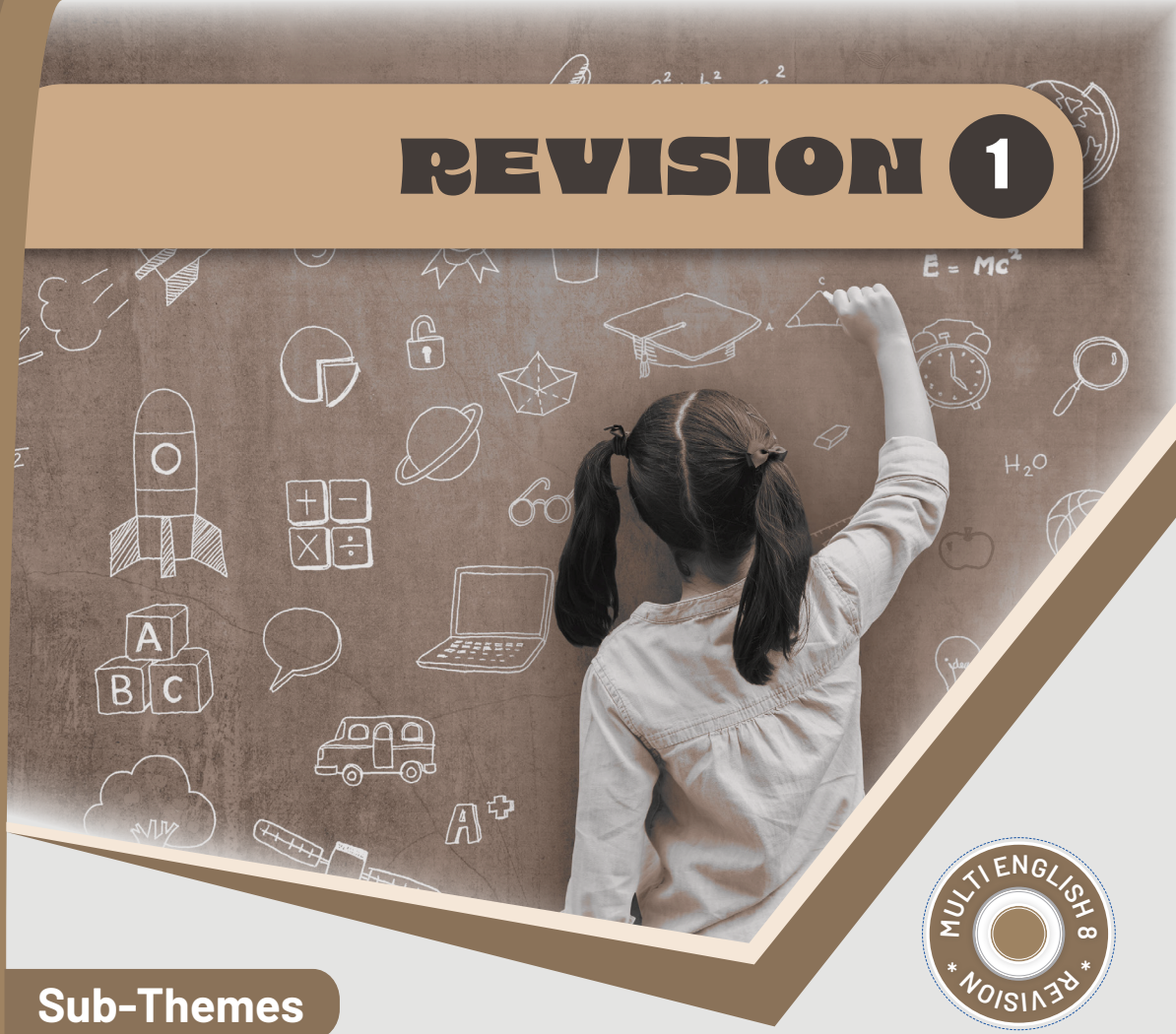
Read the statements. How do you feel about them? Tick the boxes.

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
School traditions and events	talk about school clubs, ceremonies and traditions.	☐	☐	☐	☐
	describe school clubs, ceremonies and traditions.	☐	☐	☐	☐
	compare school clubs, ceremonies and traditions.	☐	☐	☐	☐
Exams and challenges for success at school	talk about study methods, challenges, and success.	☐	☐	☐	☐
	describe study methods, challenges, and success.	☐	☐	☐	☐
	compare study methods, challenges, and success.	☐	☐	☐	☐
National and religious days, festivals, celebrations	talk about national and religious celebrations.	☐	☐	☐	☐
	describe national and religious celebrations.	☐	☐	☐	☐
	compare national and religious celebrations.	☐	☐	☐	☐

Icons



REVISION 1



MULTI ENGLISH 8 * REVISION *

Sub-Themes

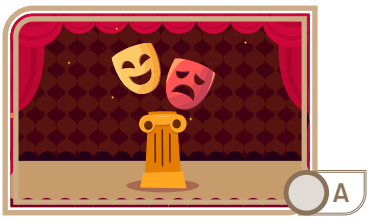
- Educational activities, competitions, and celebrations at school
- School trips
- National days and celebrations
- Learning difficulties and problems for teenagers
- Healthy classroom atmosphere for peaceful learning
- Advantages and disadvantages of social media
- Staying healthy and fit
- Future houses
- Family members' plans for the future

Functional Language

- Narrating ongoing actions, habitual events, or past actions with relevance to the present
- Describing habitual actions
- Focusing on actions and events rather than the agent
- Describing situations arranged for someone else to perform a task
- 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
- Expressing the degrees of differences or comparisons
- Expressing similarity or equality
- Emphasising the degree of similarity
- Describing possibilities, necessity, or obligation

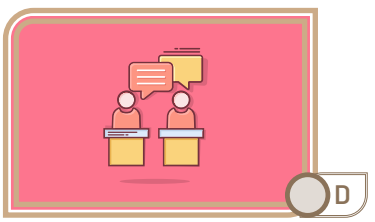
THEME 1 : School Life & Education
THEME 2 : Classroom Life & Learning
THEME 3 : Personal Life & Well-Being
THEME 4 : Family Life & Home

1 Look at the pictures and tick (✓) the school clubs you have in your school.


A


B


C


D


E

2 Listen to the text and answer the questions.

Track 1.1

1. Who is speaking in the recording?
a) a principal b) a drama teacher c) a student

2. What do the teachers prioritise during the first week?
a) homework and exams b) teamwork and creativity c) sports competitions and teamwork

3. Which clubs are mentioned in the recording?
a) debate, drama, and robotics b) music, chess, and drama c) drama, art, and sports

3 Listen to the text again and write True (T) or False (F) for each statement. Correct the false ones. Check your answers in pairs.

Track 1.2

a. The first week is full of boring lessons. ☐
.....
b. The students have practised their play many times. ☐
.....
c. The music club hasn't chosen any songs yet. ☐
.....
d. The atmosphere feels breathtaking during the prize-giving event. ☐
.....
e. The drama club got first place during the prize-giving ceremony. ☐
.....

4 Complete the sentences with the given words/phrases. There is one extra.

prize giving / prioritise / unforgettable / breathtaking / contest

a. Our teachers always ..... teamwork and kindness during the first week.
b. The sports club organises a fun ..... for all students this week.
c. Our school holds a big ..... ceremony to celebrate the winning teams.
d. The first day of school is always ..... for new students.

5 Listen to the text carefully and complete the sentences below.

Track 1.3

a. The art club ..... a huge welcome banner.
b. Everyone ..... hard.
c. Some students ..... decorating the classroom yet.
d. The school ..... a big prize giving ceremony.
e. The headmaster ..... small prizes to the school clubs.

1 Listen to the conversation and answer.

Track 1.4

a. Where are they?
b. What are they talking about?

2 Listen to the conversation again and answer the questions.

Track 1.5

a. Why does Alex find the project challenging?
b. What does Maya suggest doing to help Alex?
c. What problem did the group have?
d. What will Ms Green do to help the students talk peacefully?

3 Match the words (1–8) with their meanings (a–i). There is an extra one.

1. cope
2. motivate
3. interact
4. resolution
5. self-esteem
6. challenging
7. engaging
8. conflict

a. when people have a serious disagreement or argument
b. how you feel about yourself and your abilities
c. to talk, work, or communicate with other people
d. to manage a difficult problem or situation successfully
e. something that is difficult and tests your skills
f. catching your attention and keeping you interested
g. the act of finding a solution to a problem or conflict
h. to make someone feel eager and willing to do something
i. a strong wish to achieve something or be successful

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

a. Alex's work ..... **(improve)** every time he tries.
b. The slides ..... **(edit)** by Sam right now.
c. "Shall we ..... **(talk)** together and find a fair solution?" Ms Green said.
d. The visuals ..... **(design)** by the team.
e. Conflicts sometimes happen, but a peaceful atmosphere ..... **(create)** when students listen to each other.

5 Think about the conversation and write a paragraph by answering the following questions.

Use these words: motivation, interact, cope, challenging, and engaging

- What do you do when a subject is challenging?
- How do you motivate yourself or your classmates?
- How can teachers create a peaceful and engaging classroom atmosphere?

.....
.....
.....
.....
.....
.....
.....
.....

1 **Work in pairs and share your ideas.**

a. How did people use social media in the past?
b. What habits helped people stay healthy and fit before technology became common?

2 **Listen to the text and tick (✓) the related photos.**

Track 1.6


A


B


C


D

3 **Listen to the text again. Then answer the questions below.**

a. What problem did Kerem have at the beginning?
b. What happened before he started training regularly?
c. What helped him achieve his goal?

Track 1.7

4 **Fill in the blanks with the correct Past Simple form of the verbs in brackets. Then order the sentences logically.**

a. He finally ..... **(score)** the winning point in the last match.
b. Before that, he ..... **(injure)** his ankle.
c. While he ..... **(practise)**, his friends ..... **(cheer)** for him from the stands.
d. Mert ..... **(decide)** to join a basketball team.

5 **Match the beginnings with the correct endings. There is an extra one.**

1. Many people developed a social media ...
2. To stay healthy, people had to be ...
3. A balanced diet and regular workouts were ...
4. The fitness coach was a ...
5. The athlete finally ...

a. essential for keeping your body fit.
b. achieved his goal of running ten kilometres.
c. addiction to become popular.
d. consistent with their daily routines.
e. motivated to improve his performance every day.
f. reliable one because he practised what he taught.

6 **Write a short paragraph describing an experience when you tried to balance your social media habits and a healthy lifestyle.**

Tip: Follow the structure below:

- Beginning: What was your routine like before?
- Middle: What changes did you make?
- End: What did you achieve and what did you learn?

.....

.....

.....

.....

.....

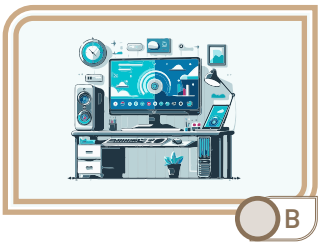
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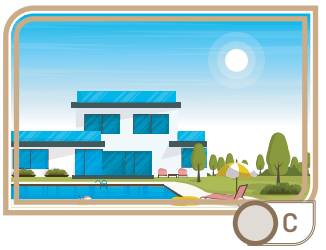
THEME 4: Family Life & Home

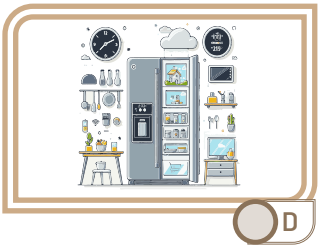
1 **Listen to the text. Tick (✓) the pictures that are related to it.**

Track 1.8


A


B


C


D

2 **Listen to the text carefully again and write whether it is True (T) or False (F).**

Track 1.9

a. The Wilsons plan to use traditional materials instead of renewable ones to build their new home. ☐
.....

b. The home office will be the brightest place in the house thanks to its large windows. ☐
.....

c. Mr Wilson wants to design the house with automatic lighting and natural elements to keep the air clean. ☐
.....

d. Mira and Dennis both prefer rooms filled with advanced technology and modern devices. ☐
.....

3 **Match the beginnings with the correct endings. There is an extra one.**

1. My sister's plan for the future is more ambitious than mine; ☐
2. Our parents' dream for retirement is as peaceful as spending summers by the lake ☐
3. My goals for the next year are very similar to my cousin's ☐
4. The travel plans for our family holiday should be discussed ☐
5. The new family house design must be approved ☐
6. My sister chose the most beautiful beach for our holiday ☐

a. we both want to make our parents proud.
b. that's why she studies extra hours every day.
c. but all the family members have different ideas.
d. in a small village near the mountains.
e. so that everyone can agree on the resort.
f. and we have clear plans for our education.
g. and everyone agreed it was the perfect place to relax.

4 **Your friend Sue has sent you an email about her summer plan. Answer the questions she asked.**

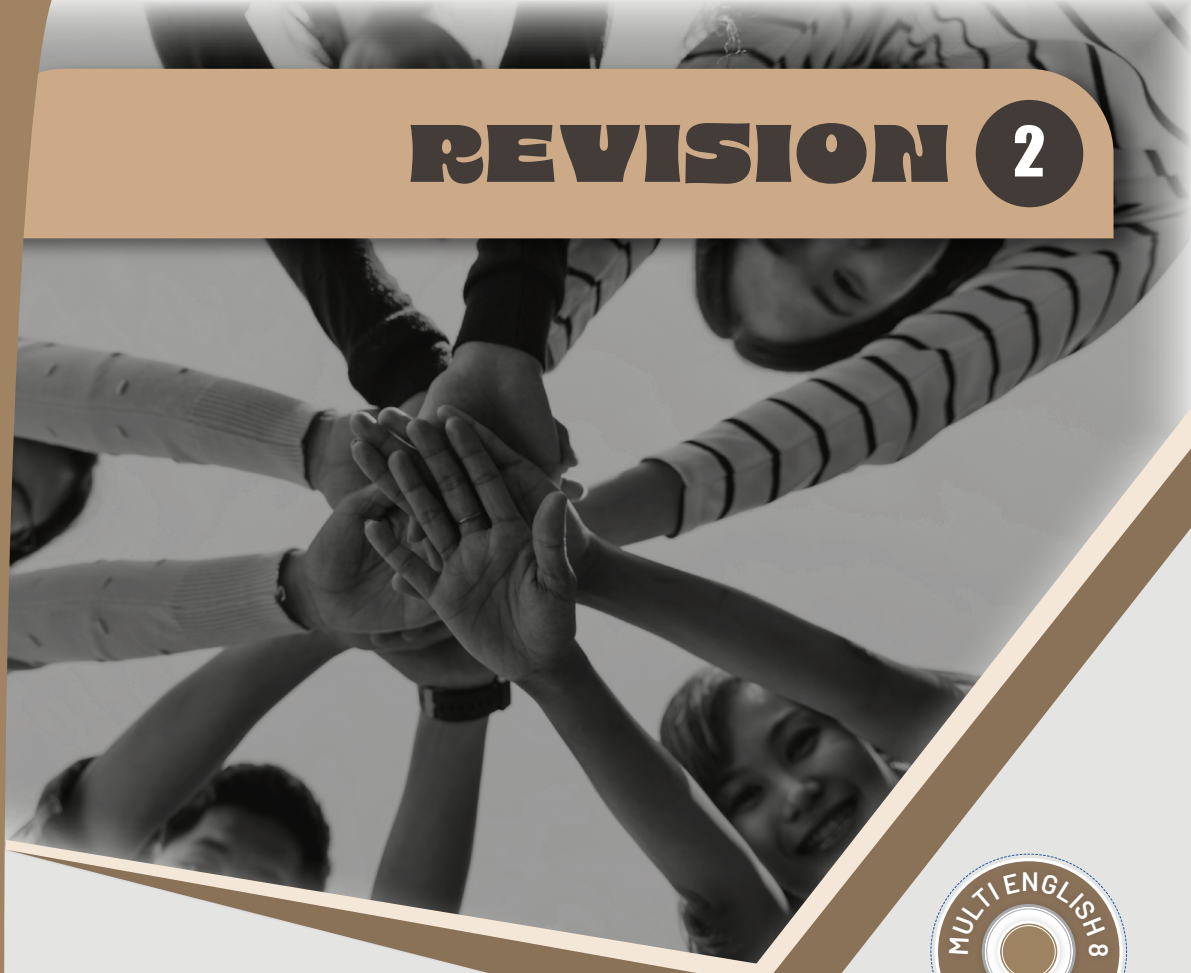


Here are Sue's questions for you:

- When should the bookings be made to get the best price?
- How can the budget be prepared effectively for the whole family?
- Where could the accommodation be reserved for a more memorable stay?

STUDENT'S NOTES

REVISION 2



MULTI ENGLISH 8 * REVISION *

Sub-Themes

- Helping people in need in the neighbourhood and the city
- Technology in cities and rural areas
- Healthy food and unhealthy food in the world (ecological food)
- International sports, films and musical events
- Influence of technology on global issues (health)
- Influence of technology on problems and solutions about nature
- Time travel
- Future technologies and their use (robots, robotics)

Functional Language

- 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
- Describing future events or actions where the focus is on the outcome or the object
- Describing actions or events that will be happening at a particular time in the future
- Giving information or extra information about the subject or object mentioned in a sentence
- Forming nouns from verbs with -ing
- 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

THEME 5: Life in the Neighbourhood & City & Social Life

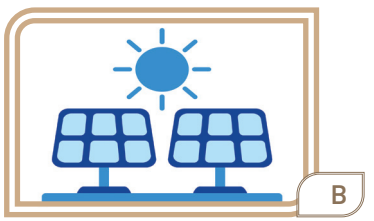
1 **Listen to the dialogue and choose the correct option. What is it about?**

Track 2.1

a. Two friends talking about their summer volunteer projects
b. Two friends planning a holiday trip

2 **Match the pictures with the sentences. There is an extra one.**


A


B


C

1. A fundraiser was organised to help people in need.
2. Solar panels were installed in a small village.
3. A drone was built to deliver medicines.
4. Public Wi-Fi was provided for the first time.

Track 2.2

3 **Listen to the dialogue again and complete the sentences with the words below.**

create - voluntary - installed - difference - deliver - was organised - donations - technology - collected - were able to

a. Eric joined a ..... project.
b. They had a photographer ..... pictures.
c. The photos were shared on social media to encourage more ..... .
d. They ..... quite a lot.
e. Ela's project was about ..... .
f. Solar panels were ..... in a small village.
g. They had an engineer build a small drone to ..... medicines to remote areas.
h. Thanks to these projects, Ela thinks they've been able to make a real ..... ?
i. A fundraiser ..... in their city.
j. They had a designer ..... posters for the event.
k. People there ..... connect to the Internet.

4 **Complete the sentences with the correct grammatical form of the verbs in brackets (passive voice, causative structure, or be able to).**

A
1. A recycling centre ..... **(build)** in our neighbourhood last year.
2. Free food banks ..... **(open)** in our neighbourhood last month.

B
1. They had a technician ..... **(set up)** the Smart Board.
2. We had volunteers ..... **(clean)** the park after the event.

C
1. AI ..... **(be able to)** improve education a lot in the last five years.
2. Thanks to donations, students ..... **(be able to)** receive tablets for online classes last year.

5 **Ask and answer the questions in pairs.**

- What kind of voluntary work would you like to do to help people in need?
- How can technology be used to improve people's lives?

THEME 6: Life in the World & Culture

1 **Look at the pictures and answer the questions.**


A


B


C

1. What do they say about the topic?
2. Do you think the foods in the pictures look healthy? Share your reasons.

2 **Listen to the conversation and circle the correct word/phrase in each sentence.**

Track 2.3

a. The festival will take place in ***Paris / London / New York***.
b. Robots will focus on **taste / nutrition / decoration**.
c. Junk food will be completely **banned / replaced with healthier snacks / made larger**.
d. People will be eating **large meals / small and healthy portions / fast food only**.

3 **Read the sentences below and match the phrases in bold with their definitions. There is an extra one.**

1. People at the festival will be eating **organic food**.
2. I had a **protein bowl** with tofu and quinoa for lunch.
3. **Plant-based** sushi is a tasty alternative for vegetarians.
4. **Trans fats** are being replaced by healthier oils.
5. **A balanced diet** includes proteins, vegetables, fruits, and whole grains.

a. unhealthy fats found in some processed foods
b. eating the right amounts of different types of food to stay healthy
c. food that is quick to prepare and serve, usually not very healthy
d. a meal with high protein ingredients
e. food grown without chemicals
f. a dish made without fish or meat, using vegetables or other plant ingredients

4 **Read and complete the email with the correct form of the verbs in brackets.**

Dear Mia,

I hope you are keeping well. I want to tell you about the International Youth Sports Festival next month. I'm so excited because I (1)..... **(participate)** in the events. My dream is to become a world champion one day.

Many activities (2)..... **(organise)** to make the festival fun for everyone. All the matches and the training sessions (3)..... **(promote)** to encourage teamwork. At the end of the festival, prizes (4)..... **(award)** to the winning team, and certificates (5)..... **(give)** to all participants. The organisers (6)..... **(hold)** a special ceremony to celebrate everyone's achievements and the festival (7)..... **(broadcast)** live, including interviews with the athletes.

It's amazing to see how sport can bring people together and create unity across nations. I can't wait to tell you all about my experiences at the festival!

Best wishes,
Kerem

5 **Write a short email to your friend about an upcoming event you will join.**

- What the event is and when it will take place
- What activities or matches will be organised
- How the event will be shared with others (live broadcast, photos, etc.)

1 **Listen to the conversation and answer the questions below. Then share your answers with the whole class.**

Track 2.4

a. What are they talking about?
b. What problems do you hear about nature and health?

2 **Fill in the blanks with the words below. Then circle Y (Yes) for the sentences which have extra information and N (No) for the sentences which have no extra information. Then check your answers in pairs.**

where / when / whom / whose

a. The scientist, _____ research has saved many lives, spoke about the rise of the germ. (Y/ N)
b. The CEO, to _____ the board gave its trust, resigned due to the company's overproduction issues. (Y/ N)
c. The team needs experts _____ speciality is highly technical problem detection. (Y/ N)
d. The year 2020 was a difficult time, _____ global healthcare systems faced extreme pressure. (Y/ N)
e. He is the person _____ we must contact to discuss fixing the wastefulness. (Y/ N)
f. We must protect the rainforest, _____ the soil can absorb huge amounts of carbon. (Y/ N)

3 **Write the correct form of the words below. There is an extra one.**

develop / provide / change / improve / ignore / reduce

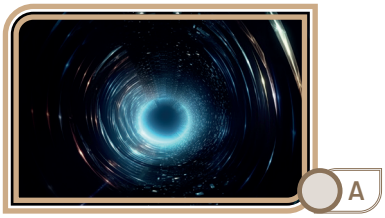
a. ..... new technologies helps us detect emerging threats like stronger germs.
b. The goal of the new farm is ..... soil health through regenerative practices.
c. We must ..... our reliance on chemical fertilizers for the soil to absorb water properly.
d. Kerem is concerned about the consequences of ..... environmental warnings.
e. A major goal of the organisation is ..... a safe space for survivors of natural disasters.

4 **Complete the sentences to give information about your dream town.**

a. In my dream town, every home is a smart habitat which is controlled by a personalised AI assistant.
b. They visit a robot doctor whose _____.
c. There is an energy station where _____.
d. There is also a digital learning park _____.
e. Children attend schools _____.
f. The town holds an annual Tech Day _____.
g. There is_____.

STUDENT'S NOTES

1 Read the dialogue below quickly and tick (✓) the related picture/s below.


A


B


C

Mark: Luna, can you imagine what art would look like in the future?
Luna: Totally! If people (1)..... **(can/ teleport)**, they (2)..... **(visit)** virtual galleries everywhere.
Mark: That would be **remarkably** cool! What do you think about digital art? I mean, what if people forget how to paint with real brushes?
Luna: You know, **contemporary** artists already mix technology and emotion. Some even use robots to create motion-based sculptures!
Mark: Robots and art? It's **potentially** possible. One day, you might see an **autonomous** painter who can understand human feelings.
Luna: If robots (3)..... **(make)** all the art, it (4)..... **(lose)** its human heart.
Mark: If robots (5)..... **(can / feel)**, their art would be amazing.
Luna: If robots (6)..... **(can / feel)** emotion, art (7)..... **(become)** even deeper. But I think the beauty of art is that it's unpredictable.
Mark: Exactly. Real creativity can't be programmed. That's why it's **inevitable** that humans will always play a part in art.
Luna: I wish people never forgot how to create by hand.
Mark: If everyone (8)..... **(understand)** the power of creativity, the world (9)..... **(be)** brighter.
Luna: If only art could guide the future.

2 Read and complete the dialogue in pairs.

3 Listen to the dialogue and check your answers.

Track 2.5

4 Read the dialogue again and match the words in bold with their definitions. There is an extra one.

a. in an impressive way
b. something that could happen in the future
c. sure to happen
d. to change into a different form
e. from the same time/period
f. able to work independently

5 Share your ideas about the question below in pairs.

Do you think there will be real artists in the future? Why / Why not?

Example: I think there will be real artists in the future, because human-robots might not have feelings.

STUDENT'S NOTES

THEME 1 School Life & Education



Sub-Themes

- School traditions and events; exams and challenge for success at school; national and religious days, festivals, and celebrations

Functional Language

- Using of Revision of the Present and the Future Tenses
- Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans for revision

EBA
TIME TO REMEMBER

EBA
TIME FOR AN OVERVIEW

EBA
GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. school traditions and events
b. personal life and well-being

Digital Story
Theme 1





1 TIME TO FOCUS

Listening/ Watching Comprehension

a **Watch the digital story and tick (✓) the words/phrases you hear.**

- ◯ a) farewell party
- ◯ b) award day
- ◯ c) coursebook
- ◯ d) assignment
- ◯ e) charity event
- ◯ f) 29 October Republic Day
- ◯ g) Eid al-Fitr
- ◯ h) timetable
- ◯ i) Eid al-Adha

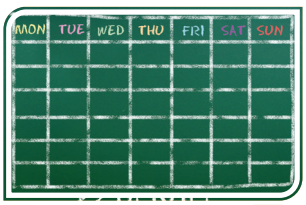
b **Match the words/phrases above with the pictures. There is an extra one.**


1-


2-


3-


4-



5-


6-



7-



8-

c **Write the phrases in Activity 1a under the correct headings. Use each phrase only once.**

SCHOOL TRADITIONS AND EVENTS	EXAMS AND CHALLENGE FOR SUCCESS AT SCHOOL	NATIONAL AND RELIGIOUS DAYS AND CELEBRATIONS

d **Talk in pairs using the words/phrases you ticked in Activity 1a.**

Example:



The winning team will be given a trophy on the award day.

We can meet during the break to talk about the timetable.



e **Look at the pictures on pages 28 and 29. Answer the questions in pairs.**

1. Which picture is about exams and challenges for success at school?
2. What are the students doing in the pictures?

f **Watch the digital story carefully and put the sentences in order.**

a. Our achievement will be celebrated, and we'll be rewarded for our efforts!
b. We are in the ceremony area. The flag has been raised.
1 c. This year is celebrated by all of us as the final year.
d. Then medals will be given to Yoko and Olivia for their organising of a charity event.
e. This year, a music performance will be held on Field Day.

g **Talk about your school events as in the example.**

Example:



Which national day is observed in the first week of school?

15 July Democracy and National Unity Day is observed in the first week of school.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the rises and falls in each sentence. Then practise saying them in pairs.**

Track 1.1

Are you up for this challenge? ↗ (rising)
Do you know how the evaluation will be carried out? ↗ (rising)
Students from different countries will participate. ↘ (falling)
We will host them in Türkiye. ↘ (falling)
Don't worry, Yoko! ↘ (falling)

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

Track 1.2

1. 29th October reminds us of Mustafa Kemal Atatürk and Republic Day. ____
2. All the exams will be evaluated by the teachers next week. ____
3. A graduation ceremony isn't held every year. ____
4. How is the 30th of August Victory Day celebrated? ____
5. Can you share this document with the whole class? ____
6. We prepare our materials before each lesson. ____
7. Was the first prize really won by her? ____

c **Write three sentences with rising intonation ↗ and falling intonation ↘.**

.....
.....
.....

3 TIME TO LEARN NEW WORDS

Vocabulary Selection & Use

a **Watch the digital story again by noticing the words/phrases below.**

Game 1.1

a) graduation
b) student council
c) project
d) stage
e) field day
f) award day
g) tradition
h) performance
i) farewell party
j) charity event
k) flag

b **Complete the text with the words/phrases below. There is an extra one.**

graduation – Field day – farewell party – student council – award day – charity event – projects – flag – stage – prizes – performance

OUR AMAZING SCHOOL EVENTS

Every year, our school organises many special events. In the spring, we enjoy a)_____ where we play games and spend time outdoors. Our school band gives b)_____ on c)_____ in the main hall. We also have d)_____ where students bring homemade food and crafts to sell for a good reason.

Students from each class present e)_____ they have been working on for weeks. The best ones are announced on f)_____, and g)_____ are given to the top three students. All events are planned and managed by h)_____. At the end of the year, former students attend i)_____ and then say goodbye at j)_____. Finally, during the closing ceremony, we all sing together.

c **Talk about the school events in the digital story in pairs.**

Example

Olivia: Let's think about the graduation time! It is nice to even dream about it.

Yoko: Hey! Just think about it! The flag has been raised. We are all in a queue to get our diplomas.

d **Circle the correct answer according to the digital story. Then check your answers in pairs.**

1. We will be struggling with lessons, coursebooks, exams, and **assignments/topic**.
2. At the end of the year, exam **results/schedules** will be announced.
3. We will focus on **timetable/mark** and study in groups .
4. We should revise what we've learnt regularly. **Revision/Evaluation** is very important for success.
5. This is the most important year at school; we have important exams, **debates/medals,** and demanding projects.

e **Look at the pictures on pages 28 and 29. Tick (✓) the phrases you see.**

- ◯ assignments
- ◯ celebration
- ◯ study groups
- ◯ results
- ◯ revision
- ◯ debates

f **Match the words/phrases with the photos below. There is an extra one.**

a trophy - a medal - a student leader - a banner - a project



1 _____



2 _____



3 _____



4 _____

g **Read the email. Match the bold words with their meanings in pairs. There is an extra one.**

To	:	The Students
Subject:		Keep Going – You're Closer Than You Think!

Dear Students,
I hope you're doing well!
This semester has been full of new experiences- some easy, some not. But remember: every **challenge** you face is an opportunity to grow.
Your **effort** does not go unnoticed. Even if you're struggling now, it doesn't mean you're failing. Every **struggle** you go through makes you stronger.
Think of your **goal** – what do you want to achieve by the end of this term? Yes, there's a **deadline**, and yes, it's coming fast, but you're capable of doing amazing things.
Every small step you take is an **achievement**. Whether you improved yourself in one subject or finally finished a tough project, celebrate it!
You'll get **feedback** soon on your latest **assignments**. Use it as a guide, not as a judgment.
Remember, real success is not instant. It's a process, like **diffusion**. It takes time, but eventually your effort spreads out and brings results.
Keep going – your **reward** is on the way!
Best,
Your Teacher

a) the energy or attempt you put into doing something .....

b) a difficult situation where you try hard to do or understand something .....

c) a difficult task that requires skill or effort .....

d) something you aim to reach or accomplish .....

e) the result of working hard and successfully doing something .....

f) advice, comments, or information given about your work or performance .....

g) something you receive in return for good work or success .....

h) a time or date by which something must be finished .....

i) the slow and gradual spread of something (such as knowledge or ideas) .....

h **Work in groups. Write a reply to the email, then read it to the whole class.**

4 TIME TO PLAY

Go to Page 155

a **Take a lucky words card. Listen when the teacher says a word. If the word is on your card, cover it. When you complete a row, column, shout "Bingo!" Wait for the teacher to check your card. If it is correct, you win!**

LUCKY WORDS!

BINGO!

goal	challenge	result	prize
charity event	**celebration**	flag	student council
feedback	revision	**project**	**student leader**
quiz	reward	coursebook	**schedule**
timetable	**farewell party**	**cultural day**	subject
debate	study group	**field day**	**effort**
medal	banner	assignment	**graduation**
achievement	stage	**award day**	topic
mark	deadline	struggle	trophy
	performance	tradition	diffusion

b **Choose three words from your bingo card. Write two meaningful sentences with them.**

Example:

- After graduation, we took lots of photos with our teachers.
- The deadline for our science assignment is Friday, so I'm working hard.

1. .....
2. .....

5 TIME TO KEEP IN MIND

Game 1.2

a **Read the dialogue and examine the expressions in bold carefully.**



When **will** the graduation ceremony **be held** this year?

It **will be held** at the end of June in the school garden.

Will any students **be awarded** for their achievements?

Yes, trophies and medals **will be given** to the students who deserve them.



b **Watch the digital story and find the sentences with expressions similar to the ones in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (✓) the sentences you found in it.**

- ○ a. This year is remembered by all of us as the final year.
- ○ b. Our achievement will be celebrated, and we'll be rewarded for our efforts!
- ○ c. Our names are announced by the headmaster one by one on stage.
- ○ d. The performances will be evaluated by the teachers and the student council.
- ○ e. The winning team will be given a certificate on Award Day.

d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example:

- This year is celebrated by all of us as the final year. (It is describing what happens to someone or something, not who does it because...)



e **Read the dialogue quickly and notice the expressions in bold.**

Ayşe: Mert, did you hear? A cultural day **will be held** next Friday!

Mert: Really? That's exciting! **Will** any performances **be shown**?

Ayşe: Yes, and a big stage **will be set up** in the garden.

Mert: Cool! I hope our project **will be displayed** too.

Ayşe: I think so. By the way, the exam timetable **has been shared** on the school app.

Mert: Great. I hope the pressure **will be reduced** this time.

Ayşe: Yeah, extra study groups **are being prepared** to help us.

f **Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5e. Work in pairs.**

Example:

- **A cultural day will be held next Friday!** (A school event will happen next Friday. Future action; the person who will organise it is not mentioned.
- **The exam timetable has been shared on the school app.** (The exam timetable is now on the app. Done recently, result seen now.)

g **Circle the correct word. Notice the "Time to Remember!" box.**

1. Every year, the student council **is organised / organises** a cultural day for students.
2. The assignments **are submitted / submit** by students on time.
3. The exam results **are announced / announce** online now.
4. Next month, the student council **won't be planned / won't plan** a farewell party.
5. Will certificates **be given / give** to the best students after the ceremony?
6. Teachers **are reviewed / review** quizzes carefully before grading.
7. On national holidays, a flag-raising ceremony **is held / holds** every year.
8. The exam schedule **will change / will be changed** next week to reduce stress.

h **Write three sentences about your school life. Then share your answers with the whole class.**

1. .....
2. .....
3. .....

6 TIME TO PLAY

a **Get into two or three teams. Each team takes one Sentence Card. Read your card carefully and get ready to share your answer with the class!**

One student reads the sentence on the card. The other team members say the sentence again using passive as in the example. Each correct answer earns 1 point. The team that gets the most points wins.

Example:

Active: Students will throw confetti during the end-of-year party.
Passive: Confetti will be thrown by students during the end-of-year party.

Card 1:
Students will submit assignments before the deadline.

Card 2:
Many students handle exam pressure successfully.

Card 3:
The best team will receive a trophy.

Card 4:
Teachers plan the exam schedule carefully.

Card 5:
The school holds a graduation ceremony every June.

Card 6:
The council chooses the debate topic.

Card 7:
Students do not bring mobile phones into the exam hall.

Card 8:
Will the teacher announce the exam results tomorrow?

Card 9:
The student council won't prepare a new banner for field day.

Card 10:
Do teachers give feedback after every quiz?

7 TIME TO EXPLORE

Reading Comprehension

a **What stressful times do students go through at school?**

b **Read the text quickly and choose what it is about.**

a) A sports competition b) Exam preparation and success c) A school trip

WITHOUT GIVING UP

At Atatürk Lower Secondary School, exam week is organised every May. During this week, students are given quizzes and assignments in all subjects. The exam schedule is carefully prepared by the teachers, and the results are announced by the headmaster every Friday.

Many students say that this week is overwhelming, but it is also rewarding. They know that success cannot be achieved without effort. Some students are revising their topics together in study groups, while others are preparing presentations for the debate club. Positive feedback is always shared to help them overcome stress and fear of failure.

Students remind each other that it's not the end of the world to fail once — what matters is to learn from mistakes and try again. Everyone wants to pass their exams and show that hard work is important for success.

The best students will be rewarded at the end of the term. A special prize will also be given to the student who shows the most improvement. Everyone believes that pressure can be turned into motivation when it is managed well. After all, exams are not the end. They are part of the learning journey.

c **Read the text again in pairs. Discuss what each paragraph is about.**

d **Find three key words related to exams in the text and write them below.**

Example:

- assignment 1. ..... 2. ..... 3. .....

e **Think about the questions below. Then discuss and answer them in pairs.**

a. When is exam week held at Atatürk Lower Secondary School?
b. How do the students prepare for exams?
c. What kind of support do teachers give?
d. What happens at the end of the term?

f **Read the text carefully and circle the correct answers.**

1. The exam schedule is prepared by _____.
   a) the parents
   b) the students
   c) the teachers
2. The exam results are announced _____.
   a) every Friday
   b) every Monday
   c) every term
3. The students believe that ____.
   a) exams are part of learning
   b) pressure always causes failure
   c) success happens without effort
4. The prize will be given to the student who _____.
   a) gets the highest mark
   b) shows improvement
   c) prepares the schedule



g **Talk about the questions below. Work in pairs.**

- How do you deal with exam pressure?
- What do you find most rewarding about studying?
- What can schools do to make exams less stressful?

8 TIME TO NOTE DOWN

Writing Expression

a **Read the text and talk about the events in your school. Work in pairs.**

My favourite school event is the graduation ceremony. It's always enjoyable and rewarding because we celebrate our success together. The student council prepares the event, and prizes are given to students for their outstanding achievements. Our flag is raised, and the teacher gives a speech on stage. I always feel proud when our hard work is recognised. It's one of our best school traditions.

b **Write a short paragraph about your favourite school event or tradition by answering the questions below.**



1. What is your favourite school event or celebration?
2. Who prepares and organises it?
3. What happens during this event?
4. How do you and your friends take part in it?
5. How do you feel after the event or celebration?

c **Work in pairs. Read your friend's paragraph. Are there any events or traditions similar to yours? Give feedback to each other.**

9 TIME TO LEARN MORE

CLIL & Culture

a **Look at the pictures below and guess what they are about in pairs. Then read the text to check your guesses.**







b **Read the text and choose the best title for it.**

A. Exciting School Events Around the World	B. The Importance of Studying Hard at School	C. Sports Competitions and Their Rules	D. How Teachers Organise School Activities

School life is not just about lessons; it can be full of exciting surprises! All around the world, students celebrate creativity, teamwork, and fun through unique school events.

In Türkiye, schools organise many creative events. During Local Products Week, local products and traditions are celebrated. Students bring homemade food, crafts, and traditional clothes to share. Science days, art festivals, and eco projects encourage students to explore nature, experiment, and protect the environment.

In the United Kingdom, students sometimes join Treasure Hunt Days, where they run around the school to solve clues and find hidden prizes. Another favourite is the Colour Run, a cheerful event where everyone throws colourful powder and dances together outdoors.

In the United States, Book Character Days bring stories to life as students dress up as their favourite book heroes. Outdoor Talent Shows are also popular, giving students the chance to sing, dance, or act in the school garden.

In Japan, Origami Competitions challenge students to make beautiful paper figures within a short time. In Australia, Crazy Sports Days include funny and energetic games like sack races, three-legged races, and water balloon fights. In India, Art from Waste inspires students to use recycled materials to create sculptures, paintings, and models.

These amazing and unusual school events make learning joyful, memorable, and full of creativity!

c **Read the statements below. Write True (T) or False (F) according to the information in the text correct the FALSE statements.**

1. In Türkiye, students celebrate Local Products Week by bringing homemade food, crafts, and traditional clothes to school. ☐
   _____.
2. School life is always boring and only about lessons. ☐
   _____.
3. In the UK, students take part in Treasure Hunt Days where they solve clues and find hidden prizes. ☐
   _____.
4. The Colour Run in the UK is a calm indoor event. ☐
   _____.

d **Read the text again. Are there any similar school events at your school? Work in groups. Then share your ideas with the whole class.**

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. What are the students doing at the school entrance?
2. What are the students preparing for this week?

Big Day At School – Getting Ready For Award Day!



1

Mrs Kara: Good morning, everyone! The Award Day is on Friday. It will begin with a flag-raising ceremony to honour our national values.
Zoe: I heard that trophies will be given to the best students!
Luke: Yes, and the hall is being decorated by the Student Council.
Mia: The banners and flags are already being prepared by our club! They look so nice.
Aras: I hope all the hard work will be rewarded.
Mrs Kara: Excellent! Remember, your performances and projects will be evaluated, so do your best! And above all, be honest in your work.
Luke: If I win a trophy, I'll be proud—but I'll never forget how much we all worked together.



2

Mr Ay: How is your science project going?
Luke: The final report has been written, and the experiment is being prepared now.
Zoe: We've spent a lot of time on it. The deadline is approaching.
Mia: I'm preparing the presentation slides. Everything is being reviewed carefully.
Aras: I've been revising the topics for the quiz, too. The timetable is quite demanding.
Mr Ay: Great. Remember, being responsible means not just finishing your part, but also supporting your team.
Zoe: That's true. We all have different roles, but we work as one team.
Luke: Everything will be completed by tomorrow. Even though it's tiring, I believe all this effort will pay off.



3

Zoe: The stage has been set up, and the lights are being tested.
Luke: I just saw the Volunteer Club. Their play is being practised now.
Mia: It's about climate change. It's great to raise awareness through art.
Aras: The banners are being hung, and the sound system is being checked.
Mr Ay: Let's respect each other's time and roles during the rehearsal. Teamwork only works with mutual respect.
Luke: I hope the effort we've made will be appreciated.
Aras: I'm a bit nervous about the performance, but I know we'll inspire others.
Zoe: That sounds stressful, but also exciting!



4

Luke: The science project, the performance, and the awards... This week is really full!
Zoe: True. But I feel motivated. Success isn't given; it is earned.
Mia: The charity event is also being organised for next week. It's a busy time! The donations will go to children in need.
Aras: I'm trying to cope with all the revision, and the study group is helping a lot. We all support each other.
Luke: Well said! Let's review everything tonight.
Zoe: Agreed. A study group is being organised for the quiz tomorrow anyway.
Mia: I'll cheer for you all during the quiz! You deserve it!
Aras: Perfect! See you there!

b **Read the picture strip story carefully and act it out in groups.**

c **Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.**

1. How are the students supporting each other during this busy week?
2. What are some of the preparations being made for the Award Day?
3. What has already been done for the science project, and what still needs to be completed?
4. How does each student feel about the upcoming events?
5. How do the students plan to cope with the busy timetable this week?

d **Write two more questions about the story and ask your classmates.**

1. .....
2. .....

11 TIME FOR A PROJECT

a **Make a poster about school traditions and celebrations.**

Your project should include:

- Think about your school's traditions and events.
- Describe who organises these events.
- Explain what happens during these events.
- Write about the importance of these.
- Make a poster using pictures and present it to your classmates.
- Take notes and give feedback to each other.

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
School traditions and events	talk about school clubs, ceremonies and traditions.	☐	☐	☐	☐
	describe school clubs, ceremonies and traditions.	☐	☐	☐	☐
	compare school clubs, ceremonies and traditions.	☐	☐	☐	☐
Exams and challenges for success at school	talk about study methods, challenges, and success.	☐	☐	☐	☐
	describe study methods, challenges, and success.	☐	☐	☐	☐
	compare study methods, challenges, and success.	☐	☐	☐	☐
National and religious days, festivals, celebrations	talk about national and religious celebrations.	☐	☐	☐	☐
	describe national and religious celebrations.	☐	☐	☐	☐
	compare national and religious celebrations.	☐	☐	☐	☐

TIME TO PRACTISE

1 **Read the advertisement. Complete it with the suitable words/phrases below. There is an extra one.**

student council – cultural day – creativity – medals – projects – flag – prize – celebrate – performance

MAKE OUR SCHOOL EVENTS UNFORGETTABLE!

Are you ready to celebrate the best (1) _____, award day, or farewell party ever?

Join our (2) _____ and let's make our school's traditions come alive with creative, enjoyable, and inspiring performances on stage!

Whether it's a charity event, a field day, or a special graduation, we help you prepare every detail from hanging the (3) _____ and the banner to awarding the coolest prizes, trophies, and (4) _____! Don't miss out! Become a student leader and share the fun. Let's cheer for teamwork, exciting (5) _____, and unforgettable moments!

The chance will be given to work on exciting projects that help you develop (6)_____ and leadership skills.

Imagine the excitement of helping organise a lively event, planning the decorations, activities, and awards, and feeling proud when your team's hard work is recognised with (7) _____!

We believe every school event will be filled with laughter, fun, and memories that last a lifetime.

LET'S TURN OUR SCHOOL EVENTS INTO UNFORGETTABLE EXPERIENCES THAT HELP STUDENTS GROW, COLLABORATE, AND (8) _____ TOGETHER!

2 **Answer the questions in pairs.**

1. Who helps make school events unforgettable?

.....

2. What the students prepare before the event?

.....

3. What do students do on stage?

.....

4. When do students receive medals or prizes?

.....

5. Why are these events important for students?

.....

3 **Put the words in the correct order to make meaningful sentences.**

1. celebrate / we / together / success / our / should

.

2. stage / on / performed / the / students / beautifully

.

3. flag / the / proudly / raised / was

.

4. teamwork / prize / for / got / a / they / their

.

4 **Listen to the song "The Exam Race" carefully. Fill in the missing words in the lyrics.**

Track 1.3

THE EXAM RACE

A test, a (1)_____, a future bright,
I read, revise, I stay up all night.
The notes (2)_____, the books are read,
Yet all these thoughts run in my head.

The time is short, the task is long,
I try to stay (3)_____ and strong.
I've worked so hard, I've done my best,
But I still feel this (4)_____.

[Chorus]
I've been trying every day,
(5)_____, come what may.
Though it's tough, I won't back down,
I will shine, I'll take the (6)_____!

[Bridge]
Each small step will lead the way,
I'm getting (7)_____ every day.
Hard work always finds its place,
I will ace this (8)_____ race!



5 **Sing the song as a whole class.**

Consolidation Theme 1

THEME 2

Classroom Life & Learning



Sub-Themes

- Challenges in the classroom and improving classroom environment
- Pros and cons of online learning and traditional learning

Functional Language

- Expressing possibilities, obligations, permissions, or necessities in situations where the focus is on the action or its receiver rather than the doer
- Expressing past or present ability to do something, often emphasising the achievement of specific tasks or situations
- Expressing preferences, advice, or recommendations with a sense of urgency or immediacy
- Expressing actions or intentions with a focus on anticipation, assistance, or ongoing activities
- Expressing thoughts, intentions, emotions, and actions directed toward a specific purpose or outcome

Social Language in Use

- Think outside the box and find something different!
- The project was finished behind closed doors!
- I drew a blank when the teacher asked me a question!
- We hit a brick wall while writing our story!

TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. classroom life
b. family life

Digital Story
Theme 2






Online
Classroom

1 TIME TO FOCUS

Listening/ Watching Comprehension

a **Watch the digital story and tick(✓) the words/phrases you hear.**

- ◯ a) digital platform
- ◯ b) structured
- ◯ c) attention span
- ◯ d) classroom setting
- ◯ e) e-learning
- ◯ f) webinar
- ◯ g) face-to-face interaction
- ◯ h) screen time
- ◯ i) drawbacks

b **Match the words/phrases above with the pictures. There is an extra one.**


1-


2-



3-

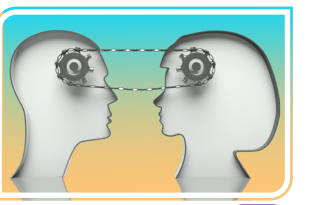

4-


5-


6-



7-


8-

c **Write the words/phrases in Activity 1a under the correct headings. Use each word/phrase only once.**

THE CLASSROOM AND ITS ENVIRONMENT	ONLINE LEARNING AND TRADITIONAL LEARNING

d **Talk in pairs using the words/phrases you ticked in Activity 1a.**

Example:



E-learning increases screen time, so our health suffers.

Traditional classrooms foster social interaction and help develop attention spans and motivation.



e **Look at the pictures on pages 44 and 45. Answer the questions in pairs.**

1. Which picture is about the challenges in the classroom?
2. What are the students doing in the pictures?

f **Watch the digital story carefully and put the sentences in order.**

( ) a. Teachers can resolve misunderstandings quickly.
(1) b. Online learning offers many benefits thanks to its use of virtual classrooms and digital platforms.
( ) c. Traditional classrooms foster social interaction and help develop attention span and motivation.
( ) d. We didn't need to go to crowded schools, but we were able to continue our classes consistently.

g **Talk about the challenges in the classroom and improving the classroom environment according to the digital story in pairs.**

Example:



What are some advantages of online learning?

Online learning offers many benefits thanks to its use of virtual classrooms and digital platforms.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the letters 'a', 'b', 'c', and 'd'. Then practise saying them with the correct sounds. Work in pairs.**

Track 2.1

- Today, we will hold an event that I expect all of you to participate in.
- We should divide the class into two groups for group work because we need face-to-face interaction.
- The desks should be moved into a circle for easier discussion.
- Digital tools help us to navigate and upload homework, stream video content, and even attend interactive sessions conveniently.

b **Listen and underline the letters 'a', 'b', 'c', and 'd'. Then say them with the correct sounds.**

Track 2.2

1. A big cat baked a delicious cake before dinner.
2. David bought a big chocolate cake after class.
3. A black cat and a bold dog danced around the dark backyard after breakfast.

c **Write three sentences that contain words with the letters 'a', 'b', 'c', and 'd'. Then say them aloud.**

.....

.....

.....

3 TIME TO LEARN NEW WORDS

Vocabulary Selection & Use

a **Watch the digital story again by noticing the words/phrases below.**

Game 2.1

a) productive
b) peer feedback
c) participation
d) virtual
e) dynamic
f) pros and cons
g) technical issues

b **Listen to the dialogue and complete the blanks with the words/phrases below. There is an extra one.**

Track 2.3

effectiveness — to engage actively — accessible — conflict — connectivity — well-structured — engagement — supportive — inconsistent — disruptive — collaborative

LEARNING IN THE DIGITAL AGE

Amy: I think online lessons can be quite a)_____ sometimes. Poor b)_____ often causes disruption, which makes it hard to focus.
Ben: True. Some students might be distracted easily, and their c)_____ can be hindered by technical problems.
Amy: Still, online learning can be considered remarkably convenient, right? It's much more d)_____ for everyone.
Ben: Yes, but classroom discussions should be encouraged, too. They're more e)_____ and f)_____.
Amy: I agree. A g)_____ environment helps us h)_____.
Ben: Exactly! Both systems can be combined to improve the i)_____ of learning.
Amy: That's right. Teachers need to balance both methods carefully, or lessons could become j)_____ and less meaningful.

c **Talk about the challenges in the classroom and improving the classroom environment according to the digital story in pairs.**

Example

Olivia: Traditional classrooms foster social interaction and help develop attention span and motivation.
Yoko: Teachers can resolve misunderstandings quickly. They explain difficult ideas clearly.

d **Circle the best words according to the digital story in pairs.**

1. Online learning offers many benefits thanks to its use of **virtual / traditional** classrooms and platforms.
2. Through e-learning, students can **interact / participate** with instructors and classmates in a flexible and convenient way.
3. You can join webinars and download learning materials with just a few clicks, allowing for a truly **remote / online** learning experience.
4. Teachers can resolve misunderstandings **quickly/practically**.
5. In-person lectures make the learning environment more **dynamic / stimulating** and conducive to focused learning.

e **Look at the picture on pages 44 and 45. Tick (✓) the words/phrases you see.**

- ◯ focus
- ◯ miscommunication
- ◯ participation
- ◯ digital platform
- ◯ screen time
- ◯ classroom setting
- ◯ face-to-face interaction
- ◯ peer feedback

f **Match the words/phrases with the photos below. There is an extra word.**

connectivity — *hands-on* — *screen time* — *collaborative* — *supportive*


1


2


3


4

g **Match the beginnings of the sentences in Column A with the correct endings in Column B. Work in pairs. There is an extra one.**

Column A

- ( ) A. Solving conflicts in the classroom
- ( ) B. Joining an engaging activity
- ( ) C. Getting a chance to present your ideas
- ( ) D. To attend online lessons
- ( ) E. Being in a supportive class
- ( ) F. Dealing with inconsistent rules
- ( ) G. Avoiding an impersonal teaching style

Column B

1. can be useful when you forget your homework.
2. can make students feel more comfortable.
3. may help lessons become more interesting.
4. can sometimes make students feel distant.
5. must be done to keep peace in class.
6. should be the same for everyone.
7. can make students feel understood.
8. helps you share and learn from others.

h **Write two sentences about how you improve the classroom environment. Work in pairs and then share your sentences with the whole class.**

.....

.....

4 TIME TO PLAY

a **Try to guess what your friend is drawing.**

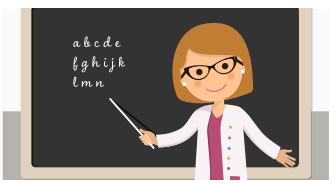
Word Art Challenge

*The game continues with teams taking turns drawing and guessing.
*The team with the most points at the end of the game wins.

HOW TO PLAY

- You need at least two teams, each with two or more players.
- Choose a word from the categories below.
- One student will draw and the other student will guess.
- Guess it in one minute.
- If the team guesses the word correctly, they get a point.

Example: **Lecture**



CLASSROOM PROBLEMS AND IMPROVING THE ENVIRONMENT

TRADITIONAL LEARNING		ONLINE LEARNING
Discussion	Conflict	Digital platform
Face-to-face interaction	Supportive	Connectivity
To brainstorm	Disruption	Screen time
Lecture	Participation	Isolating
Peer feedback	Engagement	Remote

5 TIME TO KEEP IN MIND

Language in Use

Game 2.2

a **Read the dialogue and examine the expressions in bold carefully.**

IMPROVING OUR LEARNING ENVIRONMENT

*Mr Taş: I think our lessons **could be improved** if everyone **were able to focus** more consistently. Disruptions **should be managed** quickly to keep the class productive.*

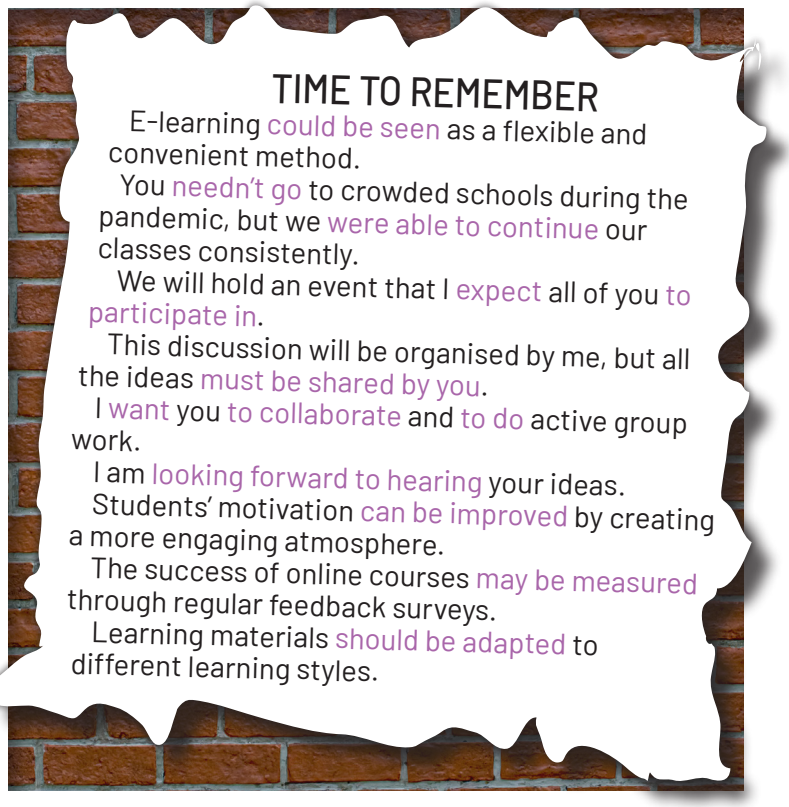
*Defne: I agree, sir. Sometimes, miscommunication **may be caused** by unclear instructions. We **need to be encouraged** to ask questions rather than stay silent.*

*Oliver: True! We'**d rather attend** in person than online because participation feels more active. But online lessons **can be** convenient and potentially more efficient.*

*Mr Taş: Yes, but students **mustn't be distracted** by screen time. Your attention span **might be limited** if you have many tasks.*

*Defne: So, we **had better manage** our motivation and collaborate more.*

Mr Taş: Exactly. If everyone helps actively, this classroom will be a more supportive place to learn.



b **Watch the digital story and find sentences similar to the ones in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (✓) the sentences you found in it.**

- ○ E-learning could be seen as a flexible and convenient method.
- ○ We didn't need to go to crowded schools, but we were able to continue our classes consistently.
- ○ Today, we will hold an event that I expect all of you to participate in.
- ○ All the ideas mustn't be shared by you.
- ○ The desks should be moved into a circle for easier discussion.
- ○ I want you to collaborate and to do active group work.
- ○ You should give feedback to each other.
- ○ I am looking forward to hearing your ideas.

d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example:

- "E-learning could be seen as a flexible and convenient method." This sentence tells us how people may view or consider e-learning, not who sees it that way. The focus is on the possibility or opinion about e-learning, not on the person who holds that opinion.

e **Read the dialogue quickly and notice the expressions in bold.**

Mr Aktaş: Some changes **may be introduced** next term to make our classroom more productive.

Hatice: Really, sir? That sounds exciting! But some students **might be affected** if the new rules are too strict.

Mr Aktaş: You **needn't worry** about that. I think this will improve our adaptability to new classroom rules. We'll make sure everyone feels comfortable.

Hatice: I'm really **looking forward to seeing** how our lessons will change. I think we'll be more focused.

Olivia: I hope to improve my attention span. Group work activities **help to encourage participation, too.**

Mr Aktaş: Excellent attitude! If you all keep this mindset, the classroom environment will definitely improve.

f **Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5e.**

Example:

- **Don't worry, you needn't worry about that.** ("Needn't" shows that something is not necessary. You don't have to worry. It's not required or important.)
- **Some changes may be introduced next term.** ("May be introduced" shows possibility or uncertainty and the changes will be made by someone. So it is possible that someone will introduce some changes next term.)

g **Work in groups. Write a short dialogue using the bold functions in Activity 5a and then act it out.**

.....

.....

.....

.....

6 TIME TO PLAY

Go to Page 159

a **Try to guess what your friend is drawing.**

Find Someone Who

HOW TO PLAY

1. Go to the list on page 159 with the "Find Someone Who" list.
2. Stand up and walk around the classroom.
3. Ask your classmates Yes/No questions to complete each item.
- Have you been able to...?
- Could you...?
- Might you have...?
4. When a student finds a classmate who matches the statement, they write that person's name next to it. A classmate can be used only once.
5. The first student who can write names for at least ten of these items is the winner.

Example:

- Have you been able to finish a project early?
- Could you help your friend with a group task?
- Might you have stayed up late doing homework?

7 TIME TO EXPLORE

Reading Comprehension

a **What do you think about the future of learning? Will online or traditional learning be more common?**

b **Read the text quickly and choose what it is about.**

a) A sports competition b) Exam preparation and success c) The pros and cons of online and traditional learning

CLICK OR CHALK? THE FUTURE OF LEARNING

In today's digital world, countries have adopted creative methods to make education more inclusive. In Finland, for instance, students can attend virtual classrooms using interactive digital platforms. Similarly, in India, millions might access free e-learning through government-supported apps, allowing even remote learners to participate in webinars. These examples show that online education could be managed efficiently when technology and creativity meet. Students needn't attend school physically every day, which substantially increases convenience and improves access for all.

Traditional learning, however, still plays a key role in many countries. In Türkiye, group projects and peer feedback sessions help students present their ideas confidently and develop critical thinking skills. Hands-on workshops support creativity and active participation. In Japan, students benefit from face-to-face discussions that strengthen teamwork and discipline.

Overall, education models differ, but both should be supported equally. While online systems provide flexibility and accessibility, traditional methods help build social skills and collaboration. Learners should combine both approaches to study effectively. A blended style could help them adapt to future educational challenges, and learn ideally throughout their lives, ensuring efficiency and lifelong learning.

c **Read the text again in pairs. Discuss what each paragraph is about.**

d **Find three key words related to online and traditional learning in the text and write them below.**

Example:

• webinar 1. ..... 2. ..... 3. .....

e **Think about the questions below. Then discuss and answer them in pairs.**

a) What are the advantages of online learning?
b) What are the strengths of traditional learning?
c) What does the last paragraph suggest about the future of learning?

f **Read the text carefully and circle the correct answers.**

1. In Finland, teachers use digital platforms mainly to ____.
a) teach science through interactive experiments
b) give more homework to students
c) organise school trips abroad
d) prepare students for sports competitions

2. According to the text, one advantage of online learning is that ____.
a) students can meet friends face-to-face every day
b) students needn't go to school physically every day
c) it reduces teamwork and communication
d) it makes studying more expensive

3. In Japan and Türkiye, traditional education helps students develop ____.
a) online quizzes and e-learning apps
b) individual study and competition
c) short lessons and early exams
d) teamwork, discipline, and creativity

4. The author suggests that the best way to learn is to ____.
a) study only online
b) attend school every day
c) combine online and traditional methods
d) stop using technology in education

g **Think about the questions below. Share your answers in pairs.**



- Which learning style do you prefer — online or traditional? Why?
- How might schools change in the next ten years due to technology?
- Do you think blended learning will become more common in the future? Why or why not?

8 TIME TO NOTE DOWN

Writing Expression

a **Read the text quickly and find a suitable title.**

.....

In our modern world, education has been transformed by technology. Through virtual classrooms and digital platforms, students can now attend online lessons, interact with teachers, and participate in webinars from anywhere. These tools make learning more accessible and time-saving. They also give flexibility to people who cannot easily go to traditional schools. However, technical issues and long screen time can reduce efficiency and make learning feel impersonal.

To make online learning more effective, students needn't spend all day in front of the screen. They should balance their lessons with social and creative tasks. Teachers can use interactive tools. They can manage them easily to make lessons more interesting. If used wisely, e-learning might help students become more independent, confident, and adaptable for the future.

b **Complete the sentences using your own ideas and share them with your classmates.**

a) The biggest advantage of online learning is that _____.

b) I find it easier to learn online when _____.

c) Online lessons can be improved if teachers _____.

d) Spending too much time on a screen may _____.

e) To keep a balance between online and traditional learning, students should _____.

c **Write a short paragraph about your opinion on online learning by using the plan below.**

1st Paragraph : What do you like about online learning?
2nd Paragraph : How can online lessons help students learn effectively?
3rd Paragraph : What advice would you give to make online lessons efficient and enjoyable?



.....
.....
.....
.....
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.....
.....
.....
.....
.....
.....
.....

d **Work in pairs. Read your friend's paragraph. Are there any opinions similar to yours? Give feedback to each other.**

9 TIME TO LEARN MORE

CLIL & Culture

a **In pairs, look at the pictures below and guess what they are about. Then read the text to check your guesses.**









b **Read the text and choose the best title for it.**

A. Differences Between Traditional and Online Learning

B. How Technology is Changing Education Worldwide

C. Learning Across Cultures: How the World Learns Differently

D. Education in Finland, Türkiye, and Japan

Every culture shapes its classrooms in unique ways. In Türkiye, group projects and hands-on tasks foster collaboration and creativity. In Japan, lessons are often structured and collaborative, teaching students to work responsibly and respect others. In Britain, classes focus on discussion and peer feedback, helping students think critically and express ideas confidently. These contrasts show how education reflects cultural values — teamwork in Japan and Britain. In Finland, teachers create supportive environments where short breaks help students stay focused and motivated.

Globally, education is becoming more digital. In Kenya, rural students now attend webinars using solar-powered tablets. In South Korea, online lessons are interactive and well-structured, while Brazil offers free virtual classrooms to increase access and efficiency. These examples show how technology can transform learning when used creatively.

Still, traditional learning remains valuable. Face-to-face interaction helps build motivation, focus, and confidence, while online systems are more flexible but sometimes isolating. Many experts agree that blended learning—combining both approaches—may be the most effective and adaptable model for the future.

c **Read the text again carefully and answer the questions in pairs.**

1. How do classroom styles reflect cultural values?
2. Which country's learning style do you prefer?
3. What are the pros and cons of online education?
4. How can technology make learning more engaging?
5. Should schools use blended learning models? Why?

d **Read the text again. Can you find any similarities between the learning methods in your country and other countries? Work in groups and then share your ideas with the whole class.**

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. How many students are talking in the story?
2. What is the main topic of the strip story?

Classroom Showdown: Online vs Traditional

1



Mr Ay: All right, everyone! Today, we'll discuss and write which learning style works better. Remember, stay respectful and open-minded.
Zoe: I think online learning is great! We can attend lessons easily.
Luke: But we get distracted easily. In-person classes help us stay focused.
Mia: Maybe we should think outside the box and find something different. Let's combine both!
Aras: Hybrid learning, yeah! We could have virtual quizzes and face-to-face teamwork.
Mr Ay: Brilliant idea, Mia. That's how collaboration starts.

2



Aras: Oh, no! I can't hear anything on the digital platform!
Zoe: Maybe your mic is off again, Aras.
Luke: This is why I prefer traditional classes. No technical issues!
Mr Ay: Calm down, everyone. We need to manage this without blaming each other. Zoe, can you explain the last part?
Zoe: Sorry, sir. I drew a blank when you asked me a question!
Mia: Don't worry, we'll figure it out together. Let's stop arguing and think of a solution together.

3



Luke: We have difficulty agreeing on which learning style is better. We hit a brick wall while writing our ideas! Nothing sounds right.
Mia: Maybe it's because we are focusing too much on choosing one method instead of combining both.
Zoe: True! Let's work together and combine both ideas. That's more meaningful.
Aras: I'll draw some visuals to make it more engaging.

4



Zoe: Our conclusion: both online and traditional learning have pros and cons.
Luke: Traditional learning helps with focus, participation, and real-life interaction.
Aras: Online learning is flexible and accessible, but it should support real-life learning.
Mia: The key is balance and empathy for different learners.
Mr Ay: Well said, everyone. You didn't compete—you collaborated. The project was finished behind closed doors, but your ideas opened minds!
Zoe: I guess we managed to combine the best of both worlds in a balanced way.

b **Read the picture strip story carefully and act it out in groups.**

c **Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.**

1. What is the main purpose of Mr Ay's discussion about online and traditional learning?
2. Why does Luke prefer traditional learning to online lessons?
3. How do the students show collaboration and creativity in Scene 3?
4. What conclusion do the students reach about the two learning styles in the final scene?
5. If you were one of the students, which learning style would you prefer and why?

d **Write three more questions about the story and ask your classmates.**

1. .....
2. .....
3. .....

11 TIME FOR A PROJECT

a **Write a project comparing traditional learning and online learning by describing a classroom challenge and presenting your ideas on a poster.**

Your project should include:

- taking on a role as a teacher or a student
- describing a common classroom challenge
- giving past experiences (e.g., I was able to sort out the issue, we have been able to engage students more effectively)
- explaining advantages and disadvantages of traditional learning and online learning (e.g., Online learning might feel isolating, Traditional learning can be more interactive)
- using modals for deduction (e.g., The problem was solved by changing the seating, It must have been hard to focus online)
- creating a poster comparing both methods

Present your findings to the class and demonstrate correct use of the grammar structures. Take notes and give feedback to each other.

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
Challenges in the classroom & improving classroom environment	talk about the challenges we face in the classroom and ways to make it better.	☐	☐	☐	☐
	describe the challenges we face in the classroom and ways to make it better.	☐	☐	☐	☐
	compare the challenges we face in the classroom and ways to make it better.	☐	☐	☐	☐
Pros and cons of online learning and traditional learning	talk about the advantages and disadvantages of online vs. traditional learning.	☐	☐	☐	☐
	describe the advantages and disadvantages of online vs. traditional learning.	☐	☐	☐	☐
	compare the advantages and disadvantages of online vs. traditional learning.	☐	☐	☐	☐

TIME TO PRACTISE

1 **Listen to the podcast. Complete it with the suitable words below. There is an extra one.**

Track 2.4

disruption - dynamic - miscommunication
foster - collaborate - improve - conflicts

Mr Ersen: Welcome to SchoolTalk FM! Today we're discussing challenges in the classroom and how we can (1)_____ our learning environment. Dilek, what do you think causes most problems in class?

Dilek: Well, I think distraction and (2)_____ are quite common. Sometimes students talk too much, and it hinders focus.

Mr Ersen: Good point! Teachers should manage (3)_____ and encourage participation at the same time. It's not easy to maintain engagement for long when attention spans are short.

Dilek: True! But group work really helps. When we (4)_____ , the atmosphere becomes supportive and productive.

Mr Ersen: Exactly! Even small (5)_____ can be resolved if everyone listens. A stimulating and focused classroom may be created when students feel valued.

Dilek: So, we need to (6)_____ motivation instead of limiting creativity.

Mr Ersen: Perfectly said, Dilek! A positive classroom can be achieved when teachers and students work actively and responsibly together.

2 **Listen again and write True (T) or False (F). Correct the false ones.**

Track 2.5

1. Dilek thinks distraction and miscommunication are common problems in the classroom. ( )

.....

2. Mr Ersen thinks teachers should balance discipline and engagement. ( )

.....

3. Group work makes the class atmosphere worse. ( )

.....

4. Conflicts can be solved if students communicate well. ( )

.....

5. Dilek says students' creativity should not be limited. ( )

.....

3 **Work in pairs or small groups. Discuss the following questions. Take notes to share your ideas with the class.**

1. What kind of atmosphere helps you learn better — calm or energetic? Why?
2. How can students show respect and cooperation in class?
3. What should teachers do when a conflict happens?
4. What does a "supportive classroom" mean to you?
5. If you could change one thing about your classroom environment, what would it be?

4 **Listen to the song. Then write each verse by using the words below. Follow the steps.**

Track 2.6

• focus • attention • participation • collaboration • motivation • distraction • conflict • engagement • feedback • support • manage • encourage

1. The chorus is recorded, but Verse 1, Verse 2, and Verse 3 are empty (instrumental only).
2. Work in three groups.
3. Each group writes a four-line verse for its part.
   - Use at least three words from the Vocabulary Box.
   - Keep the lines similar in length to the Example Verse.
4. Scan the QR code and play the instrumental track. Groups perform their verses in order.
5. Sing along with the song with the whole class.

Example Verse:

- Focus on the task, we try again,
- Participation grows, we learn with friends,
- No distraction here, we keep it clear,
- Collaboration is strong, the goal is near.



FOCUS AND TRY

.....
.....
.....
.....
.....

[Chorus]
Focus and try, don't break the rule,
Work with your friends, that's teamwork's fuel.
Keep up the beat, stay calm and cool,
Together we shine — that's our tool.

.....
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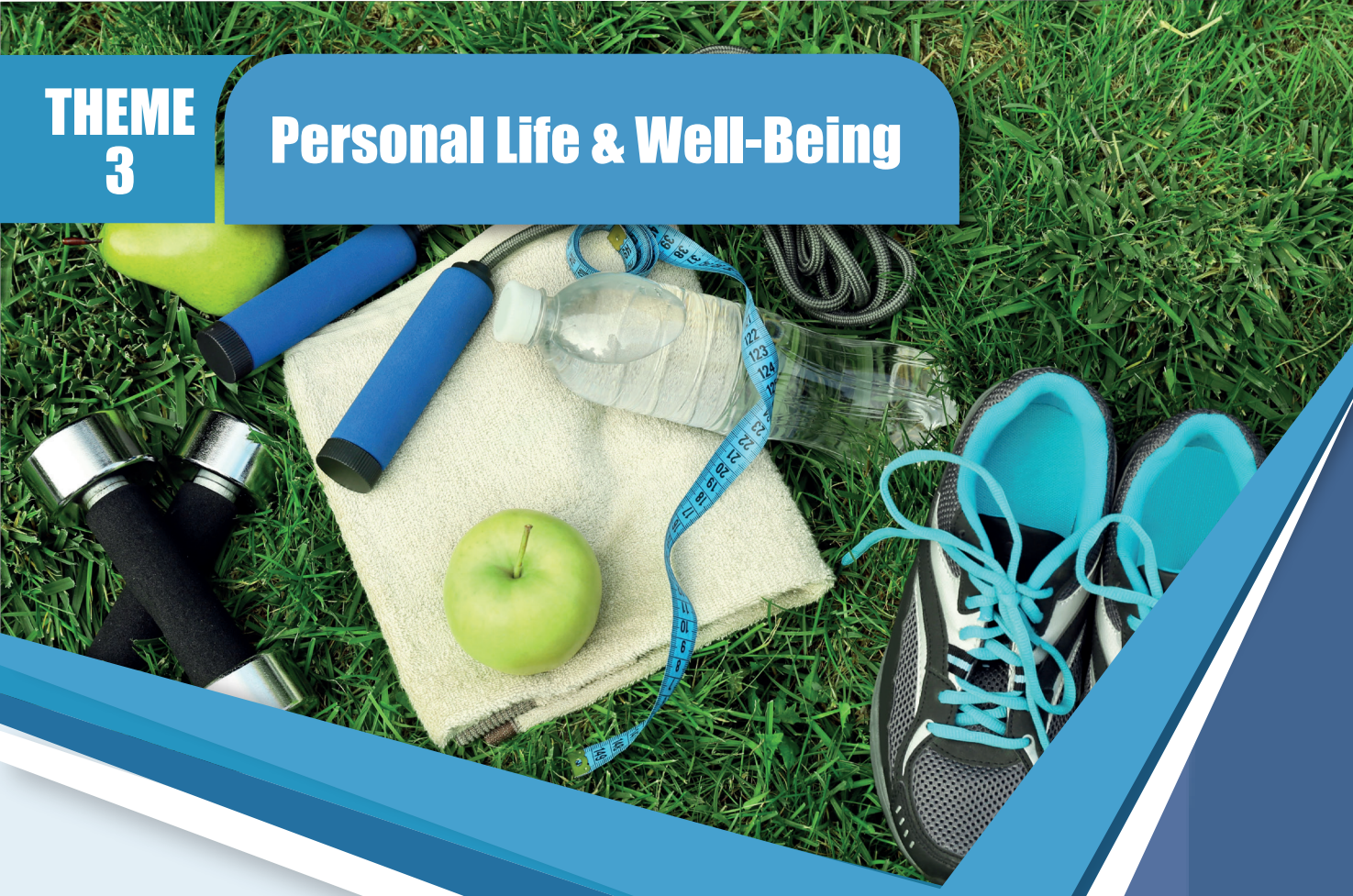
[Chorus]
Focus and try, don't break the rule,
Work with your friends, that's teamwork's fuel.
Keep up the beat, stay calm and cool,
Together we shine — that's our tool.
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Music by Aysun TONYA

Consolidation Theme 2

THEME 3

Personal Life & Well-Being



Sub-Themes

- Self-care and mindfulness for well-being
- Creating a personal wardrobe and sustainable fashion

Functional Language

- Describing past events or situations with a focus on the action or outcome, often used to emphasise the recipient of the action in storytelling, explanations, or casual discussions
- Revising mixed past events or action in different contexts

Social Language in Use

- Let's recharge our batteries. We're so tired!
- I will take a walk to clear my head!
- Out with the old, in with the new for eco-friendly outfits!
- Go the extra mile by using only recycled fabrics!

TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. self-care and mindfulness
b. school life

Digital Story
Theme 3





1 TIME TO FOCUS

Listening/ Watching Comprehension

a **Watch the digital story and tick (✓) the words/phrases you hear.**

- ◯ a) slow fashion
- ◯ b) self-care routine
- ◯ c) fabrics
- ◯ d) well-being
- ◯ e) versatile pieces
- ◯ f) capsule wardrobe
- ◯ g) eco-friendly

b **Match the words/phrases above with the pictures. There is an extra one.**


1–


2–


3–


4–


5–


6–

c **Write the words/phrases in Activity 1a under the correct headings. Use each phrase only once.**

SELF-CARE AND MINDFULNESS FOR WELL-BEING	CREATING A PERSONAL WARDROBE AND SUSTAINABLE FASHION

d **Talk in pairs as in the example, using the words/phrases you ticked in Activity 1a.**

Example:



I've wanted to design my own capsule wardrobe for a long time and declutter my clothes.

I want to buy a few simple and eco-friendly clothes instead of following fast fashion trends every season.



e **Look at the pictures on pages 60 and 61. Answer the questions in pairs.**

1. Which picture is about self-care and mindfulness for well-being?
2. What are the students doing in the pictures?

f **Watch the digital story carefully and put the sentences in order.**

- ( ) a. I think we all need to act thoughtfully about our choices.
- ( ) b. You promised me that you would limit your screen time.
- (1) c. This is the year you're preparing for your exams.
- ( ) d. I've been spending too much time on my phone, and I realised that it affected my ability to focus.
- ( ) e . Hey, everyone! Look at this! It's a second-hand shop!

g **Discuss about self-care and mindfulness for well-being as in Activity 1f.**

Example:



What does inner peace mean?

It means your mind and emotions are in balance, and you feel free from stress and anxiety.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the rises and falls in each sentence. Then practise saying them in pairs.**

Track 3.1

- How are you all doing? ↗
- Last week, I was so stressed about my homework. ↘
- I couldn't focus at all. ↘
- You promised me that you would limit your screen time, didn't you? ↗

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

Track 3.2

1. She designed her capsule wardrobe using only versatile, eco-friendly pieces. ( )
2. After a long day, I reflected and breathed deeply to restore my inner peace. ( )
3. Was that dress upcycled from old fabrics? ( )
4. She didn't shop ethically last year, did she? ( )
5. Those items weren't recycled properly, which increased textile waste. ( )
6. I couldn't focus on my well-being because my schedule was overwhelming. ( )
7. Did you create your wardrobe based on sustainable fashion principles? ( )

c **Write three rising intonation ↗ and falling intonation ↘ sentences.**

.....

.....

.....

3 TIME TO LEARN NEW WORDS

Vocabulary

a **Watch the digital story again by noticing the words/phrases below.**

Game 3.1

a) conscious consumerism
b) mental health
c) fashion
d) focus
e) inner peace
f) eco-friendly
g) well-being
h) breathing exercises
i) capsule wardrobe
j) balance
k) self-compassion
l) versatile pieces

b **Complete the sentences with the words/phrases below. There is an extra one.**

relaxation — capsule wardrobe — self-awareness — stress management — eco-friendly — balance — focus — versatile pieces

1. _____ after a busy day helps your body and mind feel calm.
2. Developing _____ allows you to understand your feelings better.
3. Good _____ skills help you stay calm during difficult situations.
4. Having a good _____ between work and free time is important for your happiness.
5. A _____ helps you save time by having fewer but carefully chosen clothes.
6. _____ are great because you can wear them for many different occasions.
7. _____ fabrics are better for the environment and often last longer.

c **Listen to Track 3.3 and match the halves below in pairs. There is an extra one.**

Track 3.3

Column A	Column B
A. Showing self-compassion	1. focuses on slowing your breath to relax your body and clear your mind.
B. Practising breathing exercises	2. involves sharing your emotions so others can understand and support you.
C. Talking about your feelings	3. means being gentle with yourself when you make mistakes.
	4. a way of thinking that focuses on the good or hopeful aspects of a situation

d **Watch the digital story and take notes about self-care and mindfulness for well-being. Then share with the whole class.**

Example

Yoko: I've started deep breathing to calm down, and it works wonders! I've started to feel more peaceful, even on stressful school days.

Olivia: It's great that we're all learning to manage our stress in our own ways.

e **Read the text and guess the meanings of the words/phrases in bold in pairs. Then share your answers with the whole class.**

MY SUSTAINABLE FASHION CHOICE

Last summer, I became more aware of the impact of fashion on the environment. Fast ***fashion*** *was everywhere, but I chose* ***sustainability*** *and* ***ethical fashion*** *instead. I took* ***responsibility*** *for my* ***fashion choices*** *and started building a* ***capsule wardrobe****.*

Old clothes were ***upcycled****, and some were* ***tailored*** *to suit my* ***style****. I also learned* ***tailoring*** *techniques to improve the fit and reduce waste. I selected* ***versatile pieces*** *made from* ***eco-friendly*** *fabrics. Buying less and choosing well became my rule.*

I avoided short-lived ***trends*** *and followed* ***slow-fashion*** *ideas. Practising* ***conscious consumerism*** *helped me express my* ***creativity*** *while respecting the planet.*

f **Complete the sentences with the words/phrases in bold in Activity 3e. Then listen and check your answers.**

Track 3.4

1. I decided to focus on _____ by choosing clothes that last longer and don't harm the environment.
2. Building a _____ helped me reduce clutter and only keep items I truly love.
3. Some of my old clothes were _____ to create new, unique outfits.
4. I prefer a _____ that fits me perfectly, so I often have my clothes tailored by a tailor.
5. Choosing _____ clothes made from natural or recycled fabrics supports the planet.
6. Avoiding fast-changing trends is part of following _____ principles.
7. Practising _____ means thinking carefully before buying new clothes.
8. A wardrobe with _____ allows me to mix and match easily for different occasions.

g **Look at the picture on pages 60 and 61. Tick (✓) the words/phrases you see.**

- ○ capsule wardrobe
- ○ mindfulness
- ○ eco-friendly
- ○ breathing exercises
- ○ conscious consumerism
- ○ versatile pieces
- ○ tailoring
- ○ self-compassion

h **Work in pairs and write three sentences about how you take care of your well-being and make sustainable fashion choices. Then share your sentences with the whole class.**

.....

.....

.....

4 TIME TO PLAY

a **Write a meaningful and creative story using the vocabulary in Groups 1 and 2.**

HOW TO PLAY

1. Make two groups.
2. One student from each group picks a word from their group's vocabulary box.
3. That student starts writing the story on the board using that word in a sentence.
4. The next student adds one sentence to continue the story, making sure to include another new word.
5. The process continues until all students have contributed to the story.
6. Stories must be coherent, creative, and include as many target words as possible in context.

Group 1

relaxation, self-awareness, stress management, well-being, balance, focus, self-compassion, mental health, inner peace, breathing exercises, positive thinking, emotional resilience, self-care routine

Group 2

fashion, sustainability, ethical fashion, upcycling, capsule wardrobe, versatile pieces, eco-friendly, conscious consumerism, slow fashion, fabrics, tailoring, style, trends, fashion choices

Example :

Student 1 : After a stressful morning, I sat on a bench and tried some slow breathing exercises to clear my head.
Student 2: As I watched people walking by, I reminded myself to stay kind to my own thoughts and practise a bit of self-compassion.
Student 3: By the time I stood up again, I felt a small boost of emotional resilience, like I could handle the rest of the day more confidently.

b **Read the stories again in pairs. Then check the vocabulary used for accuracy and correct usage with the whole class.**

5 TIME TO KEEP IN MIND

Game 3.2

Language in Use

a **Read the text and examine the expressions in bold carefully.**

THOSE WERE THE DAYS

*When I **was** young, we **chose** our clothes consciously and **made** them last long .*

*Most of our dresses **were made** from second-hand fabrics, and nothing **was wasted** .*

*I remember my sister **was tailoring** a blouse while old clothes **were being upcycled** into aprons next door.*

*By the time I **got** married, I **had already styled** many outfits with just a few pieces.*

*Some of my best dresses **had been passed** down, not bought.*

*And even then, eco-friendly choices **had been made**, though we **didn't call** them that.*

*For years, I **had been purchasing** clothes sustainably without thinking twice.*

*We **didn't have** much, but everything **had meaning** and that is what **made** those days truly beautiful.*

TIME TO REMEMBER

She designed a sustainable fashion collection last year.
A sustainable fashion collection was designed by her last year.

They were creating eco-friendly outfits during the workshop.
Eco-friendly outfits were being created during the workshop.

He had customised his capsule wardrobe before the event started.
His capsule wardrobe had been customised before the event started.

She had been practising breathing exercises daily before the retreat.
Exercises had been being practised in the classroom before the exam period.

b **Watch the digital story and find the sentences similar to the ones in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (✓) the sentences you found in it.**

- ○ I woke up in the middle of the night thinking about the exam.
- ○ When I was younger, relaxation was thought to be just about resting.
- ○ Arda, I thought this problem had been solved before.
- ○ You promised me that you would limit your screen time, didn't you?
- ○ I was so excited about my homework. I couldn't focus at all.

d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example:

• When I was younger, relaxation was thought to be just about resting.

This sentence tells us about a past belief. It explains how people understood relaxation in the past. It focuses on the idea of relaxation being only resting.

e **Read the text and complete the sentences in pairs.**

SUSTAINABLE FASHION

Last month, a sustainable fashion project (1)_____ **(organise)** by a group of students at a design school. The idea of ethical fashion (2)_____ **(introduce)** to them during a lecture on conscious consumerism.

While the workshop was taking place, new collections (3)_____ **(create)** using eco-friendly fabrics and second-hand materials. At the same time, while different teams were working on their tasks, several versatile pieces (4)_____ **(customise)** to explore capsule wardrobe ideas.

By the time the exhibition opened, all the outfits (5)_____ **(prepare)** carefully by professional stylists, and the final display (6)_____ **(describe)** by visitors as highly innovative and timeless.

f **Put the words in the correct order to form sentences.**

1. was / managed / the relaxation session / by the instructor / mindfully / yesterday
2. the muscles / had / been / relaxed / before / the meeting / started / completely
3. was / by the group / the self-care routine / managed / peacefully / last week
4. the breathing exercises / by / were / being / the instructor / guided

g **Write three sentences about self-care activities that happened at school or at home. Then share your answers with the whole class.**

.....

.....

.....

6 TIME TO PLAY

a **Say a sentence where the subject does the action. The next student changes it so the object comes first and the action focuses on it. Continue around the class so everyone has a turn as in the example. Listen carefully and help each other if needed.**

Example:

Student A: A student submitted the assignment yesterday.
Student B: The assignment was submitted by a student yesterday.

7 TIME TO EXPLORE

Reading Comprehension

a **Look at the essay quickly and guess what it is about.**

b **Read the essay quickly. Find and write six keywords or phrases related to creating a personal wardrobe and sustainable fashion.**

HOW I CHANGED MY WARDROBE AND HELPED THE PLANET

A. A few years ago, I realised that my shopping habits were doing more harm than I thought. I was buying too many clothes. Most of them were barely worn and quickly forgotten at the back of my wardrobe. At the time, fast fashion was being promoted everywhere – and I didn't question it.

B. But then I learned more about sustainable and ethical fashion. I discovered that most of the cheap clothes I used to buy had been made in factories. In those factories, workers were treated unfairly and the environment was not respected. I couldn't ignore that anymore.

C. So, I decided to change things. I cleared out my wardrobe and kept only the clothes that were versatile, durable, and truly matched my style. Many of the old items were upcycled or customised. One pair of jeans became a skirt, and an old hoodie was turned into a cool jumper. From then on, I started shopping more consciously and sustainably.

D. Instead of buying into short-term trends, I began to invest in eco-friendly fabrics and stylish, timeless pieces. Some clothes that had been sitting in my closet for years were restyled, and I finally felt like my fashion choices matched my values. Everything I wore felt more personal and customisable.

E. By choosing to shop ethically, I supported brands that care about people and the planet. I stopped wasting money on clothes I didn't need and started building a wardrobe I was proud of.

F. Looking back, it was one of the best choices I've ever made for myself, and for the planet.
So, how about creating your own eco-friendly capsule wardrobe and helping the planet?

c **Read the text again. Match the topics below with the correct paragraph by writing the paragraph letters (A–F) in the boxes.**

Paragraph

☐ 1. The writer decided to change and started reusing and customising old clothes.
☐ 2. The writer encourages the readers to start their own sustainable wardrobe.
☐ 3. The writer talks about how she/he used to shop too much and follow fast fashion.
☐ 4. The writer now supports ethical brands and feels proud of his/her wardrobe.
☐ 5. The writer discovered how cheap clothes are made in unfair and harmful ways.
☐ 6. The writer chose to buy better clothes that last longer and are eco-friendly.

d **Think about the answers to the questions. Then discuss and answer the questions in pairs.**

1. Did the writer use to buy many clothes without thinking?
.....
2. Why did the writer decide to change his/her wardrobe?
.....
3. What was done to some of the old clothes instead of throwing them away?
.....

e **Talk about the answers to the questions.**

1. What changes would you make to your own wardrobe after learning about sustainable fashion?
2. Why do you think it's important to choose clothes that are durable and eco-friendly?

8 TIME TO NOTE DOWN

Writing Expression

a **Read the brochure and talk about well-being. Work in pairs.**

FIND YOUR BALANCE



A Short Guide To Self-Care For Students

School can get stressful with exams, deadlines, and busy routines. But small self-care habits can help you feel more centred, relaxed, and ready to manage stress.

What's Self-Care All About?

It's doing simple things to care for your body and mind.

Breathing techniques have been used for centuries to stay calm and balanced.

They help you recharge your energy and stay emotionally resilient.

Simple Tips for Every Day

- Start your morning with some deep breathing.
- Take short breaks to stretch or reflect.
- Try journaling to stay self-aware and refreshed.

Many of these methods had already been shared in schools and books before they became popular online.

Happy Moments at School

Walk slowly and notice your surroundings.

Eat without distractions. Focus on one thing at a time.

Just a few calm minutes a day can help you feel better and do better.

Your well-being is worth it.



b **Prepare an informative brochure to help students for better well-being.**

Including:

- Title
- Sections (with subheadings):
- Vocabulary from the theme (e.g. balance, focus, breathing, self-awareness, relaxed, peaceful, to recharge, to reflect)
- Use at least two sentences as in the example in your brochure. (e.g. This technique was introduced by psychologists...)

c **Read your friend's brochure. Give feedback to each other.**

9 TIME TO LEARN MORE

CLIL & Culture

a **Look at the picture and answer the questions in pairs.**



- What are the people doing in the picture?
  .....
- How would it feel to have a relaxing room like the one in this picture at your school?
  .....

b **Read the text quickly and complete the sentences.**

1. A Calm zone is designed to be a peaceful space with _____ .
2. _____ help students perform better both in school and in life.

CALM ZONES

School life often felt overwhelming for many students. Because of lessons, homework, and social pressures, distractions and stress were commonly experienced. To support students' mental well-being, Calm zones were first introduced in New York City schools around 2015. These special quiet rooms were created to help students relax, focus, and refresh their minds during the day.

A Calm zone is designed to be a peaceful space with soft lighting, calming sounds, and comfortable cushions. After having some time there, students often feel calm and ready to continue their lessons.

Research conducted by the University of California shows that students who wants to relax for just 10 minutes a day can reduce anxiety by up to 30% and improve focus and memory. In schools where Calm zones have been introduced, over 70% of students report feeling calmer and more prepared after using these spaces.

Calm zones are created not only as rooms but as reminders that mental well-being is important. Taking breaks and caring for your mind help students perform better both in school and in life. Don't forget to make your decisions with a calm mind.

c **Read the text again carefully and answer the questions in pairs.**

1. Why were Calm zones created?
   .
2. How do Calm zones help students?
   .
3. Why is taking care of your mental well-being important?
   .

d **Talk in pairs about the questions.**

1. Do you have a Calm zone or a quiet room in your school?
2. If you could design a Calm zone, what would it look like?
3. What activities would students do in your Calm zone?
4. How would it help students?

e **Share your notes and ideas with the whole class in Activity 9d.**

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. How many characters are there in the story?
2. What is the main topic of the strip story?

Sustainable Fashion

1



Aras: Wow, look at that shop window! The clothes look really stylish and modern.
Zoe: Yes, and they seem quite versatile too. You could mix and match them easily.
Luke: I like those jackets. They look timeless, not just trendy.
Mia: Look at the colours and the fabrics. They look very high quality.
Aras: Out with the old, in with the new for eco-friendly outfits! Maybe we should change our fashion choices.
Zoe: I agree. Creating a capsule wardrobe with versatile pieces sounds like a great idea.

2



Mia: Wait, look at that symbol on the glass! It says these clothes are made from recycled fabrics.
Luke: And it also shows that the brand supports eco-friendly and ethical fashion.
Zoe: That's amazing! It means waste is reduced and sustainable materials are used.
Aras: I remember this! These symbols were introduced by our teacher last week.
Luke: Yes, and we can go the extra mile by using only recycled fabrics!
Zoe: That's true. Sustainable fashion is not just a trend; it's a responsibility.

3



Mia: In class, we learned about sustainability and slow fashion.
Aras: Yes, and the importance of conscious consumerism was discussed in detail.
Luke: Also, fast fashion and its negative effects were explained very clearly.
Zoe: I've already started to choose consciously and think more carefully about my style.
Mia: I also try to upcycle and customise my old clothes. It's fun and creative.

4



Zoe: Excuse me, are these clothes really made from recycled fabrics?
Shop Assistant: Yes, they are designed using sustainable and eco-friendly materials.
Luke: That's great. I think I will purchase sustainably from now on.
Mia: These designs are both fashionable and ethical. I love them!
Aras: Being a conscious consumer is very important. We can protect nature with our choices.
Zoe: Yes, if we choose consciously and shop ethically, we can make a difference.
Aras: Let's recharge our batteries. We're so tired!
Zoe: Good idea... but I'm really inspired. I will take a walk to clear my head! It helps me think about my fashion choices more thoughtfully.
All: Let's keep making better fashion choices for a greener future!

b **Read the strip story again and underline the words/phrases related to well-being and sustainable fashion.**

c **Read the strip story carefully. Then think about the answers to the questions and write your answers.**

1. What do the students notice first in the shop window?
2. What does the symbol on the glass show?
3. What did their teacher introduce last week?
4. What does Zoe say about her recent fashion choices?

d **Read the picture strip story carefully and act out in groups.**

11 TIME FOR A PROJECT

a **Create a journal to reflect on your experiences with self-care and sustainable fashion, including your actions, thoughts, and visuals to show your journey.**

Your journal should include:

- reflections on self-care describing your experiences by using past tenses and the passive voice to describe their experiences.
  Example: "I started hiking in nature last year."
  Example: "Many beautiful forest paths were discovered during my walks."
- descriptions of sustainable fashion efforts, such as redesigning old clothes or choosing eco-friendly materials.
  Example: "I had redesigned my old clothes before donating them."
  Example: "These eco-friendly materials were chosen for my outfits."
- visuals like drawings, collages, or photos to illustrate your journey.

Explain your experiences when presenting your journal to the class.

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
Self-care and mindfulness for well-being	talk about ways to take care of myself and practice mindfulness.	☐	☐	☐	☐
	describe ways to take care of myself and practice mindfulness.	☐	☐	☐	☐
	compare ways to take care of myself and practice mindfulness.	☐	☐	☐	☐
Creating a personal wardrobe and sustainable fashion	talk about how to create my wardrobe and make fashion choices sustainably.	☐	☐	☐	☐
	describe how to create my wardrobe and make fashion choices sustainably.	☐	☐	☐	☐
	compare how to create my wardrobe and make fashion choices sustainably.	☐	☐	☐	☐

TIME TO PRACTISE

1 **What do you do to calm down when you are stressed? Talk in pairs.**

THE DAY I FROZE AND WHAT HELPED ME HEAL

Hi, everyone! Today, I want to share a moment I'll never forget. Last spring, I was chosen to give a short speech at a school assembly about 19 May Commemoration of Atatürk. I had prepared for days and felt ready. Before I stood on stage, I had been given some advice, but none of it stayed with me. While I was preparing, calming music was playing in the background. But when I stood on stage, my mind went blank. I couldn't speak. I froze. The hall was silent.

Afterwards, my teacher comforted me. She said, "It's okay. It happens. But maybe it's time to take care of your mind, not just your memory." That's when I learned ways to calm myself. First, I learned breathing exercises to calm myself when I felt nervous. Then I tried positive thinking: I wrote kind messages to myself like, "You're trying your best."

I started a simple self-care routine, including drawing, walking in nature, and even listening to calming music. These small things helped me feel more balanced and resilient. Now, before any big event, I take a moment to reflect, unwind, and focus on the present.

These simple practices aren't magic, but they helped me heal. Thanks for listening. Remember: Your well-being matters. Be self-aware, be kind to yourself-and just breathe.

2 **Read the text above and answer the questions.**

1. How did the speaker feel on the stage?

.

2. What advice did the teacher give?

.

3. What are the techniques the speaker tried?

.

4. What activities are included in the speaker's self-care routine?

.

3 **Complete the sentences using the correct form of the verbs given.**

1. Last spring, a short talk at the school assembly _____ (**choose**) by me.
2. While I was preparing, soft music _____ (**play**) in the background.
3. Before going on stage, some advice _____ (**give**) to me but none of it was remembered.
4. By the time I stepped on stage, a simple self-care routine _____ (**start**) by me, including drawing, walking, and deep breathing.

4 **Read the post below quickly and discuss what it is about in pairs.**



Last year, our centre organised a sustainable fashion workshop, and many fashion lovers were invited to join. During the workshop, participants learned how to create a personal capsule wardrobe filled with timeless and versatile pieces. Several fabrics were upcycled to reduce waste, and ethical fashion principles were explained in detail. Designers designed many customisable garments, and slow fashion ideas were embraced to promote conscious consumerism. Attendees were taught how to mix and match their clothes thoughtfully to develop a minimalist and stylish look. By the end, all participants had understood the importance of making eco-friendly and sustainable fashion choices. Join us next time to be part of this inspiring journey!

5 **Read the post above and answer the questions below as a group.**

1. Which three words in the post describe important concepts of sustainable fashion?
   _____.
2. What was the main purpose of the sustainable fashion workshop?
   _____.
3. According to the post, how can participants show their personal style during the workshop?
   _____.

6 **Write a short social media post for a fashion centre promoting a personal wardrobe and sustainable fashion as in the example in Activity 4. Then share it with the whole class.**

.....
.....
.....
.....
.....
.....
.....



Consolidation Theme 3

THEME 4

Family Life & Home



Sub-Themes

- Family reunions and celebrations
- Relationships between the family and the community

Functional Language

- Reporting what someone else has said or shared about present situations, ongoing actions, or recent experiences in a more polite and objective way

Social Language in Use

- He was born with a silver spoon in his mouth!
- My siblings and I are all cut from the same cloth because we're so soft-hearted!
- The family is from İstanbul, born and bred!
- Being good at maths runs in the blood in their family!

TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. hosting a small birthday party
b. family reunions and celebrations

Digital Story
Theme 4





1 TIME TO FOCUS

Listening/Watching Comprehension

a **Watch the digital story and tick (✓) the suitable title.**



○ Birthday Party



○ School Trip



○ Family Gathering in a Garden



○ Having a Picnic in the Park

b **Watch the digital story and tick (✓) the words/phrases you hear.**

○ a) reunion	○ b) homecoming	○ c) legacy
○ d) extended family	○ e) family ties	○ f) network
○ g) respectfully	○ h) generation	○ i) gathering

c **Look at the words/phrases in Activity 1b and tick (✓) the topics they are related to.**

- ○ a) Family reunions and celebrations
- ○ b) School life
- ○ c) Communication
- ○ d) Relationships between the family and the community

d **Talk in pairs using the words/phrases you ticked in Activity 1b.**

Example:



We're planning a big homecoming event for the whole extended family this evening.

Really? That's amazing! I can't wait to see everyone again. Our family hasn't gathered like that for ages.



e **Look at the picture on pages 76 and 77. Answer the questions in pairs.**

1. Where is the family gathering taking place?
2. What are they doing?

f **Watch the digital story carefully and put the sentences in order.**

a. You've made everything look so beautiful and harmonious.
b. Your dad says that this reunion will bring the family closer and help everyone bond again.
c. Your uncle says that he has attended many dinners abroad, but he has missed the close-knit feeling of home.
1 d. We're planning a big homecoming event for the whole extended family this evening.
e. She says that sharing memories keeps our hearts warmly connected.

g **Talk about the events in your family as in Activity 1f.**

Example:



What kinds of gatherings do you have with your family?

We organise lively and memorable family gatherings, such as weekend picnics, homecomings, and holiday reunions.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the letters 'a', 'b', 'c', 'd', and 'e'. Then practise saying them with the correct sounds. Work in pairs.**

Track 4.1

- Your **d**ad s**a**ys th**a**t this reunion will **b**ring th**e** f**a**mily **c**los**e**r **a**nd h**e**lp **e**v**e**ryon**e** **b**ond **a**g**a**in.
- Your un**c**l**e** s**a**ys th**a**t h**e** h**a**s **a**tt**e**n**d**ed in m**a**ny **d**inn**e**rs **a**br**oa**d, **b**ut h**e** h**a**s miss**e**d th**e** **c**los**e**-knit f**ee**ling of hom**e**.
- W**e**'r**e** **a** **b**ig f**a**mily. Wh**e**n w**e** sh**a**r**e**, h**e**lp, **a**nd l**a**ugh tog**e**th**e**r, w**e** **c**r**ea**t**e** m**e**mor**a**bl**e** mom**e**nts th**a**t will l**a**st for**e**v**e**r.

b **Listen and underline the letters 'a', 'b', 'c', 'd', and 'e'. Then say them with the correct sounds.**

Track 4.2

1. Family reunions are wonderful opportunities to come together with siblings and relatives, creating supportive and memorable moments that strengthen family ties.
2. Our community often comes together collaboratively and generously, organising events that encourage participation and celebrate the diverse generations within.

c **Write three sentences that using the letters 'a', 'b', 'c', 'd', and 'e'. Then say them aloud.**

.....

.....

.....

3 TIME TO LEARN NEW WORDS

Vocabulary Selection & Use

a **Watch the digital story again by noticing the words/phrases below.**

Game 4.1

a) reunion
b) extended family
c) homecoming
d) family ties
e) generation
f) legacy
g) network
h) gathering

b **Listen to the text and complete the blanks with the words/phrases below. There is an extra one.**

Track 4.3

reunion - siblings - homecoming - family ties - generation - legacy - network - gathering

A HOMECOMING EVENT

Today, our extended family gathers for a a)_____ event at my grandparents' house. It is a special b)_____ that brings together many relatives from different cities.

The atmosphere is warm and friendly. My cousin Elif frequently says, "I love spending time with all of you." Elif says that she loves spending time with everyone. We share food and memories. Grandpa respectfully reminds us, "These moments are part of our family's c)_____."

Grandpa mentions that these moments are part of our heritage. Our family is an inclusive d)_____ where each e)_____ supports one another. We work collaboratively to keep our strong f)_____.

Before leaving, we take photos to remember this wonderful g)_____. This homecoming event reminds us how important family truly is.

c **Talk about the relationships within the family in the digital story in pairs.**

Example

A: She says that sharing memories keeps our hearts warmly connected.

B: We're a big family. When we share, help, and laugh together, we create memorable moments.

d **Circle the correct words according to the digital story. Then check your answers in pairs.**

1. We're planning a big **homecoming event / bond** for the whole extended family this evening.
2. Your dad says that this reunion will bring the family closer and help everyone **volunteer / bond** again.
3. When families **unite/provide** like this, they also strengthen the community network around them.
4. She says that sharing memories keeps our hearts **unexpectedly/warmly** connected.
5. Mum also says that moments like this bring everyone together, help us **care/raise** for each other and create a strong sense of belonging.

e **Look at the picture on pages 76 and 77. Tick (✓) the words/phrases you see.**

○ gathering ○ siblings ○ network ○ event ○ extended family

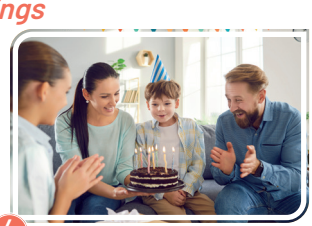
f **Match the words/phrases with the photos below. There is an extra word.**

extended family - bond - homecoming - event - siblings


1


2


3


4

g **Read the text below and notice the words in bold. Match each word with its correct meaning in pairs. There is an extra one.**

FAMILY AND COMMUNITY TOGETHER

The Brown family **gathers** joyfully every summer for a lively reunion. "This event brings us closer and helps us **bond** again," says Uncle Joe. He explains that the family has become more **close-knit** over the years. New generations are participating more. They are learning about the **legacy**.

Grandma says, "We always invite our neighbours. The community cares about us, and we support them too." Their reunions are now **collaborative**, inclusive, and memorable.

Aunt Lisa adds, "The children have been helping with planning the activities. They're learning to volunteer and lead." These gatherings not only strengthen family ties but also unite the community.

As a neighbour said, "The Browns provide a warm, welcoming space where everyone belongs." This tradition **raises** a spirit of unity that lasts for for generations. In Türkiye, holidays like Eid al-Adha and Eid al-Fitr also play an important role in bringing families and communities together. These special celebrations strengthen the values of sharing, respect, and unity, helping traditions continue from one generation to another.

a) To form a connection or relationship .....
b) To come together in a group .....
c) Working well together with others .....
d) To bring about, promote, or foster .....
e) A tradition or value passed from earlier generations .....

h **Work in groups. Write about your special family or community event, then read it to the whole class.**

.....
.....
.....
.....
.....

4 TIME TO PLAY

a **Read the instructions and play the game. Work in groups.**

Word Chain Challenge

HOW TO PLAY

- The first player says a word/phrase.
- The next player says a new word/phrase starting with the last letter of the previous one.
- No repetition is allowed.
- If a player can't find a word/phrase in 30 seconds, he/she is out.
- The last player remaining wins the game!

Example:
First player: bond
Second player: diverse
Third player: extended family

5 TIME TO KEEP IN MIND

Language in Use

Game 4.2

a **Read the dialogue and examine the expressions in bold carefully.**



Hello, James. I'm talking to my aunt about the family reunion, and she **says that we always invite** neighbours in celebrations.

Yes, and my cousin **says that she is helping** to organise this year's event.

Exactly. And my grandmother always **tells us that we respect our family legacy**.

That's interesting. My uncle often **says that they bring** the whole community together.

That's great. My father **says that we have created** a real network through these gatherings.



b **Watch the digital story and find the sentences similar to the ones in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (✓) sentences you found in it.**

- ○ a) He says that your uncle is excited to see the new generation growing so fast.
- ○ b) She says that it's our grandfather's recipe and part of our family legacy.
- ○ c) Dad mentions that tonight's dinner will remind everyone how strong our family ties are.
- ○ d) Dad says that sharing memories keeps our hearts warmly connected.
- ○ e) Mum also says that moments like this bring everyone together and help us care for each other.

TIME TO REMEMBER

Grandma says that these dinners always make her feel young again.

Your uncle says that he has attended many dinners abroad.

My cousin mentions that she is helping to organise this year's event.

d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example:

"Grandma says that these dinners always make her feel young again."
(It is describing what someone else has said or shared about present situations because...)

e **Read the dialogue quickly and notice the expressions in bold.**

Emily: Hi, Alex! Are you coming to the family reunion this weekend?

Alex: Yes, I am. **My dad says that it brings** the whole family together.

Emily: That's great. My aunt is getting everything ready for dinner.

Alex: Nice. My sister has already baked three cakes.

Emily: I know, that's impressive. My grandma really enjoys these gatherings.

Alex: She does. My mum **says that these events help us** build strong ties with the community.

Emily: Absolutely. I'm really looking forward to it.

Alex: Me too. It's going to be a wonderful weekend.

f **Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5e. Work in pairs.**

Example:

- **My dad says that it brings the whole family together.** (The sentence reports a regular belief or common truth, not something happening right now. The focus is on the general idea that the activity or event unites the family, not on a single occasion.)
- **My aunt says that everyone is preparing something special for dinner.** (The sentence highlights a current action or situation — the family is currently preparing dinner. The focus is on the present moment, not on a general truth.)

g **Fill in the blanks with the correct form of the verbs in brackets. Notice the "Time to Remember!" box.**

1. Emma says that her family _____ **(plan)** a big reunion for her grandparents' 50th wedding anniversary.
2. Yusuf tells us that he _____ **(help)** his mother decorate the community hall for the celebration.
3. Mia says that her relatives _____ **(be)** very generous whenever there's a charity event in their town.
4. Liam says that his uncle _____ **(organise)** a neighbourhood barbecue every summer.
5. Olivia says that everyone in her extended family _____ **(bring)** homemade dishes to share with others.

h **Write three sentences about your family relationships using the functions in Activity 5a and 5e. Then share your answers with the whole class.**

.....

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.....

6 TIME TO PLAY

Go to Page 161

a **Read the instructions and play the game. Work in groups.**

WHISPER & REPORT!

HOW TO PLAY

1. Form groups of 4–5 students.Each group stands in a line (one behind another).
2. The teacher shows a "Speech Card" to the last student in each line.
3. The last student whispers the message to the next person but they must tell it using someone else's words about things happening now.
4. Each student continues to whisper and report the same sentence to the next one.
5. The first student in the line says the final version out loud to the class, then moves to the back of the line.
6. The teacher reveals the original sentence.
7. The group whose version is closest to the original wins 1 point.
8. Continue for several rounds with new sentences.

Example:

Direct: "I'm helping my mum prepare the family dinner."

Reported: "She says that she's helping her mum prepare the family dinner."

7 TIME TO EXPLORE

Reading Comprehension

a **How much do family ties matter to you?**

b **Read the text quickly and choose what it is about.**

a) A traditional celebration that honours local heroes
b) A family reunion and sharing traditions
c) A charity event organised by a village community

A FAMILY THAT CONNECTS GENERATIONS

Every spring, the Yıldız family holds a big family reunion in their village near Bursa. It isn't just a celebration — it's a way to keep their family ties strong and to share values across generations. This year's gathering was especially memorable because it brought together more than fifty relatives from different parts of Türkiye.

The family gathered joyfully under the old walnut tree, which their grandfather had planted years ago. There was music, laughter, and delicious food prepared elegantly by the aunts. The children played games while the elders told stories about how the family helped their community in the past.

Mr Yıldız says that a strong family builds a strong society. Later, his son Mehmet also says that a strong family builds a strong society. This shows how important unity is for them.

The Yıldız family is known for their close-knit relationships and supportive spirit. "Our family has always volunteered to provide food and clothes for our neighbours," Mrs Yıldız says proudly. Later, Mehmet says that his mother has always volunteered to help others.

Before the reunion ended, they decided to organise a community event. At this event, families could participate, unite, and share their traditions. Everyone left the reunion warmly connected and felt that their bond with both family and community was stronger.

c **Read the text again in pairs. Discuss what each paragraph is about.**

d **Find three key words related to family bond in the text and write them below.**

Example: reunion a. _____ b. _____ c. _____

e **Think about the answers to the questions below. Then discuss and answer them in pairs.**

1. Why does the Yıldız family organise a reunion every year?
2. What makes this year's reunion special?
3. How do the younger and older generations spend time during the reunion?
4. What values are important to the Yıldız family? Give two examples from the text.
5. How does the family try to connect with the community?

8 TIME TO NOTE DOWN

Writing Expression

a **Read the letter and talk about the event. Work in pairs.**

Dear Cousins,

I hope you are all well. I'm writing to invite you to a big family reunion that we are organising this spring in our village.

It has been a long time since we all gathered together, and I think it's the perfect time to reunite. Spending time with our extended family is always special and helps us keep our family ties strong.

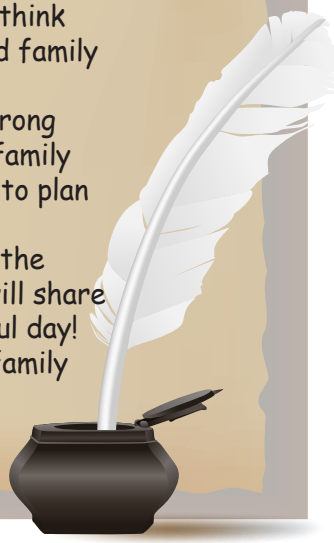
My grandfather always tells that a strong family creates a strong community, and I truly believe that. My aunt also mentions that family gatherings are the best way to stay connected. They inspired us to plan this event.

There will be traditional games, music, and delicious food. All the food will be prepared carefully by our aunts. Our grandparents will share stories about past generations — it will be a memorable and joyful day!

We truly hope you can join us. Let's celebrate our close-knit family and make beautiful memories together.

Warm wishes,

Tom



b **Write a letter to your cousins, inviting them to a big family reunion.**

Explain why it's important to reunite, what activities are planned, and how it will help strengthen your family bond.



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c **Work in pairs. Read your friend's letter. Are there any events or traditions similar to yours? Give feedback to each other.**

9 TIME TO LEARN MORE

CLIL & Culture

a **Look at the picture and guess what it is about in pairs. Then read the text to check your guesses.**



b **Read the text and choose the best title for it.**

a) A Sports Competition in the Village
b) A Family Event That Connects Generations
c) A School Trip to the Countryside
d) A New Technology Fair

.....

In Spain, family and community are very important. A special event is called *La Fiesta de la Familia* (The Family Festival), which many towns celebrate every spring.

During the festival, families gather in parks or town squares to enjoy food, music, and games together. It is a joyful celebration where children play, adults chat, and grandparents share stories about their family.

Families often organise group activities like cooking traditional dishes or dancing together. These events help families stay close-knit and supportive of each other.

The festival also brings the whole community together. People volunteer to decorate the streets and provide food for everyone. It is a time when families and neighbours unite and feel connected.

These traditions teach young people the importance of caring for their families and being active in their community. Through celebrations like this, families and communities become stronger and happier.

c **Read the text again and write T (True) or F (False). Correct the false statements.**

1. *La Fiesta de la Familia* is celebrated in Spain in winter. ____
   .....
2. Families gather in parks or town squares during the festival. ____
   .....
3. The festival is a quiet and serious event. ____
   .....
4. Children play and grandparents share stories at the festival. ____
   .....
5. Families organise activities like cooking and dancing together. ____
   .....
6. Only family members participate in the festival, not the community. ____
   .....

d **Read the text again. Are there any similarities in the traditional family events in your country? Work in groups. Then share your ideas with the whole class.**

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. What are the people doing in the pictures?
2. How do the people feel in the pictures?

Celebrating Family Values: Zoe's Birthday Party



1

Zoe: Hey, everyone! Thanks for coming early. Today's my birthday, and my whole extended family is gathering. It always feels like a warm homecoming to me.
Luke: Zoe, your dad often says that he was born with a silver spoon in his mouth, but he still teaches you to stay grounded and responsible. I like that about him.
Mia: And your siblings remind me of something my mum always says that we're all cut from the same cloth because we're so collaborative. I can really see that in your family.
Zoe: Well, my family is from İstanbul, born and bred, so sticking together is a big part of how we were raised.
Aras: I can see how much effort went into planning this gathering. Everyone is helping so calmly and patiently – it makes the place feel so close-knit.



2

Zoe: Look at the decorations! Being good at decorating runs in the blood in their family. My aunt loves making things look beautiful. She chose everything so elegantly.
Luke: These kinds of family gatherings make us feel so warm and welcoming. Your family always makes sure everyone is comfortable and supported. It feels modest.
Mia: Everyone jumps in to help – cousins, neighbours, siblings. Nobody needs to be told; they just support each other naturally.
Aras: Yeah, no one's trying to stand out. It's just a friendly, respectful atmosphere.



3

Zoe: The thing I love most is how warmly everyone gathers today. It feels like a real reunion.
Luke: I heard your grandma said that she felt very happy when she saw all the generations together.
Mia: And it's lovely to watch different generations chatting together. Your family stays close-knit no matter what's happening around them.
Aras: Exactly. When a family connects like this, the whole community feels stronger and more harmonious.



4

Zoe: Thanks for being here! I love how everyone brought their own touch to this day – some helped, some encouraged, some made us laugh. It all came together perfectly.
Luke: Your family really balances fun and responsibility. I learned a lot just by watching how you all work together.
Mia: And the atmosphere stayed warm and respectful the whole time. It's such a memorable gathering. Let's take a photo to make this gathering unforgettable.
Aras: Ok! When people care for each other like this, it turns a simple birthday into something truly special.

b **Read the picture strip story carefully and act it out in groups.**

c **Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.**

1. What is the main event taking place in the story?
   .....
2. How do the characters show their family values throughout the story?
   .....
3. Which activities in the story help strengthen relationships between family and friends?
   .....
4. How do the characters demonstrate responsibility and kindness during the event?
   .....
5. Who mentions that Zoe's aunt is good at decorations?
   .....

d **Write two more questions about the story and ask your classmates.**

_____

_____

11 TIME FOR A PROJECT

a **Create an invitation card for a family celebration!**

Your questionnaire should include:

- questions about family celebrations
  Example: "How often does your family have a reunion?"
  Example: "What is your favourite family celebration and why?"
- questions about family relationships and community connections
  Example: "How do family members support each other during celebrations?"
  Example: "Does your family participate in community events together?"
- responses from at least ten classmates
- visual presentation of results using graphs, charts, or posters
- comments and reflections based on your results

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
Family reunions and celebrations	talk about family reunions and celebrations.	☐	☐	☐	☐
	describe activities at family gatherings.	☐	☐	☐	☐
	express my feelings about family events.	☐	☐	☐	☐
Relationships between the family and the community	talk about relationships between family and community.	☐	☐	☐	☐
	describe community activities and roles.	☐	☐	☐	☐
	explain the importance of helping each other in a community.	☐	☐	☐	☐

TIME TO PRACTISE

1 **Read the text and complete it with the suitable words below. There is an extra one.**

joyfully — supportive — reunite — volunteer — legacy — gathering
siblings — inclusive — encourage — close-knit — event

OUR ANNUAL FAMILY REUNION

Every May, our family organises a big family (1)_____ in our hometown. It's a great chance to (2)_____ with relatives we haven't seen for a long time. We are a (3)_____ family, and we enjoy spending time together.

During the celebration, everyone brings homemade food, and the children play (4)_____ in the garden. We also invite neighbours to join us—it's an (5)_____ celebration open to all. My grandfather gives a speech every year, reminding us of our family's values and (6)_____.

This year, the celebration included a charity (7)_____ for children in need. Many young family members chose to (8)_____ and help with organising activities. Even my younger (9)_____ helped serve food and clean up afterwards.

Our parents always tell us to be kind and (10)_____ to everyone in the community. These reunions show how strong family and community ties can be.

2 **Answer the questions in pairs.**

1. When does the family gathering take place every year?

.

2. Why is the family gathering organised?

.

3. How does the family make the celebration inclusive for others?

.

4. Who gives a speech every year?

.

5. What special event was included in this year's celebration?

.

6. How did young family members contribute to the event?

.

3 **Answer the questions.**

1. What kinds of traditions do families in your city have for celebrations or reunions?

.

2. How do you feel when you are with your extended family or close relatives?

.

4 **Listen to the podcast and write T (True) or F (False) for each statement. Correct the false ones.**

Track 4.4

1. The Yıldız family gathers every summer for a big homecoming celebration. ☐

.

2. Deniz describes the atmosphere at the reunion as lively and warm. ☐

.

3. The family reunion is only about meeting relatives. ☐

.

4. Participating in local community events is important for families. ☐

.

5. Only adults are involved in the family celebrations. ☐

.

6. The celebrations help the family feel close-knit and give a sense of belonging. ☐

.

7. Families should not worry about their community. ☐

.

8. Involving every generation creates a legacy of generosity and care. ☐

.

5 **Read the paragraph below. Then write 5–6 more sentences to continue the story.**

Today, my extended family is gathering at my grandparents' house for a big homecoming celebration. It is the first time we have been all together this year. There is delicious food, music, and games for everyone. My cousins and I are playing in the garden while the adults are talking and laughing inside. Everyone is smiling and enjoying the moment.

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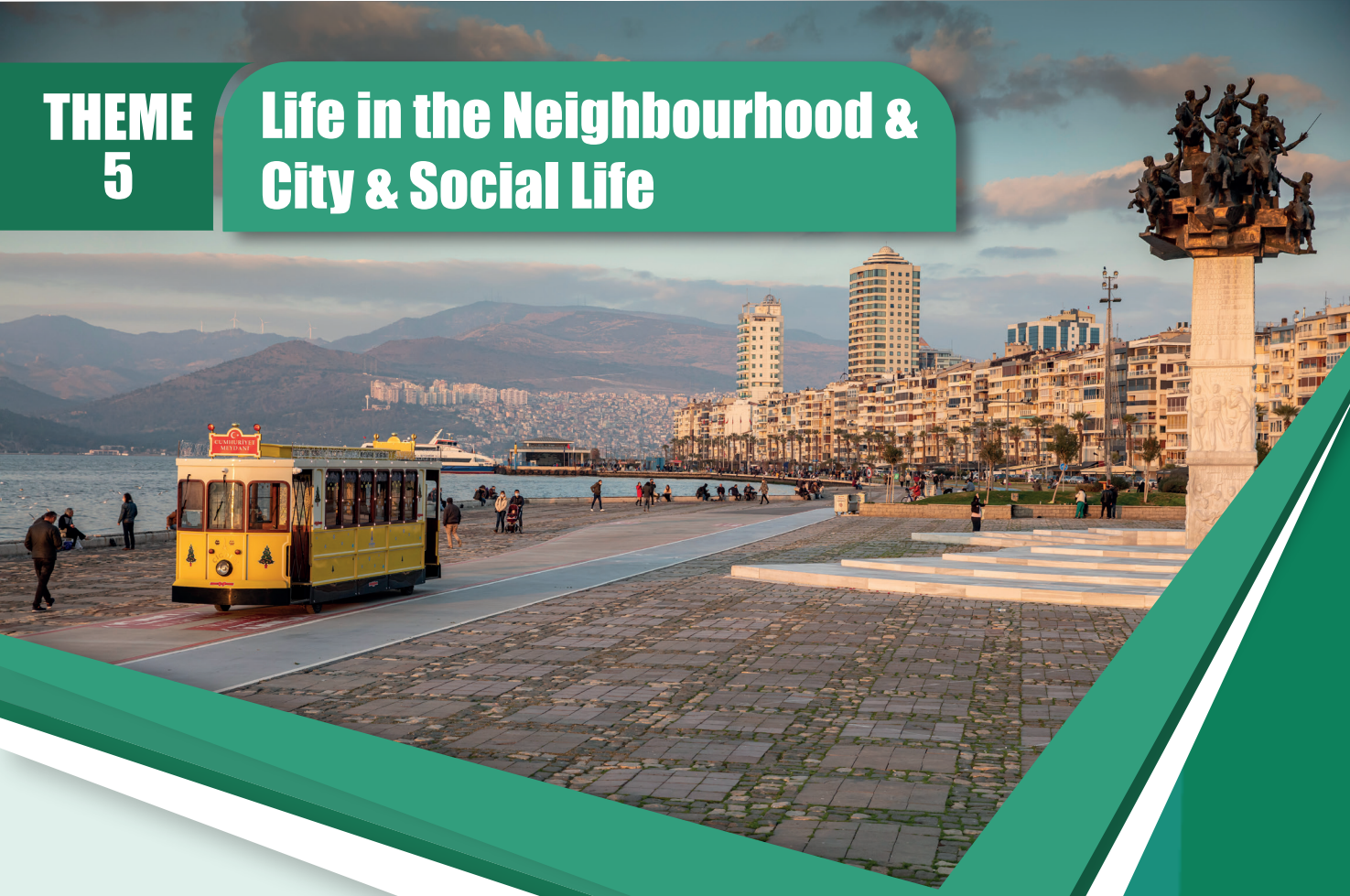
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Consolidation Theme 4

THEME 5 Life in the Neighbourhood & City & Social Life



Sub-Themes

- City development and city services
- Future of cities

Functional Language

- Reporting what someone else has said or shared about past situations, completed actions, or past experiences in a more polite and objective way
- Describing situations where someone arranges or causes another person to do something for them

Social Language in Use

- That area is just a stone's throw away.
- New technology is shaping the future.
- We have created a sense of belonging in this community.
- Innovation is the driving force in our city!

EBA
TIME TO REMEMBER

EBA
TIME FOR AN OVERVIEW

EBA
GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.

What is it about?

a. the countryside and traditional farming

b. city development, city services, and future of cities

Digital Story
Theme 5




SMART
CITY

1 TIME TO FOCUS

Listening/ Watching Comprehension

a **Watch the digital story and tick (✓) the words/phrases you hear.**

- ○ a) commercial district
- ○ b) public transport
- ○ c) renewable energy
- ○ d) green spaces
- ○ e) traffic congestion
- ○ f) public amenities
- ○ g) municipality
- ○ h) sustainable development
- ○ i) carbon footprint
- ○ j) pedestrian zone

b **Match the words/phrases above with the pictures. There is an extra one.**


1-


2-


3-


4-


5-


6-


7-


8-

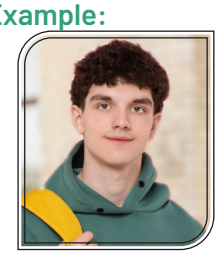

9-

c **Write the words/phrases in Activity 1a under the correct headings. Use each word or phrase only once.**

CITY DEVELOPMENT AND CITY SERVICES	FUTURE OF CITIES

d **Talk in pairs using the words/phrases you ticked in Activity 1a.**

Example:



Cities should be carefully planned so that residential areas, commercial districts, and green spaces are well-connected for urban mobility.

I hope cities will also use renewable energy effectively, such as solar power, and adopt a circular economy approach to reduce their carbon footprint.



e **Look at the pictures on pages 92 and 93. Answer the questions in pairs.**

1. Which ones are examples of green infrastructure?
2. Which ones are examples of public transport?
3. Which ones represent a smart city?

f **Watch the digital story carefully and put the sentences in order.**

- ( ) a. Smart cities will use technology to optimise systems.
- ( ) b. I think cities should focus on affordable housing, especially in busy areas where many people want to live.
- ( ) c. Green spaces are essential for our well-being.
- ( ) d. If cities create more car-free areas, people will feel safer walking or cycling, and the air will be much cleaner.
- (1) e. I think a good city needs green spaces, like parks and trees.

g **Talk about urban planning in your city as in Activity 1f.**

Example:



What do you think about urban planning in your city?

I think my city needs more green spaces and better public transport. If we had more car-free areas, the air would be cleaner and people would feel safer walking. Also, affordable housing should be a priority in busy areas.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the letters 'f', 'g', 'h', 'i', 'j', and 'k'. Then practise saying them with the correct sounds. Work in pairs.**

Track 5.1

- Jordan also said that he thought cities would innovate in the future, using technology to optimise and digitise systems more efficiently.
- Our city had new traffic lights installed to improve safety, and they had the old buildings renovated as part of the renewal project.
- Imagine living in a smart city where everything is connected!
- I think a good city needs green spaces, like parks and trees.

b **Listen and underline the letters 'f', 'g', 'h', 'i', 'j', and 'k'. Then say them with the correct sounds.**

Track 5.2

1. Cities need to make the environment sustainable by creating green spaces and reducing pollution.
2. City planners zone different areas fairly to balance residential, commercial, and industrial needs.
3. Innovative technology helps build resilient cities that can adapt to future challenges.

c **Write three sentences that using the letters 'f', 'g', 'h', 'i', 'j', and 'k'. Then say them aloud.**

.....

.....

.....

3 TIME TO LEARN NEW WORDS

Vocabulary Selection & Use

a **Watch the digital story again by noticing the words/phrases below.**

Game 5.1

a) affordable housing
b) urban planning
c) community service
d) urban renewal
e) infrastructure
f) waste management
g) urban farming
h) public safety
i) zoning
j) green infrastructure
k) residential area
l) smart city
m) urban mobility

b **Listen to the text and complete the blanks with the words/phrases below. There is an extra one.**

Track 5.3

affordable housing - community service - public safety - residential area - sustainable city - urban renewal - waste management - zoning - urban farming - urban mobility

PLANNING BETTER CITIES

To build better cities, we need smart ideas and strong planning. a)_____ is essential to ensure that everyone, regardless of income, can find a safe and comfortable place to live in the city. Good infrastructure and b)_____ services make daily life easier and safer. c)_____ should be clean and peaceful, with access to parks and schools.

Providing d)_____ like libraries and health centres helps support residents and build strong neighbourhoods. An e)_____ initiative allows cities to grow food locally, making them more sustainable and reducing food miles.

An urban planning strategy includes a f)_____ system to organise land use. Cities also improve old areas through the g)_____ process. Green infrastructure and h)_____ system protect the environment. Finally, smart city supports technology and i)_____ plan makes transport easier for all.

c **Talk about what makes a city a good place to live in the digital story. Work in pairs.**

Example: Arda: I think a good city needs green spaces, like parks and trees.
Yoko: I think cities should have better public transport.

d **Circle the correct words/phrases according to the digital story. Then check your answers in pairs.**

1. If housing is too expensive, people end up living far away from work or school. And this creates problems like **public safety/traffic congestion**.
2. I hope they'll also use **renewable energy/carbon footprint** effectively, like solar power, and adopt a circular economy approach to reduce their carbon footprint.
3. We should also consider how to **sustain/urbanise** new areas carefully, making sure that expansion is environmentally responsible.
4. Olivia said that a good city needed green spaces and **public amenities/urban mobility**, like parks and trees, because people needed places to relax and enjoy nature.
5. Smart cities will use technology to **optimise/sustain** systems.

e **Look at the pictures on pages 92 and 93. Tick (✓) the phrases you see.**

○ a) green spaces ○ b) waste management ○ c) renewable energy ○ d) traffic congestion
○ e) residential areas ○ f) public transport ○ g) community service

f **Match the phrases with the photos below. There is an extra word.**

traffic congestion - public transport - smart city - renewable energy - green spaces


1


2


3


4

g **Read the diary and notice phrases in bold. Match each phrase with the correct meaning in pairs. There is an extra one.**

Today, we had a lesson about city development and the future of cities. Mr Brown showed us a video about how a **smart city** in Europe integrated **renewable energy** and **public transport** strategically.

During our discussion the topic, I realised that without proper **urban planning**, cities grow without sustainable goals. I said that we should zone **residential areas**, commercial districts, and **green spaces** more fairly.

Olivia shared how her city had managed waste efficiently, and how public services now run more smoothly thanks to better planning. I also learned that **urban farming** and green infrastructure can help reduce our **carbon footprint** if we act innovatively and sustainably.

It made me think — I want to help design cities that grow smartly and serve people equally.

a) parts of a city where people live .....
b) energy from natural sources that do not run out, like the sun or wind .....
c) growing food in cities .....
d) buses, trains, trams, and other shared transport provided for everyone .....
e) designing and organising how land in cities is used (e.g. for housing, shops, parks) .....
f) a city that uses technology to work more efficiently and help people live better lives .....
g) the total amount of carbon dioxide (CO_2) a person, group, or city produces .....

h **Work in groups. Write a diary in your notebooks, then read it to the whole class.**

4 TIME TO PLAY

Go to Page 165

a **Make your team guess the main word without using the forbidden words.**

HOW TO PLAY

Mind What You Say

1. The teacher will divide the class into 2–4 teams.
2. One student from each team picks a card and looks at the target word at the top.
3. The student must explain the target word to their team without using the forbidden words listed on the card.
4. You cannot:
   - Say any of the forbidden words.
   - Use parts of the target word.
   - Draw the forbidden words in the air.
   - Spell the word.
5. Your team has 60 seconds to guess the word correctly.
6. If the team guesses correctly, they get 1 point. If they use a forbidden word, they get no points and their turn ends.
7. After time is up, the next team takes a turn.
8. The team with the highest score at the end of the game wins!

5 TIME TO KEEP IN MIND

Language in Use

Game 5.2

a **Read the dialogue and examine the expressions in bold carefully.**



Yesterday, our teacher **said that the municipality had started** an urban renewal project in our neighbourhood.

Yes, everyone was really happy about the new parks. They made our city greener and more relaxing.

That's great! I heard they **had the old buildings renovated** to make the area safer and more modern.

I agree.



b **Watch the digital story and find the sentences similar to the ones in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (✓) the examples you found in it.**

- ○ a) Olivia said that a good city needed green spaces and public amenities, like parks and trees, because people needed places to relax and enjoy nature.
- ○ b) Yoko explained that good public transport was essential for making cities more sustainable and reducing traffic and pollution.
- ○ c) Jordan also said that he thought cities would decline in the future, using technology to optimise and digitise systems more efficiently.
- ○ d) Our municipality had the bus station redesigned last month, and they renewed the park and added new seating areas.
- ○ e) Our city had new traffic lights installed to reduce safety, and they had the old buildings renovated as part of the renewal project.

TIME TO REMEMBER

Olivia said that a good city needed green spaces and public amenities.
Our city had new traffic lights installed.

d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example: "Olivia said that a good city needed green spaces and public amenities." It is reporting what someone else has said or shared about past situations, completed actions, or past experiences in a more polite and objective way.

e **Read the dialogue quickly and notice the expressions in bold.**

Lina: Wow, look at this road! The municipality **had it repaved** yesterday.

Arda: Really? I hadn't noticed it before.

Lina: Yes, and I **heard that** they **had started** a green space project nearby. Someone **had said** it **would create** a new park for our neighbourhood.

Arda: Oh, that explains it! So, this road work was part of their project.

Lina: Exactly. They **had** also **planned** to improve public transport around here, so everything worked more smoothly.

Arda: That's great! If they continue like this, our city will become more sustainable and safer.

f **Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5e. Work in pairs.**

Example:

- I heard that they **had started** a green space project nearby. (The sentence means: First, they started the project. Later, I heard about it. The focus is on showing the sequence of past actions. The past perfect clearly marks which event happened earlier.)
- **The municipality had it repaved yesterday.** (The sentence means: The municipality arranged for someone (workers) to repave the area yesterday. The focus is on the result or arrangement, not who performed the task.)

g **Fill in the blanks with the correct form of the verbs in brackets. Notice the "Time to Remember!" box.**

1. The city official said that the municipality _____ **(start)** a new park last month.
2. The waste management authority _____ the recycling bins _____ **(replace)** to handle more waste.
3. The transport manager mentioned that they _____ **(already/optimise)** the city's public transport system before the festival.
4. The urban planner told me that they _____ **(plan)** affordable housing projects for several years.
5. The city engineer said they _____ **(improve)** the infrastructure the previous year.
6. The municipality _____ the roads _____ **(repair)** before the city fair.
7. The municipal office said that they _____ **(finish)** the construction of a pedestrian zone last week.
8. The housing department said that the city _____ **(support)** affordable housing projects gradually over the last decade.

h **Write three sentences about your city life using the functions in Activity 5a and 5e. Then share your answers with the whole class.**

.....

.....

.....

6 TIME TO PLAY

a **Read the instructions and play the game. Work in groups.**

"Tell, Report, Do"

HOW TO PLAY

1. Work in pairs.
2. Step 1:
   - Student A says a past tense sentence.
   - Student B reports it.

Example:

A: "We cleaned the park yesterday."
B: "She/he said that they had cleaned the park the day before."

3. Step 2:
   - Student A says a sentence where someone does a job.
   - Student B changes it to show that someone else did the job for them.

Example:

A: "The city repaired the street lamps."
B: "The city had the street lamps repaired."

4. Take turns and try to make sentences about city, parks, or sustainability.
5. Scoring (Optional):
   - Each correct answer = 1 point.
   - The winner is the student with the most points.

7 TIME TO EXPLORE

Reading Comprehension

a **How can cities become more eco-friendly and sustainable?**

b **Read the text quickly and choose what it is about.**

a) How citizens use technology in their daily lives.
b) How young people spend their free time in urban areas.
c) How a municipality planned sustainable city projects with responsibility and compassion.

A RESPONSIBLE VISION FOR FUTURE CITIES

Last year, the municipality announced that it had launched a new urban planning project to make the city more liveable and eco-friendly. The mayor said that the team had been working on affordable housing and green infrastructure to support a sustainable city. Citizens appreciated this effort because it showed responsibility, respect, and compassion for people and nature.

As part of the project, engineers had the public transport system modernised to reduce traffic congestion and pollution. They also built new pedestrian zones and public amenities so that residents could move around safely and efficiently. The urban planners managed the process strategically, ensuring that every residential area had access to parks and schools.

Volunteers joined community activities, planting trees and helping clean old commercial districts. Their diligence and benevolence inspired others to participate. One architect stated that they had already integrated renewable energy sources into the city's infrastructure. This made the city more resilient and innovative.

Today, people believe that with honesty, patience, and justice, our city will continue to grow sustainably, becoming a smart city that balances progress with care for every citizen.

c **Read the text again in pairs. Discuss what each paragraph is about.**

d **Find three key words related to city development and services in the text and write them below.**

Example: infrastructure a. _____ b. _____ c. _____

e **Think about the questions below. Then discuss and answer them in pairs.**

1. What are the main goals of urban renewal projects in the city?
2. Why is sustainable development important for future cities?
3. Who helped managed public amenities and services?
4. How can a municipality reduce traffic congestion effectively?
5. Which features make a city more inclusive and eco-friendly?

8 TIME TO NOTE DOWN

Writing Expression

a **Read the blog post and talk about your future city. Work in pairs.**

MY FUTURE CITY

Yesterday, I visited the city center and saw some construction work. The municipality said that they built new pedestrian zones to make the city safer last year. I also heard they had planned a sustainable development project to improve green spaces and public amenities.

I think our city could become smarter if we have the public transport system optimised. People also suggested adding more affordable housing and renewable energy solutions.

I believe cities should grow sustainably and innovatively, keeping both nature and citizens in mind. What do you think about your city's future?



b **Write a blog post about how your city could look in the future. Explain why city development is important. Describe city areas and services.**



c **Work in pairs. Read your friend's blog post. Are there any ideas or visions similar to yours? Give feedback to each other.**

9 TIME TO LEARN MORE

CLIL & Culture

a **Look at the picture and guess what it is about in pairs. Then read the text to check your guesses.**



b **Read the text and find the best title for it.**

a) A New Shopping Center in the City
b) Modern Life in Big Cities
c) TOKİ: Building Homes, Building Hope
d) Green Energy for the Future

.....

In Türkiye, the Housing Development Administration, known as TOKİ, plays an important role in creating affordable homes for people. Its main goal is to provide affordable housing opportunities for families. They can live in safe, comfortable, and modern homes. This supports the value of equality — everyone deserves a good place to live.

TOKİ not only builds houses but also builds communities. In many housing areas, there are schools, parks, mosques, and playgrounds. These public amenities help people come together, support each other, and live in peace. This shows the value of unity and social responsibility.

In addition, some new TOKİ projects include green spaces and use eco-friendly materials to protect nature. This supports sustainability and teaches citizens to care for the environment.

Through affordable housing and smart urban planning, TOKİ helps cities grow fairly and sustainably. It reminds us that developing a city is not only about buildings but also creating a better life for everyone.

c **Read the text again and write T (True) or F (False). Correct the false statements.**

1. TOKİ builds houses only for rich people. ☐
.....
2. TOKİ projects include schools, parks, and playgrounds. ☐
.....
3. One of TOKİ's aims is to support equality among people. ☐
.....
4. TOKİ's houses are made without caring about the environment. ☐
.....
5. TOKİ does not provide any public amenities like mosques or community centers. ☐
.....
6. Through TOKİ, cities grow fairly and sustainably. ☐
.....

d **Read the text again. Do you know of similar examples around the world? Work in groups. Then share your ideas with the whole class.**

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. What are the people doing in the pictures?
2. Where are the people?

Our City, Our Future



1

Zoe: Look! The municipality has planned new green infrastructure here. That area is just a stone's throw away from our school!
Luke: Yes! They said it would include affordable housing and a pedestrian zone.
Mia: I heard that the mayor said the city started to renew the old residential area last month.
Aras: That's great! It'll make our community more connected and inclusive.



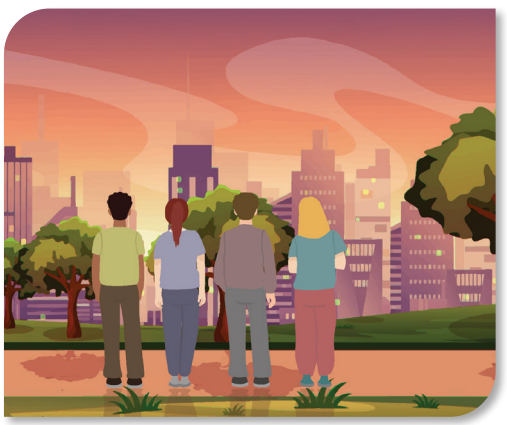
2

Mia: We've created a sense of belonging in this community!
Zoe: Yes, we had the park cleaned and the benches painted by local artists.
Luke: Healthy living starts with clean and beautiful places. We should continue this effort sustainably.



3

Mia: New technology is shaping the future. Innovation is the driving force in our city!
Aras: We could use renewable energy and start urban farming projects to reduce our carbon footprint.
Zoe: Let's each think of one way we can help our city become more eco-friendly and resilient.
Luke: I will plant trees near our school and encourage friends to recycle.
Mia: I will start using public transport more and save energy at home.
Aras: I will design a small garden project at our park to involve the community.



4

Zoe: I just want to make our city better.
Aras: That's true modesty. Even small acts change urban life gradually and effectively.
Luke: Let's keep innovating fairly and inclusively. Together, we can shape the future.

b **Read the picture strip story carefully and act it out in groups.**

c **Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.**

1. Where is the new green infrastructure project located, and what features will it include?
   .....
2. What activities do the children do while volunteering in the park?
   .....
3. According to Aras, how can the city reduce its carbon footprint in the future?
   .....
4. What personal actions do Zoe, Luke, Mia, and Aras decide to take to make their city more sustainable?
   .....

d **Write two more questions about the story and ask your classmates.**

_____

_____

11 TIME FOR A PROJECT

a **Design a poster to promote a neighbourhood improvement project for a specific issue, such as creating green spaces, reducing traffic congestion, or improving public safety.**

Your project should include:

- choosing a neighbourhood problem and explaining why it is important
- creating a clear and attractive title for your poster
- describing the project and its purpose
- explaining how the project will benefit the community
- including key details such as the date, time, and location of the planned activity
- adding a call-to-action to encourage people to participate (e.g., Join us! Help make our neighbourhood better!)
- using pictures, photos, visuals, headings, and short texts to make your poster engaging and informative

Present your poster to the class and explain the goals of the project, your role in the project, and the impact you hope to achieve.

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
City development and city services	talk about how cities grow and the services they offer.	☐	☐	☐	☐
	describe how cities grow and the services they offer.	☐	☐	☐	☐
	compare how cities grow and the services they offer.	☐	☐	☐	☐
Future of cities	talk about ideas for future cities and improvements.	☐	☐	☐	☐
	describe ideas for future cities and improvements.	☐	☐	☐	☐
	compare ideas for future cities and improvements.	☐	☐	☐	☐

TIME TO PRACTISE

1 **Read the text and complete it with the suitable phrases below. There is an extra one.**

eco-friendly — smart city — pedestrian zones — green spaces — public amenities — sustainably

BUILDING A SMARTER AND GREENER CITY

Our municipality has recently completed an urban renewal project to make the city more sustainable and (1)_____ . The mayor said that the plan had started two years ago. It had focused on improving public transport, reducing traffic congestion, and increasing (2)_____ . Many citizens reported that their neighbourhoods had become cleaner and safer since the project began.

As part of the renewal, the city had solar panels installed on public buildings. It also had the parks redesigned to include (3)_____ and small areas for urban farming. These changes helped people live more (4)_____and use renewable energy more efficiently.

Urban planners are now working to create a (5)_____ model that will use technology to manage waste and public amenities more effectively. They believe that if the community works together fairly and inclusively, the city will continue to grow resiliently and smoothly in the future.

2 **Answer the questions in pairs.**

1. Who started the urban renewal project in the city?

2. What did the mayor say about when the project started?

3. Which three main goals did the urban renewal project focus on?

4. According to citizens, how have their neighbourhoods changed since the project began?

5. What changes did the city make to public buildings and parks?

6. Why were the parks redesigned to include green spaces and urban farming areas?

3 **Listen to the song "Bright Future City" carefully. Fill in the missing words in the lyrics.**

Track 5.4

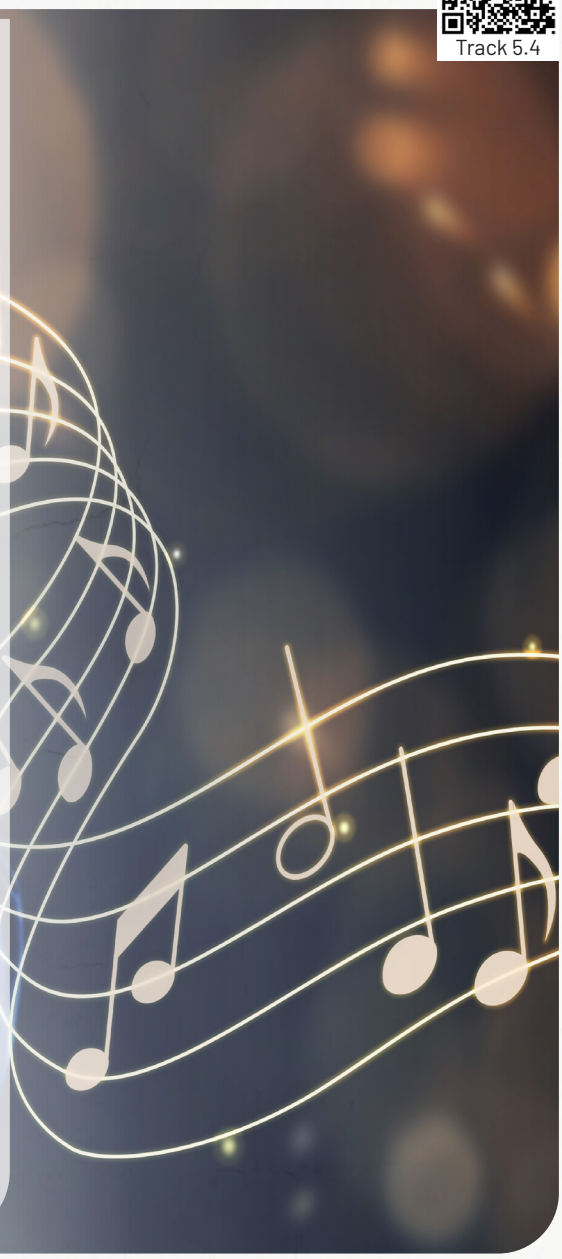
BRIGHT FUTURE CITY

Smart city, bright future, we care every day,
Eco-friendly hearts will show the way.

We clean up streets and plant new trees,
We dream of cities fresh and free.
We turn off lights when day is
(1)_____,
Our choices (2)_____
a world of light.

Smart city, bright future, we care every day,
Eco-friendly hearts will show the way.
Step by step, we make it real,
The world is green, thanks to you.
(3)_____, bright future.
We use the sun, we save the rain,
(4)_____dreams will lead the change.
We had the garden paths repaired,
Now every space is clean and shared.

A drop of care can start the flow,
A seed of love can make it (5)_____.
We stand together, bright and true,
Tomorrow starts with me and you.
Smart city, bright future, we care every day,
Eco-friendly hearts will (6)_____
the way.
Every hand paints something new,
The future shines through me and you.
Smart city, bright future.



4 **Sing the song as a whole class.**

5 **Answer the questions in pairs.**

1. Which line from the song did you like most? Why?

2. What change would you like to see in your city?

3. How can young people help build a "bright future city"?

4. Do you think your city can become a smart and sustainable city?

Consolidation Theme 5

THEME 6 Life in the World & Culture



Sub-Themes

- Global cuisines; cultural food habits and cultures
- Impact of technology and media on people's lives and culture

Functional Language

- Reporting future events or actions in daily speech
- Describing an action that will have been completed by a certain point in the future
- Describing the duration of an ongoing action that will be in progress and will end before or by a specific point in the future

Social Language in Use

- Don't put all your eggs in one basket for this task!
- Have a finger on the pulse of the latest tech trends!
- This film is really food for thought about the environment!
- Live in the moment and enjoy simple things!
- Sometimes, we should hit the reset button and start fresh!

TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. global cuisines and culture
b. a day at school

Digital Story
Theme 6













FOOD festival





















1 TIME TO FOCUS

Listening/ Watching Comprehension

a **Watch the digital story and tick (✓) the words you hear.**

- ◯ a) spice
- ◯ b) festival
- ◯ c) historical
- ◯ d) fry
- ◯ e) smoky
- ◯ f) ingredient
- ◯ g) crispy
- ◯ h) experiment
- ◯ i) dish

b **Match the words above with the pictures. There is an extra one.**


1-


2-


3-


4-


5-


6-


7-


8-

c **Write three suitable words in Activity 1a under each correct heading.**

GLOBAL CUISINES	CULTURAL FOOD HABITS AND CULTURES

d **Talk in pairs using the words you ticked in Activity 1a.**

Example:



We will blend fresh ingredients to create a new flavour for the cultural food festival.

That sounds great! You can also use local vegetables.



e **Look at the pictures on pages 108 and 109. Answer the questions in pairs.**

1. What activities related to food and cooking can you see in the pictures?
2. How is food prepared or shared in traditional ways and in modern, technological ways in the pictures?
3. What differences can you see between traditional food practices and modern food production in the pictures?

f **Watch the digital story carefully and put the sentences in order.**

( ) a. By the time you arrive next time, I will have prepared an entire meal by myself!
( ) b. By next year, people will have been using technology even more to explore global cuisines.
( ) c. Chef Kazan said he would have taught us about five cuisines by next term.
( ) d. Technology and media really help us learn about different cultures nowadays.
( ) e. They are prepared locally and cooked slowly to bring out the hearty flavours.
(1) f. Japanese cuisine has so many unique flavours and rich traditions, from spicy dishes to delicately prepared sushi.

g **Talk about global cuisines, cultural food habits, and the role of technology and media as in Activity 1f.**

Example:



By next year, people will have been using technology even more to explore global cuisines.

Yes, food blogs and AI assistants will make learning even easier but real-life experience is still important.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the letters 'o', 'l', 'm', 'n', '(ng)', and 'p'. Then practise saying them with the correct sounds. Work in pairs.**

- If people watch too many food videos, they will have been trying new recipes every day.
- Food brings people together.

Track 6.1

b **Listen and underline the letters 'o', 'l', 'm', 'n', '(ng)', and 'p'. Then say them with the correct sounds.**

Track 6.2

- People said technology would have reshaped local cooking by making recipes more accessible.
- By the end of this season, they will have revived lost cultural specialities using modern tools.
- By 2030, many nations will have been adapting their culinary traditions.
- Global cooks said they would be frying crispy, spiced meals on low heat by next term.

c **Write three sentences that contain words with the letters 'o', 'l', 'm', 'n', '(ng)', and 'p'. Then say them aloud.**

.....
.....
.....
.....

3 TIME TO LEARN NEW WORDS

Vocabulary Selection & Use

a **Watch the digital story again by noticing the words below.**

Game 6.1

a) exotic b) habit c) modify
d) firmly e) recipe f) artefact
g) heritage h) dynamic i) revive

b **Listen to the dialogue and complete the sentences with the words below. There is an extra one.**

Track 6.3

exotic – reviving – integrate – habits – dynamic – firmly – modified – artefact – heritage

How Technology Shapes Cultural Identity

Sarah: *Have you noticed how technology has reshaped people's cultural a)_____ lately?*

Mehmet: *Absolutely. Culture has become more b)_____ because people are constantly influenced by global media. My grandmother used to cook traditional dishes every week, but now she watches online chefs and tries c)_____recipes from all over the world. She said she would d)_____ new flavours into our meals while still keeping our traditions alive.*

Sarah: *That sounds fascinating. By the end of this year, many families will have e)_____ their daily routines because of social media trends. Cooking, celebrations, and even music are changing.*

Mehmet: *True, but I don't think everything is lost. Cultural f)_____ can still be preserved. By 2035, local communities will have been g)_____ their traditional arts and crafts for decades thanks to online platforms.*

Sarah: *I agree. Technology doesn't have to replace traditions. Instead, it can h)_____ connect the past with the future if used wisely.*

c **Talk about the impact of technology and media on people's lives and culture in the digital story in pairs.**

Example:
Olivia: Technology and media really help us learn about different cultures nowadays.
Arda: This way, we can replace old habits and adopt new ways of cooking from other cultures.

d **Circle the correct words according to the digital story. Then check your answers in pairs.**

1. Technology and media really help us **learn / ignore** about different cultures nowadays.
2. Technology has **destroyed / reshaped** how we experience global cuisine.
3. Recipes and cooking methods are now **accessible / forbidden** to everyone.
4. You can **avoid / adopt** new cooking techniques or replace ingredients if needed.
5. By next year, people will have been **rejecting / using** technology even more to explore global cuisines.

e **Look at the pictures on pages 108 and 109. Tick (✓) the words you see.**

- ◯ meal
- ◯ taste
- ◯ ingredient
- ◯ grill
- ◯ fry
- ◯ festival
- ◯ spice
- ◯ smoky

f **Match the words with the photos below. There is an extra word.**

ingredients - meal - crispy - recipe - festival


1 ____


2 ____


3 ____


4 ____

g **Read the passage. Look at the bold words in it. Match the words with their meanings in pairs.**

GLOBAL FLAVOURS, SHARED CULTURES

Across the world, food is more than just a meal; it is part of our cultural heritage. Each **cuisine** has its own traditional methods and unique **flavours**. For example, in India, people commonly use spices to create spicy and flavourful dishes. In Italy, cooks delicately prepare pasta using fresh **ingredients**. In Türkiye, food is often cooked locally and shared to keep family **traditions** alive. Modern chefs like **to experiment** with recipes from abroad and sometimes adapt them to suit local tastes. In this way, food connects people globally and helps us **preserve** cultural values. Even street food has become a popular part of many celebrations and food festivals. Although cuisines may seem exotic, they remind us that we all share similar customs around the world. Truly, food is a delicious way to bring people together.

a. the foods used to make a meal or a recipe (_____)
b. to try new ideas to see what happens (_____)
c. a style of cooking from a country or region (_____)
d. something done for a long time in a culture (_____)
e. to keep something alive or protect it (_____)
f. a strong taste (_____)

h **Write three sentences about the impact of technology and media on food culture and eating habits. Work in pairs and then share your sentences with the whole class.**

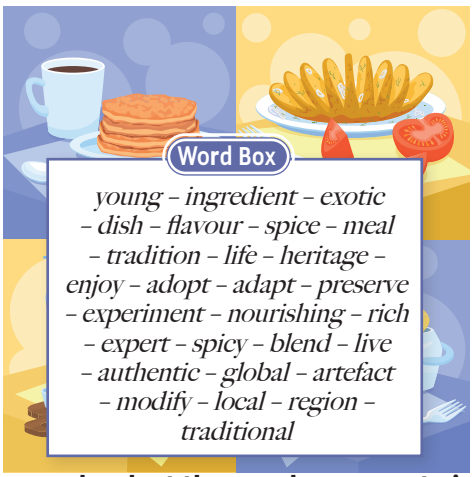
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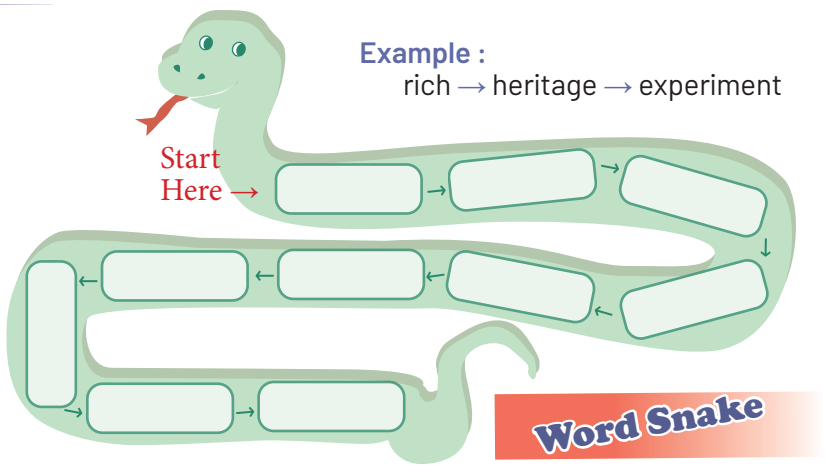
4 TIME TO PLAY

a **Use the words in the box. Write them in a chain where each word begins with the last letter of the previous word. Do not use any word more than once. Use 8–10 words to complete your word snake.**



Word Box

young – ingredient – exotic – dish – flavour – spice – meal – tradition – life – heritage – enjoy – adopt – adapt – preserve – experiment – nourishing – rich – expert – spicy – blend – live – authentic – global – artefact – modify – local – region – traditional



b **Look at the words you wrote in your Word Snake. Use 5–8 of these words to create a short story about food, cooking, a meal, etc. Try to make your story interesting and add some details. Share your story with the whole class.**

YOUR STORY

5 TIME TO KEEP IN MIND

Language in Use

Game 6.2

a **Listen to the podcast and examine the phrases in bold carefully.**

Track 6.4

Future Bites – Tech Meets Tradition!

Host (Emma): Hello, everyone! Welcome back to Future Bites! Today, we're exploring how technology is reshaping global cuisines and cultural food habits.

*Max: You know what's funny, Emma? My mum **said that** by next summer, she **would have tried** fifteen international dishes using only online recipes! By next year, she **will have been watching** thousands of food videos online!*

*Emma: Really? My brother **told me** he **would have been watching** cooking tutorials regularly to improve his frying skills. He burns everything!*

*Max: Haha! Same here! Our teacher **said that** by 2030, people **would have been blending** cultural cuisines so much that traditions might completely change.*

*Emma: That's fascinating! By the time we're adults, our food culture **will have been reshaped** by technology — but hopefully, traditions will still be preserved.*

Max: Exactly! We'll be living in a world where every flavourful dish is both authentic and digital!

TIME TO REMEMBER

By the end of the year, I will have tried dishes from at least ten different countries!

By next year, people will have been using technology even more to explore global cuisines.

Chef Kazan said he would have taught us about five cuisines by next term.

b **Watch the digital story and find the sentences with expressions in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (✓) the examples you found in it.**

- ○ My teacher said that by this time next year, we would have studied how traditional dishes connect different cultures.
- ○ By the time you arrive next time, I will have prepared an entire meal by myself!
- ○ Yes, and by the end of the year, I will have tried dishes from at least ten different countries!
- ○ Technology has reshaped how we experience global cuisine.
- ○ By next year, people will have been using technology even more to explore global cuisines.
- ○ If people watch food videos, they may feel inspired to cook more at home.

d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example:

- "By the time you arrive next time, I will have prepared an entire meal by myself!" This sentence shows that an action will be completed before a specific time in the future. The speaker clearly states that they will prepare the meal themselves, so the focus is both on the completion of the action and on the person who does it.

e **Read the dialogue quickly and notice the expressions in bold.**

Semra: By next term, I think we **will have studied** at least five different cuisines in this course.

Merlin: Yes! Chef Dürüm **said** that by then, we **would have been learning** about traditional dishes from around the world for months.

Chef Dürüm: That's right. By the end of the year, you **will have tried** dishes that are spicy, flavourful, and completely unique.

Semra: I hope I **will have prepared** an exotic meal by the time we host the cultural festival.

Merlin: And by next week, you **will have been experimenting with** spices and flavours in your recipes for hours.

Chef Dürüm: Don't forget, technology **will have reshaped** how we explore global cuisines. By next year, people **will have been using** online platforms to archive and share recipes widely.

Semra: Wow! So, by the time we finish this course, we **will have become** experts in adapting and preserving cultural dishes.

f **Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5e. Work in pairs.**

Example:

- By next term, I think we will have studied at least five different cuisines in this course. (The sentence means: When next term arrives, the studying of five cuisines will already be finished. The focus is on the result of the action (having studied five cuisines) rather than on the process itself.)

g **Work in groups. Write a short dialogue using the functions in Activity 5a and 5e. Then act it out.**

.....

.....

.....

6 TIME TO PLAY

a **Read the instructions and play the game. Work in groups.**

*Sit or stand in a circle.
*Your teacher will throw the ball to a student.
*If you catch the ball, say a sentence as in the example on the right.
*Then throw the ball to another student. That student must report your sentence.
*The game continues in the same way.
*You get one point for each correct sentence.
*The student with the most points wins the game.



Example:

The first student: By next week, I will have been experimenting with new recipes for five days.

The second student: She/he said that by next week, she/he would have been experimenting with new recipes for five days.

7 TIME TO EXPLORE

Reading Comprehension

a **What do you think about the future of culture? Will technology make people's lives more connected or more isolated in real life?**

b **Read the text quickly and choose what it is about.**

a) How people can protect traditional artefacts from disappearing.
b) How technology and media are changing the way people live and experience culture.
c) How scientists are inventing new virtual reality games for young people.

FROM LETTERS TO LIKES: THE DIGITAL MAKEOVER OF CULTURE

A._____

In the past, people used to exchange letters or meet in town squares to share news. Now, thanks to technology, even a grandmother in a small village can make a video call to her grandson studying abroad! Technology has firmly reshaped how we communicate, learn, and even celebrate traditions. What once took days now happens in seconds, and sometimes, we even "like" a photo instead of visiting a friend! However, real-life interaction is still important.

B._____

Experts recently said that technology would have replaced most traditional artefacts in museums with digital versions by the next decade. They added that cultural festivals would have been integrated into virtual reality platforms. People could "walk" through ancient cities wearing VR glasses. Isn't that both amazing and a bit funny?

C._____

By the year 2035, people will have been blending local customs with global online trends for decades. For example, a Turkish coffee ceremony might be shared on an international live stream, reaching thousands of viewers. Culture is becoming more accessible and dynamic than ever.

D._____

Still, many believe that by the time humans fully adapt, they will have been living in a digital world for so long that real artefacts start to feel like science fiction! Let's just hope we don't start attending weddings through holograms — although that might save on travel costs!

c **Find three key words related to impact of technology and media on people's lives and culture in the text and write them below.**

Example: reshape a. _____ b. _____ c. _____

d **Read the text again in pairs. Discuss what each paragraph is about.**

e **Read the text again carefully. Then match each paragraph with the correct title below.**

A. The Digital Future of Humanity
B. The Evolution of Communication in the Digital Age
C. Virtual Museums and Festivals
D. Blending Local and Global Culture

f **Think about the questions below. Then discuss and answer them in pairs.**

1. What example does the text give about mixing local and global culture?
2. What might real artefacts feel like in the future, according to the text?
3. How has technology changed the way people communicate today?
4. What might be both the advantages and disadvantages of living in a fully digital world?

8 TIME TO NOTE DOWN

Writing Expression

a **Read the short text and talk about technology's role in our daily lives. Work in pairs.**

Example:

My favourite modern habit is attending festivals online. It's amazing because I can learn about different cultures online, and it encourages me to experience them in real life as well. By next year, I will have experienced five different international events online. My friends and I usually share dishes from our cuisines while watching the livestreams. I believe technology has firmly reshaped the way we celebrate traditions.

b **Write a short paragraph about your favourite digital cultural activity by answering the questions below. Also explain how real-life experiences are important in this activity.**



1. What is your favourite digital cultural activity or event?
2. Who joins or organises it?
3. What happens during this event?
4. How has technology made it more accessible or dynamic?
5. By the next decade, how will it have changed people's habits?



.....

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c **Work in pairs. Read your friend's paragraph. Are there any online events or traditions similar to yours? Give feedback to each other.**

9 TIME TO LEARN MORE

CLIL & Culture

a **Look at the pictures of foods from different countries. In pairs, guess what they might taste like: spicy, crispy, hearty, sweet, or exotic? Share your ideas.**



1 Karjalanpiirakka



2 Elote



3 Turkish breakfast



4 Natto

b **Read the text and choose the best title for it.**

a) Weird but Wonderful World Dishes
b) The Global Taste Adventure
c) How Technology Changes the Way We Eat
d) Traditional Meals in the Digital Age

.....

Food connects the world more than social media ever could! Every country has its own cuisine, and sometimes the dishes are so unique that travellers either enjoy them very much or run away politely.

In Japan, people enjoy **natto**, a traditional breakfast made from fermented soybeans. It smells strong but is said to be very nourishing. By 2035, scientists said that Japanese chefs would have been experimenting with new ways to make **natto** smell better while keeping its flavour and benefits.

In Mexico, street food is both colourful and full of life. One popular dish is **elote**, grilled corn covered with cheese, lime juice, and spices. While this traditional street food reflects Mexico's rich culinary heritage, the way it is shared and experienced today has begun to change. Technology has firmly reshaped this tradition; food trucks now use digital menus and contactless payments and making Mexican cuisine more accessible than ever.

In Finland, locals proudly eat **karjalanpiirakka**, a traditional rye pastry filled with rice porridge. It may look simple, but it carries deep cultural meaning. A tourist once said it "tastes like comfort and home," and Finns truly agree; they enjoy it warm with butter or egg spread.

Meanwhile, in Türkiye, food is a cultural celebration. A simple breakfast table becomes a festival of colours: cheese, olives, bread, and tea. During Eid al-Fitr and Eid al-Adha, families also prepare large breakfast feasts and traditional baklava together, turning cooking into a joyful social tradition. By the next decade, Turkish chefs will have revived many forgotten recipes by sharing them online with global audiences.

Around the world, food traditions keep evolving. By the time you read this, someone somewhere will have been blending flavours from two cultures to create tomorrow's new favourite dish!

c **Read the statements below. Write True (T) or False (F) according to the information in the text. Correct the false ones.**

1. Natto is a healthy traditional food in Japan. ☐
   .....
2. Elote is a sweet dessert made from corn and sugar. ☐
   .....
3. Finnish people enjoy karjalanpiirakka, a kind of pastry filled with rice. ☐
   .....

d **Read the questions below and talk about them. Work in groups and then share your ideas with the whole class.**

1. Are there any unusual or traditional dishes in your country that foreigners might find surprising?
2. Which traditional food from the text would you like to taste most? Why?
3. How can technology help protect or promote your country's food culture?

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. How many students are talking in the story?
2. What is the main topic of the strip story?

Tastes Around the World

1



Mr Ay: All right, everyone! Tomorrow's the Global Food Festival. We'll present our school with traditional and authentic dishes from different cultures. And remember the film we watched about sustainable food production. It was really food for thought about the environment. Keep this in mind while preparing.
Zoe: I've prepared a Turkish recipe for dolma! It's flavourful, locally made, and healthy!
Luke: I'll make a British dish – fish and chips, crispy and hearty!
Mia: I'm working on a Japanese dish – sushi! I've learnt how to blend ingredients delicately.
Aras: I'll design the stand! It should look aesthetic and cultural.
Mr Ay: Great teamwork, everyone! But remember – don't put all your eggs in one basket for this task! We shouldn't focus only on one cuisine. We need variety and balance!

2



Zoe: Wow, look at that Italian stand! Their spices smell amazing.
Luke: The chefs seem to have preserved their heritage through cultural recipes.
Mia: Yes! Food really connects people. It's a rich, diverse, and global experience.
Aras: Our display looks so dynamic thanks to the digital menu! We really had a finger on the pulse of the latest tech trends!
Mr Ay: Excellent work, Aras! You've shown creativity and independence.

3



Zoe: I just tried a spicy Mexican taco. It was so hot!
Luke: Be careful! Sometimes, living in the moment and enjoying simple things is better than chasing every exotic taste.
Mia: I agree! But trying new foods helps us adapt and adopt different cultures.
Aras: Technology has really reshaped how we learn about food. Now, every ingredient and recipe is accessible online but learning by doing is still important.
Mr Ay: Well said. Let's act responsibly.

4



Zoe: I've learnt that global cuisines aren't just about food. They're about stories and emotions.
Luke: And we should preserve our traditions while still being open to change.
Mia: Yes, but we also need to hit the reset button and start fresh when a recipe or an idea doesn't work, so we can improve and learn from it.
Aras: Next year, we'll have archived all our recipes and maybe even modified some to make them healthier!
Mr Ay: Exactly. I'm proud of all of you. You've cooked with compassion, creativity, and honesty.

b **Read the picture strip story carefully and act it out in groups.**

c **Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.**

1. What is the main purpose of the Global Food Festival for the students and their school?
   .....
2. How does Zoe describe the qualities of the Turkish dish she prepares, and why are these important?
   .....
3. Why does Mr Ay warn the students not to "put all their eggs in one basket"?
   .....
4. Why does Mia say it is sometimes necessary to "hit the reset button" when something does not work?
   .....

d **Write two more questions about the story and ask your classmates.**

_____

_____

11 TIME FOR A PROJECT

a **Write a blog page about how global cuisines and cultural food habits may change in the future due to the impact of technology and media.**

Your project should include:

- explaining how global food trends might change in the future
- describing how technology could influence cooking, food production, and eating habits
- explaining how media platforms may affect people's food choices and cultural practices
- giving examples of how traditional dishes might be adapted or modernised
- describing how technology might help preserve cultural food traditions
- including ideas or opinions from experts or chefs about the future of food
- organising your blog with a clear title, headings, and short paragraphs

After completing your blog page, share your ideas with the class and discuss how technology and media may shape the future of global cuisine.

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
Global cuisines	talk about food habits in different cultures.	☐	☐	☐	☐
	describe food habits in different cultures.	☐	☐	☐	☐
	compare food habits in different cultures.	☐	☐	☐	☐
Cultural food habits and cultures	talk about traditional meals in different cultures.	☐	☐	☐	☐
	describe traditional meals in different cultures.	☐	☐	☐	☐
	compare traditional meals in different cultures.	☐	☐	☐	☐
Impact of technology and media on people's life and culture	talk about how technology influences food culture and lifestyle.	☐	☐	☐	☐
	describe how technology influences food culture and lifestyle.	☐	☐	☐	☐
	compare how technology influences food culture and lifestyle.	☐	☐	☐	☐

TIME TO PRACTISE

1 **Listen to the podcast. Complete it with the suitable words below. There is an extra one.**

Track 6.5

traditional – flavourful – experiment – recipe – ingredient – preserve – spicy –hearty

Mr Ata: Welcome to SchoolTalk FM! Today, we're joined by four students who have recently travelled abroad. They'll share their experiences with local cuisines around the world. Let's begin with Defne.

Defne: I went to Thailand, and the food was amazing! Everything was so **(1)**.....and colourful. My favourite dish was "pad thai," made with rice noodles, eggs, and peanuts. The chefs there love to **(2)**..... with different sauces. Even though it was too **(3)**..... for me at first, I loved how fresh it tasted!

Semra: I visited Italy, where food is truly part of the culture. The meals are simple yet **(4)**....., and every **(5)**..... matters-from olive oil to fresh tomatoes. Italians like to **(6)**.....their cooking traditions. My host family said their pasta recipe had been the same for generations!

John: I travelled to India, and it was full of spices and aromas. People there cook with heart-literally! They blend flavours perfectly. I tried "samosas" and "masala tea"; it was an unforgettable experience.

Robert: In Mexico, food is a celebration. "Tacos", "guacamole", and "corn soup" were my favourites. The food is both **(7)**..... and comforting, especially during festivals.

Mr Ata: Brilliant! Thank you all for sharing how food connects people globally.

2 **Listen again and mark each statement as True (T) or False (F). Correct the false ones.**

Track 6.6

1. Defne says Thai food is bland and has no colour. ☐
.
2. Semra says Italians value their cooking traditions. ☐
.
3. John describes Indian food as mild and tasteless. ☐
.
4. Robert mentions that Mexican food is part of celebrations. ☐
.
5. All students agree that food connects people. ☐
.

3 **Answer the questions below according to the podcast. Work in pairs.**

1. Where did Defne travel, and what did she eat there?
.....
2. Why do Italians value their traditional recipes?
.....
3. What did John find special about Indian food?
.....
4. How did Robert describe the Mexican eating culture?
.....

4 **Write a short paragraph about a special or an unusual dish from another country that you have tried or would like to try. Describe its ingredients, how it is prepared, and why it is culturally important. You can also answer these questions in your paragraph.**



- What is the name of the dish?
- Which country is it from?
- What are the main ingredients and how is it prepared?
- Why is it important or special in that culture?
- What do you think about it?

Example

When I visited Italy, I tried a dish called *risotto alla milanese*. It is a traditional Italian meal made with rice, butter, and saffron, which gives it a golden colour. The chef told me that people have been preparing it for hundreds of years, especially in northern Italy. The rice is slowly cooked and gently stirred until it becomes creamy and flavourful. I think it shows how Italians preserve their food traditions. I would completely recommend it to anyone who loves simple but rich tastes!



5 **Discuss the following questions in pairs or small groups. Take notes to share your ideas with the class.**

1. What is one traditional dish from your country that you would like foreigners to try? Why?

2. How do you think food connects people from different cultures?

3. Do you prefer traditional meals or modern fast food? Why?

4. Which country's cuisine do you find most interesting or exotic? Why?

5. How has technology changed the way people cook or share food today?

6. In the future, do you think people will cook less because of smart kitchens? Why or why not?

Consolidation Theme 6

THEME 7 Life in Nature & Global Problems



Sub-Themes

- Impact of technology on global issues
- Impact of consumerism on people's life and nature

Functional Language

- Reporting past ability, suggestion, obligation or assumption
- Expressing past possibilities, obligations, and regrets

Social Language in Use

- Our teacher is always in the driver's seat!
- Our "throw away society" consumes too much!
- This tech team is at the cutting edge!
- We need to protect the environment to reach the light at the end of the tunnel.

TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.

What is it about?

a. nature and global issues

b. self-care for health and well-being

Digital Story
Theme 7





1 TIME TO FOCUS

Listening/ Watching Comprehension

a **Watch the digital story and tick (✓) the words you hear.**

- ◯ a) pollution
- ◯ b) robot
- ◯ c) consumption
- ◯ d) device
- ◯ e) technology
- ◯ f) treatment
- ◯ g) application

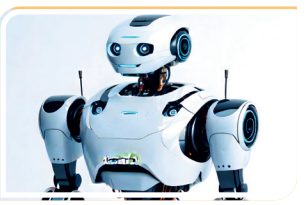
b **Match the words above with the pictures. There is an extra one.**



1-



2-



3-



4-



5-



6-

c **Look at the words in Activity 1a and circle the topics they are related to.**

a) Impact of Technology on Global Issues
b) Impact of Consumerism on People's Lives and Nature
c) Family Reunions
d) Pros and Cons of Online Learning

d **Talk in pairs using the words you ticked in Activity 1a.**

Example:



Some inventions may include an application that helps disabled people live more easily.

Moreover, this application can be used as a treatment to improve the quality of life for disabled people.



e **Look at the pictures on pages 124 and 125. Answer the questions in pairs.**

1. What kind of technology is shown here?
2. What is happening in these pictures?
3. What are people doing in these pictures?

f **Watch the digital story carefully and put the sentences in order.**

( ) a. Such a smart robot must be able to analyse huge amounts of data quickly and safely.
( ) b. This incredible environmental robot collects rubbish from the streets!
(1) c. As you know, we are going to TEKNOFEST today.
( ) d. Some scientists said it must have taken years to develop the software and design of the robots.
( ) e. The development of technology always inspires me.

g **Talk about the developments in technology as in the digital story.**

Example:



Did you see the new invention at Teknofest? This incredible environmental robot collects trash from the streets!

Yeah, exactly! It's a robot designed to collect waste from public spaces like parks and streets automatically.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the letters 'q', 'r', 's', 't', and 'u'. Then practise saying them with the correct sounds. Work in pairs.**

Track 7.1

- Such a smart robot must be able to analyse huge amounts of data quickly and safely.
- It doesn't consume a lot of nonrenewable resources.
- They may require a lot of effort, but they are not impossible.

b **Listen and underline the letters 'q', 'r', 's', 't', and 'u'. Then say them with the correct sounds.**

Track 7.2

1. Welcome to EcoTech Radio! Today, we are talking about how technology and consumerism shape our world.
2. Technology brings quick solutions to global challenges, from medical treatments to robot helpers that reduce pollution.
3. But be careful! Excessive consumption can harm the environment and waste precious resources.
4. Use tech wisely and respect nature. Together, we can create a sustainable future!
5. Stay tuned for more smart tips on EcoTech Radio.

c **Write three sentences using words that contain the letters 'q', 'r', 's', 't', and 'u'. Then say them aloud.**

.....

.....

.....

.....

3 TIME TO LEARN NEW WORDS

Vocabulary Selection & Use

a **Watch the digital story again by paying attention to the words below.**

Game 7.1

a) analysis	b) challenge	c) impact	d) treatment
e) application	f) data	g) innovation	h) environment
i) benefit	j) device	k) patient	l) pollution

b **Listen to the text and complete the sentences with the words/phrases below. There is an extra one.**

Track 7.3

analysis - an application - a benefit - challenges - data - a device - an impact - innovation - a patient - a treatment - environment - pollution

THE ROLE OF TECHNOLOGY IN HEALTH AND NATURE

Technology has become a part of our daily lives, offering many advantages. One important (1) _____ is the use of artificial intelligence in healthcare. It allows an (2) _____ of medical (3) _____, helping doctors choose (4) _____ more quickly and accurately. Another useful tool is (5) _____ like a fitness tracker, which helps people monitor their health. This is (6) _____ for both individuals and health professionals.

However, technology also brings (7) _____ . As more electronic products are made, a waste problem is growing. Many devices are thrown away and cause (8) _____ , which harms the (9) _____ . This has (10) _____ not only on nature but also on our health.

To solve these problems, we need (11) _____ of green technology and better recycling systems to protect our planet.

c **Work in pairs. Talk about the impact of technology on global issues in the digital story.**

Example:

Mr Akar: Did you see the new invention at Teknofest? This incredible environmental robot collects trash from the streets!

Olivia: That sounds awesome! Is it some kind of smart robot?

d **Watch the digital story again and circle the best answer in pairs.**

1. It's a robot designed to collect **waste/data** from public spaces like parks and streets automatically.
2. Some inventions may include **an application/a patient** that helps disabled people live more easily.
3. It must have been **a challenge/a resource** to make the robot work correctly in all weather conditions.
4. The **development/environment** of technology always inspires me.
5. **This robot/a patient** is a medical device.

e **Look at the pictures on pages 124 and 125. Tick (✓) the words you see.**

◯ treatment	◯ application	◯ device	◯ robot	◯ privacy
◯ technology	◯ pollution	◯ waste	◯ consumption	

f **Match the words with the photos below. There is an extra word.**

waste - privacy - analysis - patient - resource



1 _____



2 _____



3 _____



4 _____

g **Match the sentence beginnings in Column A with the correct endings in Column B. Work in pairs. There is an extra one.**

Column A	Column B
1. The environmentalist said people should have used less water...	A. ...they break easily.
2. The researcher said it could have helped more if...	B. ... means that resources are wasted.
3. Many innovative devices are useful, but...	C. ...older people find them challenging.
4. Excessively high consumption...	D. ...the focus had been on the environment.
5. Some products look durable, but...	E. ...wasn't protected enough.
	F. ...to protect nature.

h **Write three sentences about the impact of consumerism on people's lives and nature. Work in pairs and then share your sentences with the whole class.**

.....

.....

.....

4 TIME TO PLAY

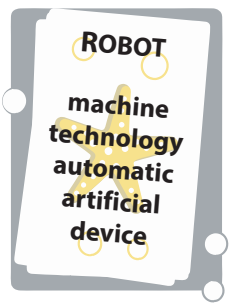
Go to Page 169

a **Guess the secret word without using the forbidden words listed on the card.**

Don't Say It!

HOW TO PLAY

1. The teacher divides the class into two teams.
2. One player from a team picks a card without showing it to others.
3. The player tries to describe the secret word to their team without saying the word itself or any of the forbidden words listed on the card.
4. The team tries to guess the secret word within a time limit (usually 1 minute).
5. If the player accidentally says a forbidden word, the opposing team can call out "You said it!" and the card is discarded.
6. Teams take turns. The team with the most correct guesses at the end wins.



Example

Secret word: Robot
Forbidden words: machine, technology, automatic, artificial, device

How to describe:
"This is something that can do tasks by itself. It's often used in factories or homes and looks like a metal helper."

b **Choose a card from Activity 4a. In pairs, write a meaningful short paragraph using the words on it, then share your paragraph with the whole class.**

.....

.....

.....

.....

.....

5 TIME TO KEEP IN MIND

Language in Use

Game 7.2

a **Read the dialogue and examine the expressions in bold carefully.**

Sophie: I read that experts **said** the new energy-saving devices **could have reduced** carbon emissions faster.

Tom: Yes, they **explained that** the government **should have introduced** stricter regulations earlier.

Sophie: They also **mentioned** that many companies **must have ignored** the environmental warnings to keep costs low.

Tom: That's true. One report **said** consumers **would have changed** their habits if they h**ad known** the real impact of plastic waste.

Sophie: However, some people **can't have realised** how much their daily choices affect nature.

Tom: I agree. My friend **told** me that she **needn't have bought** so many single-use products last month, but she didn't know any better.

Sophie: Yeah, she **should have researched** more before buying.

TIME TO REMEMBER

The experts said that if this robot had been invented earlier, the treatment of many diseases could have been easier, and it could have been of great benefit to medicine.

We should have prepared a project for TEKNOFEST.

If we had worked together earlier, we would have been able to present our own invention today.

We needn't have worried about not being prepared yet; seeing these inventions really motivated us.

They couldn't ignore the importance of such a medical device.

If this robot had not been invented, the treatment of diseases would have been much more challenging.

You need have brought fewer plastic bags.

b **Watch the digital story and find the sentences similar to the ones in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (√) the examples you found in it.**

- ○ It is said that these inventions must have been worked on for many years.
- ○ Some scientists said it must have taken years to develop the software and design of the robots.
- ○ We should have prepared a project for TEKNOFEST.
- ○ If we had worked together earlier, we would not have been able to present our own invention today.
- ○ They couldn't ignore the importance of such a medical device.
- ○ It must have been a challenge to make the robot work correctly in all weather conditions.

d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example:

- **If we had worked together earlier, we would have been able to present our own invention today.**

This sentence shows a past condition and its imagined result in the present. It focuses on how working together earlier could have changed the situation now. It expresses regret about a missed opportunity in the past.

e **Read the news quickly and notice the expressions in bold.**

********** NEWS **********
Recent studies suggest that excessive consumption, especially in fast fashion and electronics, **must have contributed** significantly to environmental pollution. Experts say consumers **should have chosen** more **durable** and **environmentally** friendly products. If sustainable habits **had been adopted** years ago, waste levels **would have been reduced** by up to 40%. People **needn't have consumed** so much unnecessary plastic. The choices we make today **will have lasting** consequences for generations to come.
****

f **Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5e. Work in pairs.**

Example

- Experts say consumers should have chosen more durable and environmentally friendly products. (It means consumers didn't choose durable products, but they should have done so.)

g **Work in groups. Write a short dialogue about the impact of consumerism on people's life and nature using the functions in Activity 5a. Then act it out.**

.....

.....

.....

6 TIME TO PLAY

Go to Page 173

a **Read each situation card and take turns giving five different and correct solutions or comments, as in the example.**

Modal Rescue Team

Group Game Instructions

1. The teacher divides the class into two groups.
2. Each group receives three situation cards.
3. For each situation, the group must find five different solutions or comments using (should have, could have, must have, need have, would have, can't have).
4. Once a group finishes five solutions for their current situation, they move on to the next one.
5. Groups work together to discuss and take turns speaking.
6. After completing all five situations, groups compare points.

How to win:

- Each correct and relevant modal sentence earns one point.
- The group with the most points after all situations wins the game!

Example:

Situation: A city used advanced robots to reduce pollution, but the robots used people's personal data without enough privacy protection. Many citizens were worried about their privacy.

Student Responses:

- The city should have considered privacy protection before using advanced robots.
- The robots might have collected personal data excessively, which is a serious environmental and social concern.
- Authorities could have implemented stricter rules to protect data privacy.
- Citizens would have felt safer if their personal data had been processed more securely.
- The use of technology should benefit both the environment and people's privacy.

7 TIME TO EXPLORE

Reading Comprehension

a **How has technology changed your daily life? Can you name one positive and one negative effect of technology? Talk in pairs.**

b **Read the text quickly and choose the best title.**

a) Living Without Technology
b) The Positive and Negative Effects of Technology
c) The History of Innovation

.....

Technology has brought many benefits to our lives. It helps us communicate faster, access information easily, and improve health through advanced medical devices. For example, robots are now used in surgeries, and some applications help patients follow their treatments more accurately.

Technology also plays a role in solving global problems. Smart systems in agriculture help save water and protect nature by working in a more environmentally friendly way. If such innovations had been applied earlier, many resources could have been saved. People must have underestimated these technologies in the past. If they had understood the benefits earlier, they would have supported their development more.

However, there are also negative effects. Overuse of electronic products creates a huge amount of e-waste, which harms the environment. People should have been more careful about how they consume technology. In addition, privacy is a big issue in today's digital world, as personal data can be collected without permission.

In the end, technology is neither good nor bad by itself it depends on how we use it. If we use it wisely and responsibly, it will have a positive impact on both our lives and the planet.

c **Read the text again in pairs. Write two positive and two negative effects of technology.**

Positive : .....
.....
Negative: .....
.....

d **Think about the questions below. Then discuss and answer them in pairs.**

1. What benefits has technology brought to our lives?
2. How do smart systems in agriculture help the environment?
3. Why should people have been more careful about their technology consumption?
4. Who must have collected personal data without permission?
5. What does the impact of technology depend on in the end?

e **Read the text carefully and find the words from the text in pairs.**

1. A word that means "a new idea or invention." .....
2. A verb that means "to make something better." .....
3. An adverb that describes how technology helps patients. .....
4. A phrase that shows regret about the past. .....

8 TIME TO NOTE DOWN

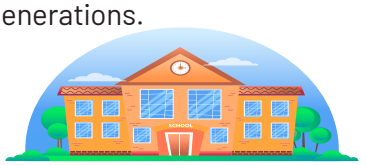
Writing Expression

a **Read the text and talk about the impact of consumerism on people's lives and nature. Work in pairs.**

SCHOOL HOME SERVICES ABOUT CONTACT US

The Impact of Consumerism

Consumerism has affected both our daily lives and the environment in many ways. People should have consumed resources more responsibly to prevent excessive waste and pollution. Many products could have been made more durable to reduce the amount of waste we produce. Unfortunately, companies must have focused too much on profits instead of environmental protection. If consumers had been more aware, they would have chosen environmentally friendly options more often. We need to learn from these mistakes and change our habits to protect nature for future generations.



LEARN MORE

b **Write an email for the school website explaining what you learned.**

Choose one of the topics below:

1. The impact of technology on global issues
2. The impact of consumerism on people's lives and nature

Use at least 3 past modal verbs (should have, could have, must have) to express advice, possibility, or assumptions about the past.



To:	
Subject:	

c **Work in pairs. Read your friend's mail. Give feedback to each other.**

9 TIME TO LEARN MORE

CLIL & Culture

a **Look at the pictures below and guess what they are about in pairs. Then read the text to check your guesses.**


1


2


3


4

b **Read the text and find the main purpose of the text.**

a) To compare recycling methods in different countries
b) To explain how reuse and recycling help protect the environment
c) To describe how technology affects daily life
d) To advertise second-hand shopping apps

Reduce-Reuse-Recycle

Global environmental challenges such as excessive consumption, increasing waste, and pollution have pushed many countries to develop innovative, environmentally responsible projects based on the principles of "reduce", "reuse", and "recycle". Each initiative aims to protect natural resources and demonstrates how technology and consumer habits shape the future of our planet.

In Sweden, an advanced initiative has been developed where only recycled or repaired items are sold. This sustainable shopping centre promotes reuse and helps reduce environmental damage caused by overconsumption.

In South Korea, local governments have started using AI- and IoT-powered smart bins in some cities as part of pilot projects to improve recycling efficiency. These devices automatically sort waste and send real-time data to a central system.

In Germany, the concept of "Pfand"—a deposit-return system for bottles—has significantly reduced plastic waste. When people purchase drinks in plastic or glass bottles, they pay a small deposit, which is refunded when the bottle is returned. The project shows how a simple but durable habit can benefit the environment.

In Türkiye, local municipalities in cities like Eskişehir and İzmir have created "Zero Waste Markets" where citizens can refill containers with food and cleaning products. This helps reduce single-use plastics. These markets encourage people to bring their own durable containers, minimising packaging waste.

These examples show that real change needs more than awareness; it also needs action. With innovation, smarter choices, and global effort, we can reduce waste and protect our planet.

c **Read the statements below. Write True (T) or False (F) according to the information in the text. Correct the false ones.**

1. In Sweden, the initiative sells only brand-new products. ☐
   .
2. South Korea uses AI- and IoT-powered smart bins to help improve recycling efficiency. ☐
   .
3. The "Pfand" system in Germany encourages people to recycle bottles by taking a deposit. ☐
   .
4. In Türkiye, "Zero Waste Markets" discourage people from using refillable containers. ☐
   .

d **Read the text again. Discuss how technology and consumer habits affect the environment. Work in groups and share your ideas with the whole class.**

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. What are the people doing in the pictures?
2. What is the main topic about?

Technology, Consumption and the Environment

1



Mrs Kara: Good morning, students! Today, we will talk about two important global challenges: pollution caused by consumerism and the impact of technology on our environment.
Zoe: You mean like how our "throwaway society" consumes too much and creates so much waste?
Mrs Kara: Exactly, Zoe. And we'll explore how technology can be a beneficial tool when used wisely.
Mr Ay: We will divide the class into groups and prepare presentations. Think about how we can reduce consumption and use innovative solutions.
Aras: Our tech team is always at the cutting edge! We'll definitely create something cool.
Mia: I read that a smart recycling robot in Japan has helped reduce plastic waste significantly.

2



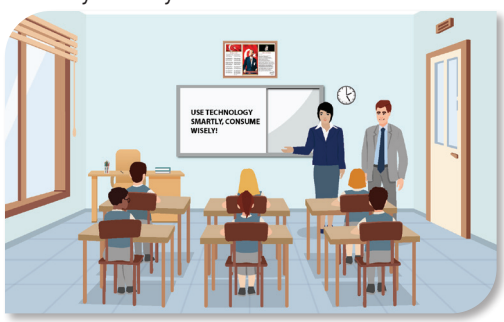
Luke: I found an article about an AI application that sorts waste automatically. It said the system could have processed the data more accurately if it had better sensors.
Zoe: That's interesting. But do you think this kind of technology is affordable for all countries?
Mr Ay: The report explained that these innovations should have been supported by more international support.
Mia: We could analyse the impact of these devices on the environment and consumption habits.
Aras: I think overconsumption is the real problem. People shouldn't have purchased so many things during the pandemic.
Zoe: True. Durable and reusable products are much more environmentally friendly.

3



Luke: Our project shows how technological development helps reduce waste. But we also highlight the challenges of high energy consumption in producing these devices.
Mia: Yes, it's a bit of a problem. One innovation helps, another pollutes. We have to make careful choices.
Zoe: Our group focused on the harmful effects of fast fashion. People should have reused clothes instead of throwing them away so quickly.
Mr Ay: Great analysis! This clearly shows the impact of consumerism on nature.
Mrs Kara: I'm impressed! You're all thinking critically. Remember, we need to protect the environment to reach the light at the end of the tunnel.
Aras: If companies had used eco-friendly materials earlier, they would have reduced a lot of pollution by now.

4



Zoe: I think the biggest lesson is that we all play a role. Even small choices matter.
Luke: Yeah. Like turning off devices when not in use or choosing not to purchase wasteful packaging.
Mia: And questioning what we really need to consume. Overconsumption has never been the answer to happiness.
Mr Ay: The world is changing fast. But remember, the teacher is always in the driver's seat guiding us toward smart and sustainable thinking.
Mrs Kara: I'm proud of how you applied the knowledge. Let's keep developing these ideas and maybe we can start a real zero-waste project in our school.
Aras: That would be amazing! If more schools had joined in, we could have made a bigger difference already.

b **Read the picture strip story carefully and act it out in groups.**

c **Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.**

1. What are the two global challenges mentioned in the announcement?
   .....
2. Why does Mia think technology can be helpful for the environment?
   .....
3. What does Zoe's group focus on in their presentation?
   .....

d **Write two more questions about the story and ask your classmates.**

_____

_____

11 TIME FOR A PROJECT

a **Write a "future diary" about your ideas and dreams related to time travel and future technologies.**

Your project should include:

- imagining a journey to the future and describing what you might see there
- describing the people you might meet and the adventures you might have
- explaining how future technologies such as AI, robots, and robotics could change daily life
- describing how robots might help people at work, at school, or at home
- explaining how consumer habits may affect people's lives and nature in the future
- writing creative diary entries, short descriptions, and ideas about life in the future
- including drawings or visuals to illustrate your thoughts about time travel and future technologies

After completing your future diary, share your ideas with the class and explain how you imagine life in the future.

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
Impact of technology on global issues	talk about how technology helps solve global problems.	☐	☐	☐	☐
	describe how technology helps solve global problems.	☐	☐	☐	☐
	compare how technology helps solve global problems.	☐	☐	☐	☐
Impact of consumerism on people's life and nature	talk about how consumerism affects people's lives and the environment.	☐	☐	☐	☐
	describe how consumerism affects people's lives and the environment.	☐	☐	☐	☐
	compare how consumerism affects people's lives and the environment.	☐	☐	☐	☐

TIME TO PRACTISE

1 **Read the text and complete it with the suitable words below. There is an extra one.**

purchase - technology - devices - pollution - consumed
environmentally - advanced - durable

I am Nature, and I have watched humans for centuries. In 2030, I saw how (1)_____ could have helped me heal, but people should have (2)_____ less and cared more. (3)_____ filled the air and water because many must have ignored my warnings.

People used to (4)_____ too many things instead of choosing (5)_____ products. Sometimes I whisper, "People could have changed their habits earlier to protect me." Scientists finally created new (6)_____ that benefited the environment, but these changes should have come sooner.

Now, I am hopeful as I watch children learn to recycle and live in an (7)_____ friendly way. If humans learn from past mistakes, they will save me and themselves for generations to come.

2 **Read the text again and mark each statement as True (T) or False (F). Correct the false ones.**

1. People should have consumed more to help the environment. ☐
.....
2. Pollution filled the air and water because warnings were ignored. ☐
.....
3. People chose durable products instead of purchasing many things. ☐
.....
4. Scientists created new devices that benefited the environment. ☐
.....
5. Nature is hopeful because children are learning to recycle. ☐
.....

3 **Write three sentences as if you were Nature. Explain what people did wrong and what they should do to protect the Earth. Then share your sentences with the whole class.**

Example: People could have changed their habits earlier to protect me.

.....
.....
.....
.....

4 **Have you ever thought about how your shopping habits impact the environment? If so, what changes have you made? Share your experiences with your friends.**



.....

.....

.....

.....

.....

.....

5 **Read the dialogue. Look at the words in bold and write the ones that match the given meanings.**

Interviewer: Today, we're discussing how **consumerism**, especially fast fashion, affects people's lives and the environment. Have you ever thought about the impact of your shopping habits?

Emma: Yes, fast fashion is a big problem. Buying affordable clothes frequently creates a lot of **waste**, and many of these clothes end up in big trash areas. It also uses a lot of water and energy during production, which harms nature and **pollutes** the air.

Interviewer: How does fast fashion affect people besides the environment?

Emma: It encourages people to buy more than they need, which can lead to financial stress and less satisfaction. Plus, the working conditions in some factories are often poor.

Interviewer: What changes have you made to reduce your **impact**?

Emma: I try to buy fewer clothes and choose sustainable brands which are really **beneficial** for both people and the environment. I also donate or recycle old clothes instead of throwing them away.

Interviewer: Do you think individual actions really help?

Emma: Yes, if many people change their habits and act more **environmentally**, we can reduce waste and protect our planet.

Interviewer: Thank you, Emma, for sharing your thoughts and inspiring us to be more mindful consumers. Hopefully, more people will follow your example and help protect our planet.

Emma: Thank you! I believe small changes can make a big difference if we all do our part.

a) something that is good or helpful for people or nature_____
b) to make air, water, or land dirty_____
c) using too many goods and services in a way that can harm the environment_____
d) things that are not used well and are thrown away _____
e) in a way that affects or relates to the environment _____
f) the strong effect that something has on someone or something _____

6 **Read the dialogue again and write True (T) or False (F) for each statement. Correct the false ones.**

1. Emma thinks fast fashion creates a lot of waste. ☐
.....
2. Emma believes that fast fashion uses very little water and energy. ☐
.....
3. According to Emma, fast fashion encourages people to buy only what they need. ☐
.....
4. Emma tries to buy fewer clothes and supports sustainable brands. ☐
.....
5. Emma throws away her old clothes instead of recycling or donating them. ☐
.....

Consolidation Theme 7

7 **Read the dialogue again and write three questions and three answers according to it in pairs.**

THEME 8 Life in the Universe & the Future



Sub-Themes

- Search for habitable planets and famous space missions
- Plans and hopes for the future

Functional Language

- Expressing hypothetical or unreal situations in the past
- Expressing regret about past actions or unreal situations in the present or future
- Expressing regret or a strong wish for a present or past situation

Social Language in Use

- Shoot for the stars if you want to be successful!
- She's over the moon because she got a high mark in the exam!
- Space explorers are crossing new frontiers!
- She's beyond the stars because she became an astronaut!

EBA
TIME TO REMEMBER

EBA
TIME FOR AN OVERVIEW

EBA
GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story.
What is it about?

a. impact of consumerism on people's life and nature
b. search for habitable planets and famous space missions

Digital Story
Theme 8





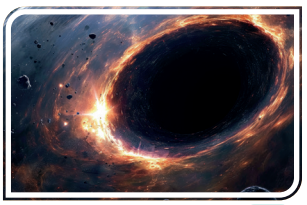
1 TIME TO FOCUS

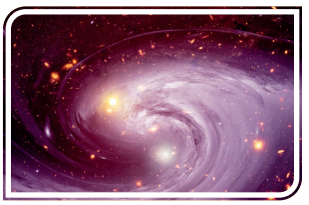
Listening/ Watching Comprehension

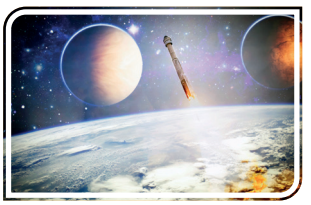
a **Watch the digital story and tick (✓) the words/phrases you hear.**

- ◯ a) space
- ◯ b) habitable planets
- ◯ c) telescopes
- ◯ d) space station
- ◯ e) black holes
- ◯ f) orbit
- ◯ g) global change
- ◯ h) sustainability
- ◯ i) galaxies

b **Match the words/phrases above with the pictures. There is an extra one.**


1-

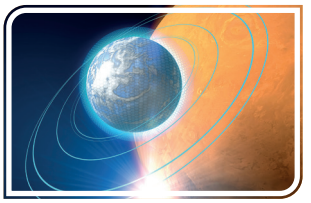

2-


3-


4-


5-


6-


7-


8-

c **Write the words/phrases in Activity 1a under the correct headings. Use each phrase only once.**

SEARCH FOR HABITABLE PLANETS AND FAMOUS SPACE MISSIONS	PLANS AND HOPES FOR THE FUTURE

d **Talk in pairs using the words/phrases you ticked in Activity 1a.**

Example:



What do you know about the future and space?

Galaxies, space travel, an astronaut, and telescopes come to my mind.



e **Look at the pictures on pages 140 and 141. Answer the questions in pairs.**

1. What are the astronauts doing?
2. What kind of space experiments can you see?

f **Watch the digital story carefully and put the sentences in order.**

- ( ) a. We can now research exoplanets and analyse data to understand their habitability.
- ( ) b. I wish I were in the shuttle right now.
- ( ) c. You are very curious and ambitious about astronomy and science.
- ( ) d. When I think about the black holes, I wonder about how many different breakthroughs will be made in the future.
- ( ) e. If there hadn't been protective suits, it would have been difficult to survive on Mars.
- (1) f. Our topic is life in the universe and the future.

g **Talk about the life in the universe and the future in Activity 1f.**

Example:



I wish I were in the shuttle right now.

Why not? You are very curious and ambitious about astronomy and science.



2 TIME TO SAY

Pronunciation Selection & Use

a **Listen to the utterances from the digital story. Notice the letters 'v', 'w', 'y', and 'z'. Then practise saying them with the correct sounds. Work in pairs.**

Track 8.1

- Our topic is life in the universe and the future.
- With your efforts, space exploration will not only help us understand the universe, but also solve global issues.
- Wow! You can see distant planets and zones through powerful telescopes.

b **Listen and underline the letters 'v', 'w', 'y', and 'z'. Then say them with the correct sounds.**

Track 8.2

1. Scientists work hard to discover new planets that might be habitable zones.
2. Advanced technology allows us to explore distant galaxies and solve cosmic mysteries.
3. Observatories reveal vast regions of the universe where curious minds can witness extraordinary phenomena.

c **Write three sentences that using the letters 'v', 'w', 'y', and 'z'. Then say them aloud.**

.....

.....

.....

.....

3 TIME TO LEARN NEW WORDS

Vocabulary

a **Watch the digital story again by noticing the words/phrases below.**

Game 8.1

a) exploration	b) observatories	c) interstellar	d) innovation
e) exoplanets	f) space probes	g) discovery	h) vast
i) space missions	j) colonisation	k) ambitions	l) breakthroughs

b **Listen to the text and complete the blanks with the words/phrases below. There is an extra one.**

Track 8.3

space - habitable planets - space station - galaxies - space travel - sustainability - challenges - opportunities

The Future of Space Exploration Brings New Hope

Astronomy continues to inspire young minds as scientists make exciting advancements in (1)_____. This week, experts announced a new innovation to help future astronauts live sustainably in orbit around the (2)_____. The project focuses on sustainability and progress towards exploring (3)_____ beyond the Milky Way.

Many young students in Britain say they dream of becoming astronauts one day. They believe that future missions could change how people see the universe. If the space agency had received more funding, it would have been able to launch a new spacecraft this year.

Researchers believe that studying black holes and distant (4)_____ could lead to incredible breakthroughs for society. However, there are still many (5)_____ to overcome before humans can reach other worlds.

Scientists are also developing new technologies that could make space journeys safer and faster. These ideas show how human creativity never stops.

British scientists say that every discovery offers new (6)_____ to learn more about our universe and protect our planet at the same time. The future of (7)_____ exploration looks bright — a progressive step towards understanding our place among the stars.

c **Talk about the space exploration and life on Mars in the digital story in pairs.**

Example: Yoko: You will see how scientists invest time and effort in developing intergalactic technologies.

Jordan: At the camp, we will also talk about how people may colonise Mars and survive in extreme conditions.

d **Watch the digital story again and circle the best option in pairs.**

1. You are **globally/potentially** very suitable to be an astronaut.
2. The universe is full of **unknown/advanced** planets and stars.
3. You are a very **forward-thinking/sustainable** and progressive student.
4. If you continue to study **strategically/confidently** and ambitiously, your goals are absolutely achievable.

e **Look at the picture on pages 140 and 141. Tick (✓) the words/phrases you see.**

◯ habitable planets	◯ space probes	◯ galaxy	◯ global change
◯ telescope	◯ future	◯ plans	◯ hopes

f **Match the words/phrases with the photos below. There is an extra word.**

Mars - future - the Milky Way - the Moon - space travel



1 _____



2 _____



3 _____



4 _____

g **Match the sentence beginnings in Column A with the correct endings in Column B. Work in pairs. There is an extra one.**

Column A	Column B
1. If the space agency had received more funding,	A. so we could see the stars clearly during observations.
2. I wish there were less dust in the atmosphere,	B. to support future colonisation and interstellar exploration.
3. If only astronauts were able to travel to distant galaxies,	C. they would have been able to launch a new spacecraft this year.
4. Scientists aim to develop sustainable technology	D. by using advanced telescopes and observatories across the globe.
5. Astronomers have discovered many potentially habitable exoplanets	E. that might allow humanity to survive beyond Earth one day.
	F. we would have known much more about space travel and galaxies.

h **Write three sentences about space exploration, habitable planets, or future space missions. Work in pairs and then share your sentences with the whole class.**

.....

.....

.....

4 TIME TO PLAY

Go to Page 175

a **Read the instructions and play the game. Work in groups.**

Pick & Build a Sentence!

Example

space | *black holes* | *breakthroughs*

Scientists are making new breakthroughs in understanding black holes in space.

HOW TO PLAY

1. Divide the class into two groups.
2. Put all the words from the cut-out section into a bag.
3. One student from each group comes to the board.
4. Each student picks three words from the bag.
5. They have one minute to make a meaningful sentence using all the three words.
6. The student who creates a correct and meaningful sentence first wins a point for their group.
7. Continue the game with new students from each group.
8. The group with the most points at the end wins!

b **Choose 10 words from the bag and write a meaningful short dialogue by using the words in groups, then share your dialogue with the whole class.**

.....

.....

.....

.....

.....

5 TIME TO KEEP IN MIND

Language in Use

Game 8.2

a **Read the dialogue and examine the expressions in bold carefully.**



If the Mars mission **had collected** more samples, we **would have discovered** even more about the planet's surface.

If only scientists **had received** more time and funding, they **could have built** more advanced research equipment.

Yes, I **wish we were already able to** send astronauts there safely.

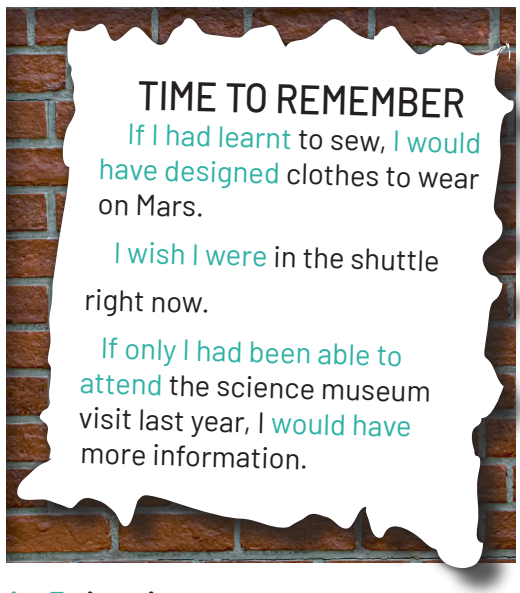
True, but I'm still optimistic. Every mission brings us further, and one day we'll boldly reach another habitable planet.



b **Watch the digital story and find the sentences similar to the ones in bold above. Take notes in your notebooks.**

c **Watch the digital story again and tick (✓) the examples you found in it.**

- ○ a. I wish I were a pilot.
- ○ b. If only I had been able to attend the science museum visit last year, I would have more information now, but I was ill.
- ○ c. If all people had chosen a career in their field of interest, everyone would have been more productive in their work.
- ○ d. If there hadn't been protective suits, it would have been difficult to survive on Mars.
- ○ e. I wish I were in the shuttle right now.
- ○ f. If I had learnt to sew, I would have designed clothes to wear on the Moon.



d **Examine and discuss the sentences you ticked in Activity 5c in pairs.**

Example

- "I wish I were a pilot." This sentence means the speaker is not a pilot, but they want to be one. It expresses a present wish about something that is not true now.

e **Fill in the blanks with the correct form of the verbs in brackets. Notice the Time to Remember! box.**

1. If the last Mars mission _____ **(collect)** more soil samples, scientists _____ **(discover)** new information about the planet.
2. I wish I_____ **(be)** able to travel to other star systems by now.
3. If only the engineers _____ **(build)** a more advanced spacecraft, we _____ **(reach)** distant galaxies.
4. If astronomers _____ **(not observe)** black holes, we _____ **(not understand)** the structure of the universe.
5. I wish I_____ **(be)** more focused on sustainable space projects around the world.
6. If researchers _____ **(pursue)** more ambitious projects earlier, they _____ **(achieve)** some incredible breakthroughs.

f **Listen to the dialogue and notice the expressions in bold.**

Track 8.4

Lina: **If** the latest space probe **had sent** more precise data, we **would have known** whether life could exist on those distant planets.

Arda: I know... I **wish** we **were** able to investigate those faraway star systems in person.

Lina: Exactly. **If only** the engineers **had designed** a more advanced spacecraft, we **could have reached** regions of space that are still mysterious.

Arda: Still, even small discoveries matter. **If** scientists **hadn't studied** black holes and neighbouring galaxies, we **wouldn't understand** the structure of the universe as we do now.

Lina: True. I also **wish** we **were** more focused globally on scientific exploration. It could potentially create new opportunities for both technology and society.

Arda: Absolutely. **If** researchers **had pursued** more ambitious projects earlier, we **might have achieved** some incredible breakthroughs by now.

Lina: Still, I'm optimistic. If people keep collaborating and aim high, the future will bring us even further discoveries.

Arda: And maybe one day, humans will travel confidently to truly habitable planets. That's the kind of forward-thinking vision worth believing in.

g **Talk about the forms and meanings of the sentences containing the bold phrases in Activity 5f. Work in pairs.**

- **If the latest space probe had sent more precise data, we would have known whether life could exist on those distant planets.** (It means the space probe didn't send more precise data, so scientists didn't know whether life could exist on those distant planets.)

6 TIME TO PLAY

a **Design a brochure about space exploration focusing on the search for habitable planets and important space missions.**

HOW TO PLAY

1. One student starts by saying a sentence that expresses hypothetical or unreal situations in the past.
2. The next student must begin their sentence using the last part of the previous sentence and continue the story with new expressions.
3. The game continues until every student has made a sentence.
4. Encourage creativity and logical connections between sentences!

Example:

- **Student A:** If the space agency had received more funding, they would have been able to launch a new spacecraft this year.
- **Student B:** If only the new spacecraft were powerful enough to reach another galaxy, we could have discovered a new planet.
- **Student C:** I wish we had discovered that planet so we could learn more about alien life.

7 TIME TO EXPLORE

Reading Comprehension

a **What qualities do you think scientists need when they explore the unknown?**

b **Read the text quickly and choose what it is about.**

a) The challenges scientists face when trying to live on Mars.
b) How space exploration reflects human ambition and hope for a better future.
c) The dangers of travelling beyond Earth's atmosphere.

HOPE AMONG THE STARS

Humanity has always looked to the sky with curiosity and hope. From the earliest space missions to the most innovative telescopes, each discovery has shaped our understanding of the universe and our place within it. Today, scientists continue to search for habitable planets beyond the Milky Way. They hope to find worlds where life might survive and thrive.

If the first astronomers had not explored the Moon and Mars, we would not have gained the knowledge that guides today's interstellar research. Each mission reminds us that true progress is built on perseverance, cooperation, and a shared vision and plan for the future.

Many young scientists wish they were part of a groundbreaking mission. It could lead to the discovery of another habitable world. Their passion reflects humanity's ambition to innovate, to aim high, and to create a more sustainable and peaceful future for all.

If only people had invested more boldly in scientific exploration earlier, we could have reached even further into the stars by now. Yet it is never too late. With confidence, collaboration, and respect for both Earth and the universe, humanity can continue to travel beyond limits. This will allow us to explore new worlds and protect the one we already call home.

c **Read the text again in pairs. Discuss the questions about each paragraph.**

1st Paragraph : What does this paragraph tell us about human curiosity and space exploration?
2nd Paragraph: How does this paragraph explain the importance of past space missions?
3rd Paragraph : What does this paragraph tell us about young scientists' hopes and ambitions?
4th Paragraph : What message does this paragraph give about investing in space research and looking to the future?

d **Find three keywords related to space exploration in the text and write them below.**

Example: telescopes

a. _____ b. _____ c. _____

e **Think about the questions below. Then discuss and answer them in pairs.**

1. Why has humanity always looked to the sky with curiosity and hope?
2. How did the Moon and Mars missions contribute to today's interstellar research?
3. What do many young scientists wish for, and why?
4. What does the phrase "Yet it is never too late" mean in the context of the text?
5. Which qualities are mentioned as important for humanity to continue exploring space responsibly?

8 TIME TO NOTE DOWN

Writing Expression

a **Read the journal and talk about your own future space exploration. Work in pairs.**

Date: 4th November 2035
Location: Orbiting Kepler-442b

Today was incredible! I observed the planet's surface using the new telescopes on our spacecraft. The mountains and possible water sources suggest it might be habitable. I feel amazed and a little nervous, knowing that every discovery could change our understanding of life beyond Earth.

Our team faced challenges with the space probe's instruments. By collaborating and thinking innovatively, we managed to fix them remotely. If only we had prepared for this technical issue earlier, it would have been easier.

I hope that one day we will colonise parts of this planet sustainably, without harming its natural environment. I plan to continue documenting every detail carefully, because future missions will rely on our observations. Writing in this journal helps me reflect on how ambitious and important our journey is. Exploring the unknown not only excites me but also motivates me to contribute to humanity's progress.

b **Imagine you are an astronaut on a mission to a distant planet. Write a journal describing your day, what you discovered, how you felt, and your hopes for the future.**



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c **Work in pairs. Read your friend's journal. Are there any ideas or visions similar to yours? Give feedback to each other.**

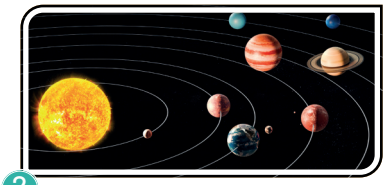
9 TIME TO LEARN MORE

CLIL & Culture

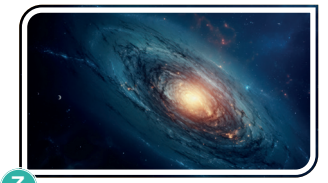
a **Look at the pictures below and guess what they are about in pairs. Then read the text to check your guesses.**



1 _____



2 _____



3 _____

b **Read the text and find the best title for it.**

a) Life on Earth and Environmental Problems
b) Famous Scientists of the 20th Century
c) How to Travel Safely in Space
d) Amazing Facts About Space and Exploration

.....

Have you ever wondered how strange and exciting space really is? The universe is full of mysteries, and scientists are constantly exploring to uncover them. From searching for habitable planets to sending space probes to Mars and beyond, humanity's curiosity never stops.

Here are some fun and surprising facts about space that might blow your mind:

- Did you know the Moon smells like burnt gunpowder? Astronauts noticed this when they walked on its surface during the Apollo missions.
- Mars is home to the tallest volcano in the solar system, Olympus Mons. It's three times taller than Mount Everest!
- There are more stars in the universe than grains of sand on Earth—over 100 billion galaxies, each with billions of stars.
- On Venus, the Sun rises in the west and sets in the east because the planet spins backwards.
- A day on Mercury actually lasts longer than a year on Mercury—pretty strange, right?
- Space travel can make astronauts taller! Without gravity compressing the spine, they can grow up to 5 cm.
- Planets like Kepler-22b might be habitable, meaning life could potentially survive there.
- Our Milky Way galaxy is moving at around 2.1 million km/h, yet we don't feel a thing!
- Black holes aren't empty—they are regions where gravity is so strong that even light cannot escape.
- In the near future, space hotels may allow tourists to orbit Earth. This will give ordinary people a chance to explore beyond our planet.

Exploring space is about discovering new planets and stars. It also inspires ambitious plans, innovative ideas, and a forward-thinking vision for the future. Who knows? One of you could be the next great interstellar explorer!

c **Read the statements below. Write True (T) or False (F) according to the information in the text. Correct the false ones.**

1. Astronauts said the Moon smells like chocolate. ☐
   _____.
2. Olympus Mons on Mars is taller than Mount Everest. ☐
   _____.
3. There are fewer stars in the universe than grains of sand on Earth. ☐
   _____.

d **Read the text again. Do you also know any fun facts about space and exploration? Work in groups. Then share your ideas with the whole class.**

10 TIME FOR A STORY

Reading Comprehension

a **Look at the pictures quickly and answer the questions.**

1. What do you see in the pictures?
2. What is the main topic of the strip story?

Beyond The Stars – The Technofest Adventure

1



Mr Ay: Welcome, team! Today's Technofest is all about innovation and space exploration. We'll discover how scientists aim to reach habitable planets and explore the Milky Way.
Zoe: Wow! Look at that interactive model of Mars! I wish I were a space explorer travelling beyond galaxies!
Luke: Shoot for the stars if you want to be successful! You could join a real space mission one day!
Mia: If astronomers had launched more space probes earlier, they would have discovered distant exoplanets sooner!
Aras: True! Space explorers are crossing new frontiers! Let's go and see that innovative AI-powered telescope!

2



Zoe: This holographic observatory shows the orbit of the Moon! It's so futuristic!
Luke: If only I had been more responsible during science classes, I could join a real space mission today!
Mia: She's beyond the stars because she became an astronaut! Can you believe it? That woman once studied at our school!
Aras: She's over the moon because she got a high mark in the astronaut training exam!
Mr Ay: Remember, knowledge and patience are key. Great things take time – even space travel.

3



Mia: Look, they're showing a project about sustainable rockets!
Luke: If engineers had invested more in renewable energy, space travel would have been more environmentally friendly!
Zoe: These young scientists aim to create innovative designs for future colonisation on Mars. That's truly transformative!
Aras: I'm amazed at how progressive technology has become. If only people used it wisely!
Mr Ay: Yes, but remember, we must boldly innovate while staying compassionate towards our planet and people.

4



Zoe: I've learnt that space exploration isn't just about science; it's about hope and vision.
Luke: If humans had explored the universe earlier, we might have already found another habitable planet.
Mia: True! But if only everyone believed in cooperation, we could achieve so much more together.
Aras: Next year, we'll have developed our own model for interstellar travel! I'll aim high, just like you said, shoot for the stars!
Mr Ay: Excellent! Always stay optimistic, respectful, and responsible as you reach for the unknown.

b **Read the picture strip story carefully and act it out in groups.**

c **Read the picture strip story carefully again. Then read the questions below, think about them, and write your answers.**

1. What surprises the students in the Technofest?
   .....
2. Which technological invention do Aras and the others want to see at the festival?
   .....
3. What does Aras say about technology?
   .....
4. What important message does Mr Ay give to his students?
   .....
5. What do the students plan to do next year?
   .....

d **Write two more questions about the story and ask your classmates.**

_____

_____

11 TIME FOR A PROJECT

a **Design your own planet on a poster.**

Your project should include:

- explaining the importance of space exploration
- describing the search for habitable planets
- explaining key terms such as exoplanets and habitable zones
- giving examples of famous space missions
- describing future ambitions, such as space colonisation and technological progress
- using conditional sentences (e.g., If we had more resources, space missions could expand)
- using pictures, visuals, headings, and short texts to make your brochure clear and interesting

After completing your brochure, present it to the class and explain the possibilities and future of space exploration.

12 TIME TO CHECK YOUR PROGRESS

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

Sub-theme	I can...	Need more practice!	So-so!	Good!	Awesome!
Search for habitable planets and famous space missions	talk about habitable planets and space missions.	☐	☐	☐	☐
	describe habitable planets and space missions.	☐	☐	☐	☐
	compare habitable planets and space missions.	☐	☐	☐	☐
Plans and hopes for the future	talk about my plans and hopes for the future.	☐	☐	☐	☐
	describe my plans and hopes for the future.	☐	☐	☐	☐
	compare my plans and hopes for the future.	☐	☐	☐	☐

TIME TO PRACTISE

1 **Read the text and complete it with the suitable words below. There is one extra word.**

habitable – galaxies – launch – futuristic – discovered – exploration

THE VOICE OF THE FUTURE

I am the Universe, and I have watched humans for thousands of years. In 2050, I saw how space (1)_____ became a hope for humanity. Scientists had finally (2)_____ new worlds beyond the Solar System, searching for (3)_____ planets. They wished they had started their missions earlier because Earth had begun to suffer from pollution and overpopulation. When humans managed to (4)_____ spacecraft to distant stars, they realised how small their home planet truly was.

Many astronauts dreamed of living in (5)_____ cities on Mars or the Moon, where technology and sustainability worked together. If only people had cared for their planet sooner, they wouldn't have needed to search the stars for another home.

2 **Read the text again and mark each statement as True (T) or False (F). Correct the false ones.**

1. The Universe has only recently started observing humans. ☐
.....
2. Space exploration gave people hope for the future. ☐
.....
3. Scientists discovered new planets within our Solar System. ☐
.....
4. Humans wished they had begun exploring space earlier. ☐
.....
5. Earth suffered from pollution and overpopulation. ☐
.....
6. Futuristic cities were imagined on Mars and the Moon. ☐
.....

3 **Write three sentences as if you were Nature. In your sentences, tell people what they have done wrong and what they should do to protect the Earth. Then share your sentences with the whole class.**

Example: Humans have polluted the Earth, but they should protect nature and reduce waste.

.....

.....

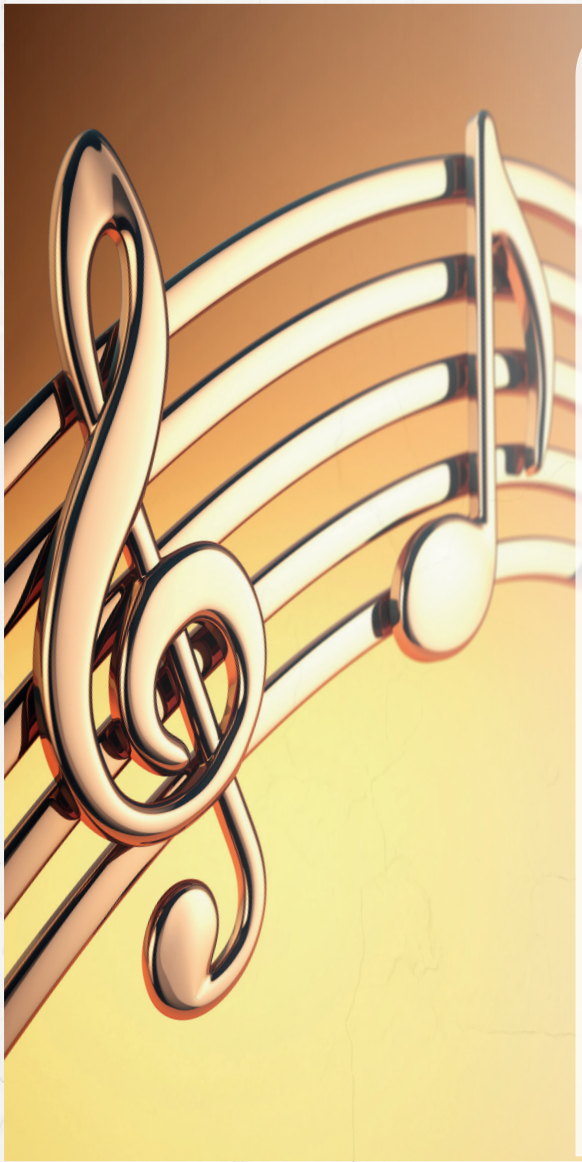
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4 Look at the song title "Skybound" and read the first two lines. What do you think the song is about?

5 Listen to the song. Fill in the blanks with the words you hear. Then check them with your class.

Track 8.5



SKYBOUND

Rockets rise through open skies,
Telescopes trace distant lights.
(1)_____ worked hard with purpose clear,
Learning more each passing year.

New (2)_____ find clues in silent space,
Data grows as signals trace.
Each new fact brings fresh insight,
Guiding hopes from dark to light.

Chorus
We've reached the (3)_____ and aimed for more,
We map the stars and search for more,
Hearts burning bright, our minds discern,
The future lies in skies — we learn.

Step by step, our hopes expand,
(4)_____ rise with what we scan.
As long as the (5)_____ keeps turning,
We'll chase the skies and look beyond.

Chorus
We've reached the stars and aimed for more,
We map the stars and search for more,
Hearts burning bright, our minds discern,
The future lies in skies — we learn.

6 Match the words with their definitions. There is an extra one.

1. probe
2. insight
3. trace
4. crew
5. expand

- ○ a) a group of people who work together
- ○ b) to follow or track something
- ○ c) a deep understanding of something
- ○ d) an instrument used to explore or collect information
- ○ e) a device used to see distant objects more clearly
- ○ f) to grow or become larger

Consolidation Theme 8



a goal				a timetable	
	a charity event		a quiz		a debate
		feedback			

		a medal		an achievement	
	a mark		a challenge		
		a celebration		a revision	

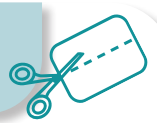
a reward				a banner	
	a farewell party		a study group		a stage
		a deadline			

LUCKY WORDS!

a performance				a project	
	a result		a flag		a coursebook
		a cultural day			

		a field day		an assignment	
	an award day		a struggle		
		a tradition		a prize	

a student council				a schedule	
	a student leader		a subject		an effort
		a graduation			



Find Someone Who _____

Find someone who has been able to finish a project early.	
Find someone who must have forgotten their homework once.	
Find someone who might have attended an online lesson last weekend.	
Find someone who has been able to solve a difficult maths problem alone.	
Find someone who could have left their book at home today.	
Find someone who has never been able to wake up early on Mondays.	
Find someone who may have seen a shooting star.	
Find someone who must have studied hard for the last exam.	
Find someone who has been able to help a friend recently.	
Find someone who might have lost something important last year.	
Find someone who has been able to use an online learning platform without help.	
Find someone who could have misunderstood a teacher once.	
Find someone who has been able to cook something by themselves.	
Find someone who may have watched a documentary about space.	
Find someone who must have been tired this morning.	
Find someone who has been able to stay focused for an entire lesson.	
Find someone who might have met a famous person.	
Find someone who could have missed the bus last week.	
Find someone who has been able to fix a small problem at home.	
Find someone who may have played an online educational game.	

SPEECH CARDS

SPEECH CARD
Our extended family gathers joyfully for a lively reunion every summer.

SPEECH CARD
My grandparents encourage siblings to bond and care for each other warmly.

SPEECH CARD
Our family frequently volunteers at community events to support the next generation.

SPEECH CARD
We are a close-knit family and we always participate respectfully in local gatherings.

SPEECH CARD
My parents provide supportively and raise awareness during neighbourhood events.

SPEECH CARD
Our family reunites unexpectedly, but every homecoming feels reassuring and memorable.

SPEECH CARDS

SPEECH CARD

Siblings and relatives gather elegantly to celebrate family ties and strengthen our bond.

SPEECH CARD

We care for our community and participate collaboratively in inclusive events.

SPEECH CARD

My family unites generations and creates a strong legacy through supportive actions.

SPEECH CARD

We volunteer joyfully and raise funds to supportively provide help at community gatherings.

Mind What You Say

Affordable Housing **DON'T USE** cheap rent money flat	**Public Transport** **DON'T USE** bus train underground ticket	**Green Spaces** **DON'T USE** park trees picnic grass	**Pedestrian Zone** **DON'T USE** cars traffic road drive
Waste Management **DON'T USE** rubbish bins recycling collect	**Infrastructure** **DON'T USE** roads bridges buildings systems	**Municipality** **DON'T USE** city local government office	**Commercial District** **DON'T USE** shops centre business offices
Residential Area **DON'T USE** people homes houses live	**Public Amenities** **DON'T USE** facilities library park services	**Smart City** **DON'T USE** technology digital devices sensors	**Renewable Energy** **DON'T USE** solar wind clean power

Mind What You Say

Green Infrastructure **DON'T USE** trees nature plants eco-friendly	**Urban Mobility** **DON'T USE** transport move travel bike	**Carbon Footprint** **DON'T USE** pollution environment CO_2 climate	**Urban Farming** **DON'T USE** vegetables garden plants food
Eco-friendly **DON'T USE** green environment nature protect	**Innovative** **DON'T USE** new creative idea modern	**Electrify** **DON'T USE** electric power energy charge	**Optimise** **DON'T USE** improve better fix system

Don't Say It!

Technology **DON'T SAY IT!** robot device innovation advanced machines	**Robot** **DON'T SAY IT!** machine technology automatic artificial device	**Pollution** **DON'T SAY IT!** environment waste harmful air water	**Consumption** **DON'T SAY IT!** buy use waste purchase resource
Privacy **DON'T SAY IT!** personal secret protect information data	**Device** **DON'T SAY IT!** technology machine tool electronic gadget	**Waste** **DON'T SAY IT!** garbage trash pollution environment throw away	**Innovative** **DON'T SAY IT!** new advanced creative invention technology
Durable **DON'T SAY IT!** strong long-lasting break hard quality	**Excessively** **DON'T SAY IT!** too much over wasteful large amount overuse	**Treatment** **DON'T SAY IT!** medical doctor patient cure illness	**Environmental** **DON'T SAY IT!** nature pollution protection green planet

Don't Say It!

Impact **DON'T SAY IT!** effect result influence change consequence	**Data** **DON'T SAY IT!** information analyse numbers research statistics	**Challenge** **DON'T SAY IT!** difficult problem hard test obstacle	**Benefit** **DON'T SAY IT!** advantage good help positive useful
Application **DON'T SAY IT!** use program software phone tool	**Development** **DON'T SAY IT!** progress growth improvement change advance	**Patient** **DON'T SAY IT!** doctor hospital sick treatment health	**Analyse** **DON'T SAY IT!** study examine data research investigate

Modal Rescue Team

Situation Cards

Situation Card
A tech company didn't test a new health app properly before launch, and patients got wrong information.

Situation Card
During a big climate summit, all participants were given single-use plastic bottles.

Situation Card
A city installed smart traffic lights, but they often failed during storms, causing accidents.

Situation Card
A popular online store offered massive discounts, and people over-consumed unnecessary products.

Situation Card
A robot designed for elderly care stopped working in cold weather.

Situation Card
A supermarket promoted "eco bags" but gave out thousands of plastic ones at the same time.

space	space missions
exploration	habitable planets
exoplanets	astronomy
telescopes	observatories
Mars	the Moon
space probes	colonisation
space station	black holes
the Milky Way	galaxies
space travel	interstellar
discovery	orbit
future	plans
hopes	ambitions
innovation	technology
sustainability	progress
challenges	society
advancements	opportunities
global change	vision

DIGITAL STORIES/LISTENING TEXTS

Revision 1

Track 1.1 (Page 16)

Activity 2

Listen to the text and answer the questions.

Hi, I'm Ece, and I want to tell you about the first week of the new school year. It has really been one of the most memorable weeks ever!
We always celebrate the first week with fun events and activities at the school. Our teachers prioritise teamwork and creativity, so every school club plans something special. This week, the corridors look colourful with banners and posters welcoming everyone.

I'm in the drama club and we perform a short play about school life. The art club has painted a huge welcome banner and the sports club wants to organise many contests such as sack races and football tournaments. Everyone has been working hard and enjoying the spirit of being back at school. We have practised our play many times, so we feel ready now. Some students haven't finished decorating the classroom yet, but they are trying their best. The music club has already chosen the songs for the opening ceremony.

On Friday, the school holds a big prize-giving ceremony. The atmosphere feels breathtaking. Students cheer, laugh, and take photos together. The headmaster gives small prizes to the school clubs. Our drama club has won second place and we have never felt so proud before!

Track 1.2 (Page 16)

Activity 3

Listen to the text again and write True (T) or False (F) for each statement. Correct the false ones. Check your answers in pairs.

Hi, I'm Ece, and I want to tell you about the first week of the new school year. It has really been one of the most memorable weeks ever!
We always celebrate the first week with fun events and activities at the school. Our teachers prioritise teamwork and creativity, so every school club plans something special. This week, the corridors look colourful with banners and posters welcoming everyone.

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Track 1.3 (Page 16)

Activity 5

Listen to the text carefully and complete the sentences below.

Hi, I'm Ece, and I want to tell you about the first week of the new school year. It has really been one of the most memorable weeks ever!
We always celebrate the first week with fun events and activities at the school. Our teachers prioritise teamwork and creativity, so every school club plans something special. This week, the corridors look colourful with banners and posters welcoming everyone.

I'm in the drama club and we perform a short play about school life. The art club has painted a huge welcome banner and the sports club wants to organise many contests such as sack races and football tournaments. Everyone has been working hard and enjoying the spirit of being back at school. We have practised our play many times, so we feel ready now. Some students haven't finished decorating the classroom yet, but they are trying their best. The music club has already chosen the songs for the opening ceremony.

On Friday, the school holds a big prize-giving ceremony. The atmosphere feels breathtaking. Students cheer, laugh, and take photos together. The headmaster gives small prizes to the school clubs. Our drama club has won second place and we have never felt so proud before!

Track 1.4 (Page 17)

Activity 1

Listen to the conversation and answer.

Ms Green: How is your group project going, Alex?
Alex: Honestly, Ms Green, it's quite challenging. I sometimes can't cope with all the research.
Maya: Don't worry, Alex. We can interact more and share the tasks. That will help.

Ms Green: That's a great idea, Maya. Teamwork keeps everyone motivated.
Alex: Thanks, but I also get nervous when I make mistakes. My self-esteem drops.
Ms Green: That's normal, Alex. Mistakes are part of learning. In fact, your work is improved every

time you try.
Maya: That's true! And the slides are being edited by Sam right now.
Ms Green: Excellent! The visuals will be added later by the design team.
Alex: Ms Green, there was a small conflict in our group about ideas.
Ms Green: Conflicts happen, but resolution is more important. Shall we talk together and find a fair solution?
Maya: Yes, please! That would motivate everyone again.
Ms Green: Perfect. I have the classroom rearranged so we can sit in a circle and discuss it peacefully.
Alex: That sounds engaging! Thanks, Ms Green.
Ms Green: Remember — learning can be challenging, but when we interact and motivate each other, it becomes amazing.

Track 1.5 (Page 17)

Activity 2

Listen to the conversation again and answer the questions.

Ms Green: How is your group project going, Alex?
Alex: Honestly, Ms Green, it's quite challenging. I sometimes can't cope with all the research.
Maya: Don't worry, Alex. We can interact more and share the tasks. That will help.
Ms Green: That's a great idea, Maya. Teamwork keeps everyone motivated.
Alex: Thanks, but I also get nervous when I make mistakes. My self-esteem drops.
Ms Green: That's normal, Alex. Mistakes are part of learning. In fact, your work is improved every time you try.
Maya: That's true! And the slides are being edited by Sam right now.
Ms Green: Excellent! The visuals will be added later by the design team.
Alex: Ms Green, there was a small conflict in our group about ideas.
Ms Green: Conflicts happen, but resolution is more important. Shall we talk together and find a fair solution?
Maya: Yes, please! That would motivate everyone again.
Ms Green: Perfect. I have the classroom rearranged so we can sit in a circle and discuss it peacefully.
Alex: That sounds engaging! Thanks, Ms Green.
Ms Green: Remember — learning can be challenging, but when we interact and motivate each other, it becomes amazing.

Track 1.6 (Page 18)

Activity 2

Listen to the text and tick the related photos.

Two years ago, a young athlete named Kerem was training for a marathon. At that time, he had been spending too much time on social media instead of focusing on his health. He realised that he had a social media addiction, following fitness influencers without really exercising. One day, he decided to make a change. He started running every morning and stayed consistent with his routine. When he finally achieved his fitness goal, his coach said his discipline was essential and that he was becoming a reliable example for others.

Track 1.7 (Page 18)

Activity 3

Listen to the text again. Then answer the questions below.

Two years ago, a young athlete named Kerem was training for a marathon. At that time, he had been spending too much time on social media instead of focusing on his health. He realised that he had a social media addiction, following fitness influencers without really exercising. One day, he decided to make a change. He started running every morning and stayed consistent with his routine. When he finally achieved his fitness goal, his coach said his discipline was essential and that he was becoming a reliable example for others.

Track 1.8 (Page 19)

Activity 1

Listen to the text. Tick (✓) the pictures that are related to it.

The Wilson family is planning their future house near the countryside, where the air is clean and fresh. The house should be built with renewable materials, and energy can be generated by the sun and wind. Good insulation must be used to keep the house warm in winter and cool in summer. Solar panels should be added to the roof to make the house even more energy-efficient. Rainwater should be collected and used for watering the garden. More trees should be planted around the house to improve the air quality.

Mrs Wilson wants a modern kitchen full of smart appliances. She says the oven will be as modern as the fridge, and everything can be controlled by voice. The kitchen will be bigger than the one in their old house, making it more comfortable for cooking. The living room will be bigger than their old one, and the home office will be the most comfortable room in the house. It will also be the brightest room in the house thanks to its large windows.

Mr Wilson loves to innovate with new designs. He wants large windows, automatic lights and a green wall with real plants to keep the air fresh.

The garden will be as beautiful as the countryside around it.

Their teenage children, Mira and Dennis, have very different ideas. Mira dreams of a quiet, natural space." My room should be like a small art studio," she says. "I want wooden furniture, soft lights, and plants. It should be calm, not full of technology."

Dennis explains, "I'd like a smart desk and a big screen for games. It should be the most high-tech room in the house!"

Even though their ideas are not alike, the Wilsons agree that their home will be smart, comfortable and green — a perfect mix of nature and technology.

Track 1.9 (Page 19)

Activity 2

Listen to the text carefully again and write whether it is True (T) or False (F).

The Wilson family is planning their future house near the countryside, where the air is clean and fresh. The house should be built with renewable materials, and energy can be generated by the sun and wind. Good insulation must be used to keep the house warm in winter and cool in summer. Solar panels should be added to the roof to make the house even more energy-efficient. Rainwater should be collected and used for watering the garden. More trees should be planted around the house to improve the air quality.

Mrs Wilson wants a modern kitchen full of smart appliances. She says the oven will be as modern as the fridge, and everything can be controlled by voice. The kitchen will be bigger than the one in their old house, making it more comfortable for cooking. The living room will be bigger than their old one, and the home office will be the most comfortable room in the house. It will also be the brightest room in the house thanks to its large windows.

Mr Wilson loves to innovate with new designs. He wants large windows, automatic lights and a green wall with real plants to keep the air fresh. The garden will be as beautiful as the countryside around it.

Their teenage children, Mira and Dennis, have very different ideas. Mira dreams of a quiet, natural space." My room should be like a small art studio," she says. "I want wooden furniture, soft lights, and plants. It should be calm, not full of technology."

Dennis explains, "I'd like a smart desk and a big screen for games. It should be the most high-tech room in the house!"

Even though their ideas are not alike, the Wilsons agree that their home will be smart, comfortable and green — a perfect mix of nature and technology.

Revision 2

Track 2.1 (Page 22)

Activity 1

Listen to the dialogue and choose the correct option. What is it about?

Ela: Hey Eric, what did you do during the summer holiday?
Eric: I joined a voluntary project! It was amazing. A fundraiser was organised in our city to help people in need, and I was part of the team.
Ela: Wow, that sounds great! What did you do exactly?
Eric: We had a designer create posters for the event and had a photographer take pictures. The photos were shared on social media to encourage more donations. We collected quite a lot, actually.
Ela: That's awesome! I also joined a project, and it was about technology. Solar panels were installed in a small village, and public Wi-Fi was provided for the first time. People there were able to connect to the Internet, which made their lives easier.
Eric: That's so cool! Did you work on anything else?
Ela: Yes, we had an engineer build a small drone to deliver medicines to remote areas. The project was even reported on the local news!
Eric: Wow! It's really nice to see how young people can help others.
Ela: Exactly! These experiences made us realise that volunteering doesn't just help people — it also helps us understand the world better. I think we've been able to make a real difference.

Track 2.2 (Page 22)

Activity 3

Listen to the dialogue again and complete the sentences.

Ela: Hey Eric, what did you do during the summer holiday?
Eric: I joined a voluntary project! It was amazing. A fundraiser was organised in our city to help people in need, and I was part of the team.
Ela: Wow, that sounds great! What did you do exactly?

Eric: We had a designer create posters for the event and had a photographer take pictures. The photos were shared on social media to encourage more donations. We collected quite a lot, actually.
Ela: That's awesome! I also joined a project, and it was about technology. Solar panels were installed in a small village, and public Wi-Fi was provided for the first time. People there were able to connect to the Internet, which made their lives easier.
Eric: That's so cool! Did you work on anything else?
Ela: Yes, we had an engineer build a small drone to deliver medicines to remote areas. The project was even reported on the local news!
Eric: Wow! It's really nice to see how young people can help others.
Ela: Exactly! These experiences made us realise that volunteering doesn't just help people — it also helps us understand the world better. I think we've been able to make a real difference.

Track 2.3 (Page 23)

Activity 2

Listen to the conversation and circle the correct word/phrase in each sentence.

Oliver: Good evening, everyone! You're listening to Cultural Voices. Today, we're talking about the World Food and Culture Expo, which will take place in London next summer. Dr Amelia Brooks, a nutrition expert, joins me. Amelia, what will people be seeing and tasting there next summer?
Dr Brooks: Well, Oliver, people will be eating mainly organic food and following a balanced diet. There will be protein bowls, plant-based dishes and so on. Traditional dishes from around the world will also be redesigned with organic ingredients to promote a healthy lifestyle. In addition, most dishes will be prepared by smart robots that analyse nutrition levels and add the right amount of protein.
Oliver: Sounds impressive! Does this mean junk food will disappear?
Dr Brooks: It's not easy to cut down on junk food — we all know it's not good for us, but it tastes great, feels good to eat, and comes in so many variety. At the festival, unhealthy options with trans fats will be replaced by healthier versions. For example, imagine a spicy chicken wrap with crunchy carrots instead of deep-fried fillings or junk foods turned into crispy vegetable or fruit snacks. They'll still be tasty, but much better for you. People won't be overeating—they will be consuming smaller portions with more protein and less fat.
Oliver: Wow, turning favourite junk foods into healthier versions.
Dr Brooks: Exactly, Oliver. The festival will show that healthy eating isn't just a personal choice — it's also a universal experience.
Oliver: Yes! It seems visitors will be discovering new flavours and ideas. Thank you, Dr Brooks.
Dr Brooks: Thank you, Oliver. I hope everyone gets the chance to experience it in London.

Track 2.4 (Page 24)

Activity 1

Listen to the conversation and answer the questions below. Then share your answers with the whole class.

Teacher: Ok, everybody. In this lesson, Elara and Kerem are discussing how technology affects both human health and the natural world.
Elara: Kerem, strong germs are beating our current drugs, and it's becoming a huge world issue. Their quick changes make it harder and harder to heal common sicknesses.
Kerem: That causes immense suffering. We use technology to detect these threats, but our healthcare system's heavy use of antibiotics helps the strongest germs survive. Technology is both the problem and the solution. Developing new treatments is vital for the future.
Elara: The same challenge affects nature, especially in commercial farming. The huge scale of modern agriculture causes serious environmental damage.
Kerem: This system encourages overproduction and terrible wastefulness. The chemicals used to grow crops cause major river contamination. Polluting water systems is a direct result of industrial farming.
Elara: The soil becomes exhausted over time. Sustainable farming helps the soil naturally absorb water and carbon by reducing the need for chemical fertilisers.
Kerem: The soil's ability to absorb pollutants is often ignored in favour of faster harvests. Global food shipping increases both the carbon footprint and the overall wastefulness.
Elara: We must use our powerful technology wisely. We need to decide who to hold accountable for overproduction. Understanding that everything is connected is essential.
Teacher: Thank you, Elara and Kerem. You're right. Technology shapes our future—but it is our responsibility to guide it wisely.

Track 2.5 (Page 25)

Activity 4

Listen to the dialogue and check your answers.

Mark: Luna, can you imagine what art would look like in the future?
Luna: Totally! If people could teleport, they would visit virtual galleries everywhere.

Mark: That would be remarkably cool! What do you think about digital art? I mean, what if people forget how to paint with real brushes?
Luna: You know contemporary artists already mix technology and emotion. Some even use robots to create motion-based sculptures!
Mark: Robots and art? It's potentially possible. One day, you might see an autonomous painter who can understand human feelings.
Mark: If robots could feel, their art would be amazing.
Luna: If robots made all the art, it would lose its human heart.
Luna: If robots could feel emotion, art would become even deeper. But I think the beauty of art is that it's unpredictable.
Mark: Exactly. Real creativity can't be programmed. That's why it's inevitable that humans will always play a part in art.
Luna: I wish people never forgot how to create by hand.
Mark: If everyone understood the power of creativity, the world would be brighter.
Luna: If only art could guide the future.

Digital Story — THEME 1: SCHOOL LIFE & EDUCATION

SCENE 1
Olivia: Good morning, everyone! It is very nice to see you.
Jordan: It has been a while. I have missed you all.
Yoko: Oh! Yes. I have missed you very much. How are you doing?
Arda: I am great. You all look nice, too. Lovely to see you.
Olivia: I am so excited this year. This is the most important year at school; we have important exams, debates and demanding projects.
Jordan: That is true. We will all be very busy this year.
Olivia: Yes, we will be struggling with lessons, coursebooks, exams and assignments. But let's also make good memories together.
Yoko: Absolutely! This year will be unforgettable.
Olivia: This year is celebrated by all of us as the final year. And we have some exciting events, like sports events and a cultural day.
Yoko: Oh! I want to memorise this day, so it never fades from my memory.
Olivia: That's so sweet.
Yoko: This year will be stressful, tiring and enjoyable for us. Our dreams will inspire us.
Jordan: When we review the whole year, we will say that we struggled a lot, but this experience was truly rewarding and meaningful for our lives.
Arda: Don't worry, Jordan! By having a good study plan, we can produce creative projects and be successful.
Olivia: That sounds like a good idea.
Arda: We will focus on a timetable and study groups. We should revise what we've learnt regularly. Revision is very important for success.
Yoko: Yes, that will help us a lot.
Arda: At the end of the year, exam results will be announced, and our diplomas will be given by the headmaster. Our achievement will be celebrated, and we'll be rewarded for our efforts!
Yoko: When will the exam results be announced? It is so exciting!
Olivia: They will be announced at the end of the year. And when all of this is over, we will finally reach graduation day.
Yoko: Oh, yes! And let's think about graduation too! It is nice even to dream about it.

SCENE 2
Yoko: Hey! Just think about it! We are in the ceremony area. The flag has been raised. We are all in line to get our diplomas.
Olivia: Yes! Our names are announced by the headmaster one by one on the stage. Everybody is cheering for us.
Jordan: You know that this is a tradition.
Arda: Then medals will be given to Yoko and Olivia for organising a charity event.
Yoko: Oh, Arda. I can't believe you remember this. Working for a charity organisation is my dream. I hope we can make this dream come true.
Arda: We have been studying at this school for two years, and we have known each other well. It will be difficult to leave you and go to different schools, but friendship is forever.
Yoko: Absolutely! We may go to different schools, but I'm sure we will always support one another.
Olivia: Yes, real friendship never ends.
Yoko: But before graduation, we still have some important responsibilities. We need to work hard and complete our projects on time.
Jordan: Especially the science project!
Yoko: Yes! We mustn't miss the deadline for the science project, one of the most important projects of the year!
Arda: I noted the deadline down. I will remind you, and we won't forget it. Don't worry, we will graduate successfully.

SCENE 3
Ms Çakır: What's up, guys?
Students: Hi, Ms Çakır! We feel good, and you?
Ms Çakır: Everything is fine. I have good news for you. Arda and Jordan, are you ready to hear it?
Arda and Jordan: We can't wait for it. What is it?
Ms Çakır: This year, there will be a music performance on Field Day. Students from different countries will participate, and we will host them in Türkiye.
Olivia: Wow! That sounds exciting.
Ms Çakır: The exact date has not been decided yet, but it will be announced soon.
Yoko: I'm already curious about it!
Ms Çakır: Since we also celebrate important national days at school, such as Republic Day, National Sovereignty and Children's Day, and

Commemoration of Atatürk, Youth and Sports Day, we need to plan everything carefully. Are you up for this challenge?
Arda: Of course!
Jordan: Sure! Arda and I have been playing the guitar for two years. We are in a band.
Olivia: We are also very excited because music helps us cope with exam stress. This year is already busy with lessons, projects and school events.
Arda: That's true. Music can really make us feel better.
Jordan: By the way, do you know how the evaluation will be carried out?
Ms Çakır: The performances will be evaluated by the teachers and the student council. The winning team will be given a trophy on award day.
Olivia: Oh, I'm sure they will inspire everybody with their song on stage.
Yoko: I believe we are going to do our best. The reward will be ours.
Arda: This year is going to be amazing, challenging, and full of fun. We can meet during the break to talk about the timetable. Ready?
Yoko, Olivia, Jordan: Yes!
Arda: Let's go in. See you!
Olivia: Bye!
Yoko and Jordan: Bye!

Track 1.1 (Page 31)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the rises and falls in each sentence. Then practise saying them in pairs.

Are you up for this challenge? ↗ (rising)
Do you know how the evaluation will be carried out? ↗ (rising)
Students from different countries will participate. ↘ (falling)
We will host them in Türkiye. ↘ (falling)
Don't worry, Yoko! ↘ (falling)

Track 1.2 (Page 31)

Activity 2 - Time to Say

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

1. 29 October reminds us of Mustafa Kemal Atatürk and Republic Day.
2. All the exams will be evaluated by the teachers next week.
3. A graduation ceremony isn't held every year.
4. How is 30 August Victory Day celebrated?
5. Can you share this document with the whole class?
6. We prepare our materials before each lesson.
7. Was the first prize really won by her?

Track 1.3 (Page 42)

Time to Practise

4. Listen to the song "The Exam Race" carefully. Fill in the missing words in the lyrics.

THE EXAM RACE
[Verse 1]
A test, a quiz, a future bright,
I read, revise, I stay up all night.
The notes are done, the books are read,
Yet all these thoughts run in my head.
[Verse 2]
The time is short, the task is long,
I try to stay alert and strong.
I've worked so hard, I've done my best,
But I still feel this crazy stress.
[Chorus]
I've been trying every day,
Memorising, come what may.
Though it's tough, I won't back down,
I will shine, I'll take the crown!
[Bridge]
Each small step will lead the way,
I'm getting stronger every day.
Hard work always finds its place,
I will ace this learning race!

Digital Story — THEME 2: CLASSROOM LIFE & LEARNING

SCENE 1
Mr Aktaş: Good morning!
Students: Good morning, sir!
Mr Aktaş: I hope you are all well. Attention, please! Today, we will hold an event that I expect all of you to participate in.
Olivia: What kind of event is it, sir?
Mr Aktaş: It will be a group discussion activity.
Olivia: That sounds exciting!
Mr Aktaş: This discussion will be organised, but all the ideas must be shared by you. Please listen carefully and respect each other's opinions during the discussion.
Yoko: Sir! What is the discussion about?
Mr Aktaş: We are going to discuss the pros and cons of online and traditional learning. I want you to collaborate and do active group work.
Yoko: That sounds interesting!
Mr Aktaş: Now, choose a side: online learning or traditional learning. We should divide the class into two groups for group work because we need face-to-face interaction.
Jordan: Teacher, how will we decide who is in which group?
Mr Aktaş: I will help you organise the groups.
Olivia: Are we going to stay in the same groups for the whole activity?
Mr Aktaş: Yes, you will work with the same group

until the end. This will help foster communication and build a more productive environment.
Yoko: Should we choose a group leader?
Mr Aktaş: That's a good idea.Ok, then, how about changing the classroom setting? The desks should be moved into a circle for easier discussion.

SCENE 2
Mr Aktaş: I am looking forward to hearing your ideas.
Arda: Sir, how many minutes do we have?
Mr Aktaş: You have 5 minutes to brainstorm, so you should take notes efficiently and avoid time-consuming tasks. Notes should be written clearly, and ideas should be organised carefully. Think outside the box and find something different!
Mr Aktaş: Time is over. Who wants to start?
Jordan: Online learning offers many benefits thanks to its use of virtual classrooms and digital platforms. Through e-learning, students can interact with instructors and classmates in a flexible and convenient way.
Mr Aktaş: Jordan, can you give an example of how students interact online?
Jordan: Sure! Whether you're at home or on the go, you can join webinars and download learning materials with just a few clicks. This allows for a truly remote learning experience. This streamlined method is both efficient and time-saving.
Olivia: I disagree with you. When you have technical issues, will you be able to continue your learning effectively? Traditional learning gives students a special chance to meet their educational needs and teachers give immediate feedback. In-person lectures make the learning environment more dynamic and conducive to focused learning.
Jordan: Sorry, but we can ask questions, and the teacher answers immediately online, too. In fact, some platforms reply quite responsively.
Yoko: Yet, this does not necessarily mean that online learning is less effective.
Olivia: Teachers can resolve misunderstandings quickly. They explain difficult ideas clearly. This helps students not fall behind effectively.
Yoko: That sounds really helpful!
Olivia: This type of learning also helps prevent miscommunication and limits distractions that can occur during online classes. It helps students manage the flow of information better. They follow well-organised lessons with clear goals and expectations.
Yoko: E-learning increases screen time, so our health suffers. What could be more important than our health?
Olivia: Health should always come first.
Yoko: I want to talk about another major advantage of face-to-face learning. Humans are social creatures. Traditional classrooms foster social interaction and help develop attention spans and motivation.
Arda: But e-learning made us feel more comfortable during the pandemic. We didn't need to go to crowded schools, but we were able to continue our classes consistently. This adaptability was crucial during the crisis.
Jordan: That's true, you're right about that.
Arda: Digital tools help us access and upload homework. They let us stream videos. They also make it easy to attend interactive sessions.
Mr Aktaş: You shared your ideas efficiently. It was a challenging but very stimulating discussion. This was the warm-up because we're going to attend a webinar about the advantages and disadvantages of online learning and traditional learning next week.
Olivia: I'm really excited about the webinar! I wonder what they'll say about traditional learning.
Yoko: Me too! I'm curious to see which method is better and why.
Mr Aktaş: You should prepare until next week, and you should give peer feedback to each other. Thank you for your participation! I am proud of you for this fair and ideally balanced comparison.

Track 2.1 (Page 47)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the letters 'a', 'b', 'c' and 'd'. Then practise saying them with the correct sounds. Work in pairs.

- Today, we will hold an event that I expect all of you to participate in.
- We should divide into classes for group work because we need face-to-face interaction.
- The desks should be moved into a circle for easier discussion.
- Digital tools help us to navigate and upload homework, stream video content, and even attend interactive sessions conveniently.

Track 2.2 (Page 47)

Activity 2 - Time to Say

b. Listen and underline the letters 'a', 'b', 'c' and 'd'. Then say them with the correct sounds.

1. A big cat baked a delicious cake before dinner.
2. David bought a big chocolate cake after class.
3. A black cat and a bold dog danced around the dark backyard after breakfast.

Track 2.3 (Page 48)

Activity 3- Time to Learn New Words

b. Listen to the dialogue and complete the blanks with the words/phrases below. There is an extra one.

Learning in the Digital Age

Amy: I think online lessons can be quite inconsistent sometimes. Poor connectivity often causes disruption, which makes it hard to focus.

Ben: True. Some students might be distracted easily, and their engagement can be hindered by technical problems.
Amy: Still, online learning can be considered remarkably convenient, right? It's much more accessible for everyone.
Ben: Yes, but classroom discussions should be encouraged, too. They're more collaborative and supportive.
Amy: I agree. A well-structured environment helps us to engage actively.
Ben: Exactly! Both systems can be combined to improve the effectiveness of learning.
Amy: That's right. Teachers need to balance both methods carefully, or lessons could become disruptive and less meaningful.

Track 2.4 (Page 57)

Time to Practise

1. Listen to the podcast. Complete it with the suitable words below. There is an extra one.

Mr Ersen: Welcome to SchoolTalk FM! Today we're discussing challenges in the classroom and how we can improve our learning environment. Dilek, what do you think causes most problems in class?
Dilek: Well, I think distraction and miscommunication are quite common. Sometimes students talk too much, and it hinders focus.
Mr Ersen: Good point! Teachers should manage disruption and encourage participation at the same time. It's not easy to maintain engagement for long when attention spans are short.
Dilek: True! But group work really helps. When we collaborate, the atmosphere becomes supportive and productive.
Mr Ersen: Exactly! Even small conflicts can be resolved if everyone listens. A stimulating and focused classroom may be created when students feel valued.
Dilek: So, we need to foster motivation instead of limiting creativity.
Mr Ersen: Perfectly said, Dilek! A positive classroom can be achieved when teachers and students work actively and responsibly together.

Track 2.5 (Page 57)

Time to Practise

2. Listen again and write True (T) or False (F). Correct the false ones.

Mr Ersen: Welcome to SchoolTalk FM! Today we're discussing challenges in the classroom and how we can improve our learning environment. Dilek, what do you think causes most problems in class?
Dilek: Well, I think distraction and miscommunication are quite common. Sometimes students talk too much, and it hinders focus.
Mr Ersen: Good point! Teachers should manage disruption and encourage participation at the same time. It's not easy to maintain engagement for long when attention spans are short.
Dilek: True! But group work really helps. When we collaborate, the atmosphere becomes supportive and productive.
Mr Ersen: Exactly! Even small conflicts can be resolved if everyone listens. A stimulating and focused classroom may be created when students feel valued.
Dilek: So, we need to foster motivation instead of limiting creativity.
Mr Ersen: Perfectly said, Dilek! A positive classroom can be achieved when teachers and students work actively and responsibly together.

Track 2.6 (Page 58)

Time to Practise

4. Listen to the song. Then write each verse by using the words below. Follow the steps.

FOCUS AND TRY

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[Chorus]
Focus and try, don't break the rule,
Learn from your friends, that's how we school.
Keep up the beat, stay calm and cool,
Together we shine — that's our tool.

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.....

[Chorus]
Focus and try, don't break the rule,
Learn from your friends, that's how we school.
Keep up the beat, stay calm and cool,
Together we shine — that's our tool.

.....
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SCENE 1

Ms Demir: Hello, everyone! I hope you're feeling ready for today's lesson. This is the year you're preparing for your exams, and I know how stressful it can be. How are you all doing?
Olivia: Ma'am, I've been really stressed. I woke up in the middle of the night thinking about the exam. What if I don't succeed?
Ms Demir: Olivia, keep calm, please. You should learn how to manage your stress and focus on the present moment. When you feel stressed, simple breathing exercises can help you relax. Staying calm and keeping your mind balanced are very important for your well-being.
Yoko: I agree with you. When I stay calm and focus, I feel more emotionally balanced. This helps me handle stressful situations and solve problems calmly.
Jordan: I feel the same sometimes.
Arda: But what if I still can't relax, Ms Demir? I've always struggled with that.
Ms Demir: That's a common issue, Arda. Many experts recommend simple ways to stay calm and improve well-being. When I was younger, relaxation was thought to be just about resting but now we know it is more than that.
Yoko: I've started deep breathing to calm down, and it works wonders! I've started to feel more peaceful, even on stressful school days.
Ms Demir: It is awesome! You have developed self-compassion.
Arda: That sounds important, and I had also heard about inner peace before, but I'm not exactly sure what it means. What does inner peace mean?
Ms Demir: It means your mind and emotions are in balance, and you feel free from stress and anxiety. It is more than just relaxing. It means feeling calm, balanced, focused and at peace inside yourself.
Jordan: I have a different problem, Ma'am. I've been spending too much time on my phone, and I realised that it affected my ability to focus.
Ms Demir: Jordan, I thought this problem had been solved before. You promised me that you would limit your screen time, didn't you? Remember Jordan — You set a limit on screen time last term, but you didn't follow it.
Jordan: You are right. I promise to focus on my studies from now on, and I hope my results will show that.

SCENE 2

Arda: Hey, everyone! Look at this! It's a second-hand shop! It opened recently to promote sustainable fashion.
Olivia: It looks so cool. I've been reading a lot about this—it's called conscious consumerism! Out with the old, in with the new for eco-friendly outfits!
Yoko: I've wanted to design my own capsule wardrobe for a long time and declutter my clothes. By buying only classic, timeless pieces, I can keep my wardrobe minimal and durable, reducing waste in the process.
Jordan: I used to buy versatile pieces for my wardrobe without thinking. But now I realise how important conscious shopping is.
Yoko: That's true. We should all be more careful about what we buy.
Jordan: Versatile pieces are not only stylish but they're also eco-friendly. They help you stay fashionable without buying too many clothes. I should be more mindful of my fashion choices.
Arda: Yeah, I want to buy a few simple and eco-friendly clothes instead of following fast fashion trends every season. I've always liked changing and reusing my old clothes.
Olivia: That's a great idea! It's good for both the environment and your style.
Arda: By the way, simple clothing choices are better because you can reduce waste and easily combine different outfits. It's a great way to recycle and still have something unique and nice to wear. I can go the extra mile by using only recycled fabrics!
Yoko: And by conscious shopping, I feel like I'm taking care of my mental health too.

SCENE 3

Olivia: I've really been trying to be more compassionate with myself recently. Sometimes, I take a walk to clear my head. I've learned that if I take a moment to breathe calmly, it helps me focus better.
Yoko: That sounds peaceful.
Jordan: I've been feeling a bit too anxious lately. Maybe I should study more. I can't just cram the night before exams anymore. I need to plan ahead and focus on my well-being to manage stress better.
Yoko: I think we all need to act thoughtfully about our choices. This includes not only the exam stress, but also managing everything.
Olivia: Yes, especially these days.
Arda: That's true. Last week, I was so stressed about my homework. I couldn't focus at all. But then I decided to sit down and just calmly reflect on everything.
Olivia: It's great that we're all learning to manage our stress in our own ways. We're becoming more resilient and self-aware.
Jordan: Yes, I feel like we understand ourselves better now.
Olivia: We've started to understand how to heal emotionally and physically. We can do this not only through relaxation but also by being compassionate with ourselves.

Track 3.1 (Page 63)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the rises and falls in each sentence. Then practise saying them in pairs.

- How are you all doing? ↗ (rising)
- Last week, I was so stressed about my homework. ↘ (falling)
- I couldn't focus at all. ↘ (falling)
- You promised me that you would limit your screen time, didn't you? ↗ (rising)

Track 3.2 (Page 63)

Activity 2 - Time to Say

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

1. She designed her capsule wardrobe using only versatile, eco-friendly pieces.
2. After a long day, I reflected and breathed deeply to restore my inner peace.
3. Was that dress upcycled from old fabrics?
4. She didn't shop ethically last year, did she?
5. Those items weren't recycled properly, which increased textile waste.
6. I couldn't focus on my well-being because my schedule was overwhelming.
7. Did you create your wardrobe based on sustainable fashion principles?

Track 3.3 (Page 64)

Activity 3- Time to Learn New Words

c. Listen to Track 3.3 and match the halves below in pairs. There is an extra one.

A. Showing self-compassion means being gentle with yourself when you make mistakes.
B. Practising breathing exercises focuses on slowing your breath to relax your body and clear your mind.
C. Talking about your feelings involves sharing your emotions so others can understand and support you.

Track 3.4 (Page 65)

Activity 3- Time to Learn New Words

f. Listen to Track 3.4. Complete the sentences with the words/phrases in bold in Activity 3e. Then listen and check your answers.

1. I decided to focus on sustainability by choosing clothes that last longer and don't harm the environment.
2. Building a capsule wardrobe helped me reduce clutter and only keep items I truly love.
3. Some of my old clothes were upcycled to create new, unique outfits.
4. I prefer a style that fits me perfectly, so I often have my clothes tailored by a tailor.
5. Choosing eco-friendly clothes made from natural or recycled fabrics supports the planet.
6. Avoiding fast-changing trends is part of following slow fashion principles.
7. Practising conscious consumerism means thinking carefully before buying new clothes.
8. A wardrobe with versatile pieces allows me to mix and match easily for different occasions.
9. Taking responsibility for your clothing choices helps protect the environment.
10. I enjoy expressing my creativity through conscious and stylish fashion decisions.

Digital Story — THEME 4: FAMILY LIFE & HOME

SCENE 1

Olivia's Mum: Olivia! I have wonderful news. Your uncle and aunt are coming from Germany to stay with us! We're planning a big homecoming event for the whole extended family this evening.
Olivia: Really? That's amazing! I can't wait to see everyone again. Our family hasn't gathered like that for ages.
Olivia's Mum: Yes, your dad says that this reunion will bring the family closer and help everyone bond again. He says that your uncle is excited to see the new generation growing so fast.
Olivia: I'm so excited. I have just found out that Uncle Kevin and Aunt Clara are coming! She tells me that she is baking a cake. She mentions that it is our grandmother's recipe and part of our family legacy, and of course, it is Uncle Kevin's favourite.
Olivia's Mum: You're right. He likes carrot cake a lot.
Olivia: I can already picture all of us sitting around the table, laughing and sharing as we used to. You know, Mum, we are all cut from the same cloth because we are so soft-hearted!
Olivia's Mum: I agree, sweetheart. Our family has always been kind and supportive. I'm proud that we care for each other so warmly.

SCENE 2

Olivia: I'll set the table in the garden. We can welcome everyone warmly and make them feel at home.

Olivia's Mum: Great idea, darling. Let's make it look elegant. Your uncle says that he has attended many dinners abroad, but he has missed the close-knit feeling of home.

Olivia: I miss Uncle Kevin and Aunt Clara a lot. It would be great if they could stay here with us all the time.

Olivia's Mum: That would be lovely. But they work there, so they have to live in Germany.

Olivia: That's too bad, Mum. At least we can all be together tonight. Dad mentions that tonight's dinner will remind everyone how strong our family ties are.

Olivia's Mum: Exactly.

SCENE 3

Uncle Kevin: What a wonderful gathering! You've made everything look so beautiful and harmonious.

Olivia: We're so happy that you're here, Uncle Kevin and Aunt Clara!

Uncle Kevin: Olivia, you've grown so much since we last saw you. You look very confident. Your mum tells me that you help a lot at home. That's really kind of you.

Aunt Clara: My sweetheart, I've heard that you spend a lot of time with Grandma and listen to her stories. That's wonderful. It helps keep our family memories alive.

Olivia: I really love spending time with her. Grandma thinks that these dinners always make her feel young again. She says that sharing memories keeps our hearts warmly connected.

Aunt Clara: Mum also says that moments like this bring everyone together, help us care for each other, and create a strong sense of belonging. When families unite like this, they also strengthen the community network around them.

Uncle Kevin: I agree. These gatherings help us stay close and support each other. They make our family bond stronger.

Aunt Clara: Being good at close-knit relationships runs in the blood in our family.

Olivia's Mum: Exactly. We're a big family. When we share, help, and laugh together, we create memorable moments that will last forever.

Track 4.1 (Page 79)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the letters 'a', 'b', 'c', 'd' and 'e'. Then practise saying them with the correct sounds. Work in pairs.

- Your dad says that this reunion will bring the family closer and help everyone bond again.
- Your uncle says that he has attended in many dinners abroad, but he has missed
- the close-knit feeling of home.
- We're a big family. When we share, help, and laugh together, we create memorable moments that will last forever.

Track 4.2 (Page 79)

Activity 2 - Time to Say

b. Listen and underline the letters 'a', 'b', 'c', 'd' and 'e'. Then say them with the correct sounds.

1. Family reunions are wonderful opportunities to come together with siblings and relatives, creating supportive and memorable moments that strengthen family ties.
2. Our community often comes together collaboratively and generously, organising events that encourage participation and celebrate the diverse generations within.

Track 4.3 (Page 80)

Activity 3 - Time to Learn New Words

b. Listen to the text and complete the blanks with the words/phrases below. There is an extra one.

Today, our extended family gathers for a homecoming event at my grandparents' house. It is a special reunion that brings together many relatives from different cities.

The atmosphere is warm and friendly. My cousin Elif frequently says, "I love spending time with all of you."Elif says that she loves spending time with everyone. We share food and memories. Grandpa respectfully reminds us, "These moments are part of our family's legacy."

Grandpa mentions that these moments are part of our legacy. Our family is an inclusive network where each generation supports one another. We work collaboratively to keep our strong family ties.

Before leaving, we take photos to remember this wonderful gathering. This homecoming event reminds us how important family truly is.

Track 4.4 (Page 90)

Activity 3 - Time to Practise

4. Listen to the podcast and write T (True) or F (False) for each statement. Correct the false ones.

Family and Community – A Conversation

Host (Elif): Hello everyone! Today, I'm talking with Mr Can and his daughter, Deniz, about how families celebrate and connect with their communities. Welcome, Mr Can and Deniz!
Mr Can: Thank you, Elif. It's great to be here.
Deniz: Thanks for having us!
Elif: Mr Can, can you tell us about your family reunions?
Mr Can: Of course! Our extended family gathers every summer for a big homecoming celebration. My father says that this gathering isn't just about meeting relatives but also about strengthening their family ties and creating joyful memories.
Elif: That sounds wonderful! Deniz, how do you feel about these reunions?
Deniz: The atmosphere is always lively and warm. Everyone participates joyfully and supportively. These celebrations make us feel close-knit and give us a reassuring sense of belonging.
Elif: Experts also say that celebrations like these are good for people's mental health. And how does your family connect with the wider community?
Mr Can: We believe families should care for their communities. We often volunteer at local events, which helps us build a harmonious and inclusive community spirit.
Deniz: Our family encourages every generation to participate. This collaborative approach creates a legacy of generosity and care.
Elif: Thank you both for sharing! It's inspiring to hear how family celebrations and community involvement go hand in hand.
Mr Can & Deniz: Thank you, Elif!

Digital Story

THEME 5: LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE

SCENE 1

Mr Saygın: Good morning, class! Today, we are going to discuss life in the neighbourhood and city, focusing on city development and services. Let's begin by talking about what a city needs to be a good place to live. Olivia, can you start?
Olivia: I think a good city needs green spaces, like parks and trees. People need places to relax and enjoy nature.
Mr Saygın: Absolutely, Olivia! Green spaces are essential for our well-being. Yoko, what do you think about the other features that a good city should have?
Yoko: Well, I think cities should have better public transport. It's much easier for people to get around if there are buses, trains, or trams. This helps reduce traffic and pollution.
Mr Saygın: That's a great point, Yoko. Jordan, what about housing? What kind of housing should cities focus on?
Jordan: I think cities should focus on affordable housing, especially in busy areas where many people want to live. If housing is too expensive, people end up living far away from work or school, and this creates problems like traffic congestion.
Mr Saygın: Exactly! How can cities handle the problem of traffic congestion?
Arda: Well, I think urban planning and zoning can help a lot. Cities should be carefully planned so that residential areas, commercial districts, and green spaces are well-connected for urban mobility. This way, people can move around conveniently and safely.
Mr Saygın: That's right, Arda. Now, let's talk about what cities will look like in 20 or 30 years. Jordan?
Jordan: I think cities will become "smart cities." New technology is shaping the future, and cities will become smarter and more efficient. I saw a documentary the other day on technology and its impact on our carbon footprint.
Arda: I have heard the term 'carbon footprint' before. Can you give more details?
Jordan: Definitely! Carbon footprint is the amount of carbon dioxide (CO_2) that a person, company, or activity produces.
Arda: Thank you. I am happy to learn about it. Please continue to talk about smart cities.
Jordan: Of course, they will use technology to digitise and automate systems, making everything more efficient and resilient. I hope they'll also use renewable energy effectively, like solar power, and adopt a circular economy approach to reduce their carbon footprint.
Mr Saygın: Smart cities will use technology to optimise systems. Innovation is the driving force in our city, so we should use technology wisely. They will operate in a smarter and more sustainable way. How can cities be more eco-friendly in the future?

Yoko: I think cities could build more green infrastructure. They could also support urban farming and electrify public transport to reduce emissions.
Mr Saygın: In addition, integrating more community services, such as local health clinics and libraries, can improve residents' quality of life. We should consider how to urbanise new areas carefully and ensure that the expansion is environmentally responsible. Alright, let's take a break.

SCENE 2

Olivia: Imagine living in a smart city where everything is connected! You could check the traffic or the weather on your phone, and everything would run seamlessly.
Jordan: It sounds great, but I think full digital transformation may happen gradually. Not all cities have the infrastructure yet.
Yoko: It's true. Things like waste management and urban farming can make a huge difference.
Arda: I agree. If we manage resources innovatively and regenerate old neighbourhoods through urban renewal, cities can improve public safety and reduce traffic over time.
Jordan: And let's not forget pedestrian zones. If cities create more car-free areas, people will feel safer walking or cycling, and the air will be much cleaner.

SCENE 3

Arda: Mum, today, we discussed the future of cities. I think it would be cool to live in a smart city.
Arda's Mom: That sounds interesting, Arda. What were your friends' opinions about this?
Arda: Olivia said that a good city needed green spaces and public amenities, like parks and trees, because people needed places to relax and enjoy nature.
Arda's Mom: Wow! What else?
Arda: Yoko explained that good public transport was essential for making cities more sustainable and reducing traffic and pollution.
Arda's Dad: That's right.
Arda: And Jordan said that he thought cities would innovate in the future, using technology to optimise and digitise systems more efficiently.
Arda's Mom: They are very thoughtful. Our municipality had the bus station redesigned last month, and they renewed the park and added new seating areas.
Arda's Dad: Hmm, these are good developments.
Arda's Mom: Also, our city had new traffic lights installed to improve safety, and they had the old buildings renovated as part of the renewal project. What do you think a smart city needs to be successful, Arda?
Arda: I think smart cities must operate economically, inclusively, and resiliently.
Arda's Dad: That's a good point. A smart city must work for everyone. How can cities make sure they don't leave anyone behind?
Arda: Cities must serve people equally. Also, if cities work digitally and autonomously, they can respond faster to problems and emergencies.
Arda's Mom: I'm proud of you, Arda. You're thinking globally and acting locally!
Arda: Thanks, Mum! I hope I can be part of the team that helps design cities like that one day.
Arda's Dad: I'm sure you will, Arda. Keep thinking big and dreaming about the future!

Track 5.1 (Page 95)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the letters 'f', 'g', 'h', 'i', 'j' and 'k'. Then practise saying them with the correct sounds. Work in pairs.

- Jordan also said that he thought cities would innovate in the future, using technology to optimise and digitise systems more efficiently.
- Our city had new traffic lights installed to improve safety, and they had the old buildings renovated as part of the renewal project.
- Imagine living in a smart city where everything is connected!
- I think a good city needs green spaces, like parks and trees.

Track 5.2 (Page 95)

Activity 2 - Time to Say

b. Listen and underline the letters 'f', 'g', 'h', 'i', 'j' and 'k'. Then say them with the correct sounds.

1. Cities need to make the environment sustainable by creating green spaces and reducing pollution.
2. City planners zone different areas fairly to balance residential, commercial, and industrial needs.
3. Innovative technology helps build resilient cities that can adapt to future challenges.

Track 5.3 (Page 96)

Activity 3- Time to Learn New Words

b. Listen to the text and complete the blanks with the words/phrases below. There is an extra one.

Planning Better Cities

To build better cities, we need smart ideas and strong planning.

Affordable housing is essential to ensure that everyone, regardless of income, can find a safe and comfortable place to live in the city. Good infrastructure and public safety services make daily life easier and safer. Residential area should be clean and peaceful, with access to parks and schools.

Providing community service like libraries and health centres helps support residents and build strong neighbourhoods. An urban farming initiative allows cities to grow food locally, making them more sustainable and reducing food miles.

An urban planning strategy includes a zoning system to organise land use. Cities also improve old areas through the urban renewal process. Green infrastructure and waste management system protect the environment. Finally, smart city supports technology and urban mobility plan makes transport easier for all.

Track 5.4 (Page 106)

Activity 3- Time to Practise

3. Listen to the song "Bright Future City" carefully. Fill in the missing words in the lyrics.

BRIGHT FUTURE CITY

Smart city, bright future, we care every day,
Eco-friendly hearts will show the way.
We clean up streets and plant new trees,
We dream of cities fresh and free.
We turn off lights when day is bright,
Our choices build a world of light.

Smart city, bright future, we care every day,
Eco-friendly hearts will show the way.
Step by step, we make it real,
The world is green, thanks to you.
Smart city, bright future.
We use the sun, we save the rain,
Renewable dreams will lead the change.
We had the garden paths repaired,
Now every space is clean and shared.

A drop of care can start the flow,
A seed of love can make it grow.
We stand together, bright and true,
Tomorrow starts with me and you.
Smart city, bright future, we care every day,
Eco-friendly hearts will lead the way.
Every hand paints something new,
The future shines through me and you.
Smart city, bright future.

Digital Story — THEME 6: LIFE IN THE WORLD & CULTURE

SCENE 1

Chef Kazan: Hello, everyone! Today, I will teach you about global cuisines. Are you ready?
Olivia: Yes, Chef! I love trying new dishes. I like to experiment with flavours from different parts of the world.
Yoko: Me, too! Japanese cuisine has so many unique flavours and rich traditions, from spicy dishes to delicately prepared sushi.
Chef Kazan: That's wonderful! Every cuisine has its own story. For example, Turkish cuisine is very rich and diverse, and has been preserved through generations. Traditionally, it has been passed down and kept alive by families for centuries.
Arda: We have dishes like kebabs, baklava, and mantı. They are prepared locally and cooked slowly to bring out the hearty flavours. Some dishes, like kebabs, are both nourishing and satisfying.
Chef Kazan: Fantastic! And did you know İstanbul is a real melting pot with so many cultures? It's a dynamic city, where you can experience so many regional specialities.
Yoko: Yes! I've heard that İstanbul blends influences from Asia and Europe. It's a perfect place to celebrate cultural diversity.
Chef Kazan: Absolutely! Food brings people together.
Olivia: That's true! My teacher said that by this time next year, we would have studied how traditional dishes connect different cultures. Can you give us an example?
Chef Kazan: For example, in Britain, they love their Sunday roast. It's popular and a speciality of British cuisine. But similar meals exist in many countries, and they bring families together.
Olivia: I know about it. I also wonder about Indian cuisine as well.
Chef Kazan: Indian dishes are full of spices, making them very flavourful and rich in spicy flavours. Sometimes, you can fry the spices to release their essential oils, making them crispier and more aromatic.
Olivia: It's interesting.
Chef Kazan: I'll give you a simple curry recipe. To get an authentic taste, you must prepare the ingredients carefully and cook them completely. In fact, by following these methods, we help to archive these recipes and keep them alive for future generations.
Yoko: Thank you, Chef!

Chef Kazan: You're welcome! And it's fascinating how much technology allows us to explore these cuisines today. We can easily discover and learn different recipes from around the world.
Yoko: True! Technology and media really help us learn about different cultures nowadays.
Chef Kazan: That's why you should have a finger on the pulse of the latest tech trends in cooking. Technology has reshaped how we experience global cuisine. Recipes and cooking methods are now accessible to everyone.
Arda: What is the benefit of technology?
Chef Kazan: You can adopt new cooking techniques or replace ingredients if needed, making it easy to adapt globally.
Yoko: That's true! I often use online videos and apps to learn new recipes from different cultures.
Chef Kazan: That's great! Technology really makes learning easier. Why don't we try cooking now? Olivia, can you chop the vegetables? Yoko, you can prepare the spices. Arda, you help me with the meat. We'll firmly press the spices into the meat to release their full flavour.

SCENE 2

Jordan: By the way, Yoko, what will you have prepared by the time I arrive next time?
Yoko: By the time you arrive next time, I will have prepared an entire meal by myself! I also want to live in the moment and enjoy simple things while cooking. I've been learning how to adapt global cuisines into my own kitchen.
Jordan: Wow, by next year, people will have been using technology even more to explore global cuisines.
Yoko: Yes, and by the end of the year, I will have tried dishes from at least ten different countries!
Jordan: That's great! Chef Kazan said he would have taught us about five cuisines by next term.
Yoko: Really? I wish I could visit those countries and try the food myself. It would be like a festival of flavours, a true celebration of cultures.
Jordan: Don't worry! By the time we finish school, we will have been learning about world cultures and cuisines for years. Culturally, we will have explored so much by then.
Yoko: True. And social media will have influenced our eating habits. People will have been trying new recipes and sharing them with the world.
Jordan: Definitely! If people watch too many food videos, they will have been trying new recipes every day. It's like food has become an artefact we all want to preserve and share.
Yoko: Haha, I agree! Let's try cooking something now. Sometimes, we should hit the reset button and start fresh with new recipes. I have all the ingredients. This way, we can replace old habits and adopt new ways of cooking from other cultures.
Jordan: Exactly! Let's celebrate diversity through food and explore how widely different dishes vary.

Track 6.1 (Page 111)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the letters 'o', 'l', 'm', 'n', '(ng)' and 'p'. Then practise saying them with the correct sounds. Work in pairs.

- If people watch too many food videos, they will have been trying new recipes every day.
- Food brings people together.

Track 6.2 (Page 111)

Activity 2 - Time to Say

b. Listen and underline the letters 'o', 'l', 'm', 'n', '(ng)' and 'p'. Then say them with the correct sounds.

1. People said technology would have reshaped local cooking by making recipes more accessible.
2. By the end of this season, they will have revived lost cultural specialities using modern tools.
3. By 2030, many nations will have been adapting their culinary traditions.
4. Global cooks said they would be frying crispy, spiced meals on low heat by next term.

Track 6.3 (Page 112)

Activity 3 - Time to Learn New Words

b. Listen to the dialogue and complete the sentences with the words below. There is an extra one.

Sarah: Have you noticed how technology has reshaped people's cultural habits lately?
Mehmet: Absolutely. Culture has become more dynamic because people are constantly influenced by global media. My grandmother used to cook traditional dishes every week, but now she watches online chefs and tries exotic recipes from all over the world. She said she would integrate new flavours into our meals in the future, but still keep our traditions alive.
Sarah: That sounds fascinating. By the end of this year, many families will have modified their daily routines because of social media trends. Cooking, celebrations, and even music are changing.
Mehmet: True, but I don't think everything is lost. Cultural heritage can still be preserved.

By 2035, local communities will have been reviving their traditional arts and crafts for decades thanks to online platforms.
Sarah: I agree. Technology doesn't have to replace traditions. Instead, it can firmly connect the past with the future if we use it wisely.

Track 6.4 (Page 114)

Activity 5 - Time to Keep In Mind

a. Listen to the podcast and examine the phrases in bold carefully.

Future Bites – Tech Meets Tradition!

Host (Emma): Hello, everyone! Welcome back to Future Bites! Today, we're exploring how technology is reshaping global cuisines and cultural food habits.
Max: You know what's funny, Emma? My mum said that by next summer, she would have tried fifteen international dishes using only online recipes! By next year, she will have been watching thousands of food videos online!
Emma: Really? My brother told me he would have been watching cooking tutorials regularly to improve his frying skills. He burns everything!
Max: Haha! Same here! Our teacher said that by 2030, people would have been blending cultural cuisines so much that traditions might completely change.
Emma: That's fascinating! By the time we're adults, our food culture will have been reshaped by technology — but hopefully, traditions will still be preserved.
Max: Exactly! We'll be living in a world where every flavourful dish is both authentic and digital!

Track 6.5 (Page 121)

Activity 5 - Time to Practise

1. Listen to the podcast. Complete it with the suitable words below. There is an extra one.

Mr Ata: Welcome to SchoolTalk FM! Today, we're joined by four students who have recently travelled abroad. They'll share their experiences with local cuisines around the world. Let's begin with Defne.
Defne: I went to Thailand, and the food was amazing! Everything was so flavourful and colourful. My favourite dish was "pad thai," made with rice noodles, eggs, and peanuts. The chefs there love to experiment with different sauces. Even though it was too spicy for me at first, I loved how fresh it tasted!
Semra: I visited Italy, where food is truly part of the culture. The meals are simple yet hearty, and every ingredient matters — from olive oil to fresh tomatoes. Italians like to preserve their cooking traditions. My host family said their pasta recipe had been the same for generations!
John: I travelled to India, and it was full of spices and aromas. People there cook with heart — literally! They blend flavours perfectly. I tried samosas and masala tea; it was an unforgettable experience.
Robert: In Mexico, food is a celebration. Tacos, guacamole, and corn soup were my favourites. The food is both traditional and comforting, especially during festivals.
Mr Ata: Brilliant! Thank you all for sharing how food connects people globally.

Track 6.6 (Page 121)

Activity 5 - Time to Practise

2. Listen again and mark each statement as True (T) or False (F). Correct the false ones.

Mr Ata: Welcome to SchoolTalk FM! Today, we're joined by four students who have recently travelled abroad. They'll share their experiences with local cuisines around the world. Let's begin with Defne.
Defne: I went to Thailand, and the food was amazing! Everything was so flavourful and colourful. My favourite dish was "pad thai," made with rice noodles, eggs, and peanuts. The chefs there love to experiment with different sauces. Even though it was too spicy for me at first, I loved how fresh it tasted!
Semra: I visited Italy, where food is truly part of the culture. The meals are simple yet hearty, and every ingredient matters — from olive oil to fresh tomatoes. Italians like to preserve their cooking traditions. My host family said their pasta recipe had been the same for generations!
John: I travelled to India, and it was full of spices and aromas. People there cook with heart — literally! They blend flavours perfectly. I tried samosas and masala tea; it was an unforgettable experience.
Robert: In Mexico, food is a celebration. Tacos, guacamole, and corn soup were my favourites. The food is both traditional and comforting, especially during festivals.
Mr Ata: Brilliant! Thank you all for sharing how food connects people globally.

SCENE 1

Mr Akar: As you know, we are going to TEKNOFEST today. There, we will witness innovative technological devices that will surprise us.
Yoko: Yeah! I'm so excited about innovative technology.
Arda: I have seen TEKNOFEST in advertisements; maybe we can see a robot there.
Yoko: Some inventions may include applications that help disabled people live more easily.
Olivia: I also want to go there as soon as possible.
Jordan: The development of technology always inspires me. I think it's important to apply what we learn in class to real-world problems. Mr Akar always guides us and helps us make good decisions in class.
Yoko: Our teacher is always in the driver's seat!
Mr Akar: I can see your excitement. Let's go there as soon as possible, then.

SCENE 2

Students collect their belongings and get on the school bus with their teacher to go on a trip.

SCENE 3

Arda: I can't believe that the robot I mentioned is here.
Olivia: Yes. It looks incredible. I wonder what its purpose is. These engineers are creating very advanced and innovative robots. This tech team is at the cutting edge!
Mr Akar: This robot is a medical device. It can use a data system to process patient information and make quick decisions. It was invented to diagnose diseases accurately and treat patients.
Yoko: That sounds really advanced and useful for doctors.
Mr Akar: Experts said that if this robot had been invented earlier, the treatment of many diseases could have been easier, and it could have been of great benefit to medicine. People couldn't ignore the importance of such a medical device.
Yoko: Such a smart robot must be able to analyse huge amounts of data quickly and safely.What an incredible invention. It has a lot of beneficial impacts.
Arda: I agree. If this robot had not been invented, the treatment of diseases would have been much more challenging.
Jordan: However, such medical robots must respect the privacy of the patients while collecting data.
Arda: True, we can't ignore these ethical considerations.
Jordan: That's why technology should always develop to benefit the environment and humanity, and we should be positively affected by these developments.
Yoko: You're right.

SCENE 4

Mr Akar: Great! Look at this! Did you see the new invention? This incredible environmental robot collects rubbish from the streets!
Olivia: Oh wow, that sounds awesome! How does it work? Is it some kind of smart robot?
Mr Akar: Yeah, exactly! It's a robot designed to collect waste from public spaces like parks and streets automatically. It uses solar energy, so it doesn't consume many non-renewable resources. It works very efficiently, even in crowded and difficult environments.
Arda: It doesn't pollute the environment. This is a great solution to reduce pollution in big cities.
Mr Akar: Of course. It's not wasteful at all.
Yoko: It must have been a challenge to make the robot work correctly in all weather conditions.
Mr Akar: You are right. It's designed to be durable, so it can work in different weather conditions and last for a long time without breaking down.
Jordan: This robot is both environmentally friendly and helpful in city life.
Yoko: These inventions are incredible. A lot of effort must have been put into them.
Mr Akar: Yes. It is said that these inventions must have taken many years of work.
Olivia: Some scientists said it must have taken years to develop the software and design of the robots.
Mr Akar: These inventions may require a lot of effort, but they are not impossible. You may even implement your own ideas and create something useful.
Yoko: We should have prepared a project for TEKNOFEST. We needn't have worried about not being prepared yet; seeing these inventions has really motivated us.
Arda: If we had worked together earlier, we would have been able to present our own invention today.
Yoko: Yes, and we could have made posters to advertise it.
Arda: And people might want to purchase it if it becomes successful.
Mr Akar: I hope that one day you will present your inventions at TEKNOFEST as well.
All Students: We hope so!

Track 7.1 (Page 127)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the letters 'q', 'r', 's', 't' and 'u'. Then practise saying them with the correct sounds. Work in pairs.

- Such a smart robot must be able to analyse huge amounts of data quickly and safely.
- It uses solar energy, so it doesn't consume a lot of nonrenewable resources.
- They may require a lot of effort, but they are not impossible.

Track 7.2 (Page 127)

Activity 2 - Time to Say

b. Listen and underline the letters 'q', 'r', 's', 't' and 'u'. Then say them with the correct sounds.

1. Welcome to EcoTech Radio! Today, we are talking about how technology and consumerism shape our world.
2. Technology brings quick solutions to global challenges, from medical treatments to robot helpers that reduce pollution.
3. But be careful! Excessive consumption can harm the environment and waste precious resources.
4. Use tech wisely and respect nature. Together, we can create a sustainable future!
5. Stay tuned for more smart tips on EcoTech Radio.

Track 7.3 (Page 128)

Activity 3 - Time to Learn New Words

b. Listen to the text and complete the sentences with the words/phrases below. There is an extra one.

The Role of Technology in Health and Nature

Technology has become a part of our daily lives, offering many advantages. One important innovation is the use of artificial intelligence in healthcare. It allows an analysis of medical data, helping doctors choose a treatment more quickly and accurately. Another useful tool is a device like a fitness tracker, which helps people monitor their health. This is a benefit for both individuals and health professionals.

However, technology also brings challenges. As more electronic products are made, a waste problem is growing. Many devices are thrown away and cause pollution, which harms the environment. This has an impact not only on nature but also on our health.

To solve these problems, we need an application of green technology and better recycling systems to protect our planet.

Digital Story — THEME 8: LIFE IN THE UNIVERSE & THE FUTURE

SCENE 1

Mr Toprak: Hello, everyone.
Students: Hello, teacher.
Mr Toprak: Today, we start the day with a theme that will interest many of you. Our topic is life in the universe and the future. We will talk about space exploration, the possibility of colonisation of other planets, and the future of human life beyond Earth.
Olivia: The theme is really interesting.
Mr Toprak: Definitely! Now, it's time to talk about space. What do you know about space? Tell me the first thing that comes to your mind.
Arda: Galaxies, space travel, an astronaut, and telescopes come to my mind. The universe is full of unknown planets and stars.
Yoko: Yes, and there are still so many things we don't know.
Arda: And I know that astronauts use space probes to investigate unknown areas in space. I wish I could be an astronaut.
Mr Toprak: Why not? Shoot for the stars if you want to be successful! You are very curious and ambitious about astronomy and science. With your ambitions and curiosity, you may help to create technologies that support life in distant galaxies.
Arda: Thank you, sir! I really want to achieve that someday.
Yoko: I'm sure you will! One day, you'll be beyond the stars because you became an astronaut!
Mr Toprak: If you continue to study confidently and ambitiously, your goals are absolutely achievable.
Arda: I hope so.
Mr Toprak: You are potentially very suitable to be an astronaut. You can achieve it with a planned study.
Yoko: What are the other requirements?
Mr Toprak: If all people had chosen a career in their field of interest, everyone would have been more productive in their work. Choosing the right field leads to great progress, especially in groundbreaking fields like space studies.
Arda: Thank you for encouraging me, sir! I wish I were in the shuttle right now.
Yoko: Imagine travelling in space!
Arda: I would love to travel beyond the solar system and make a groundbreaking discovery. I hope I will make a scientific discovery or travel to space in the future, for society and make you proud.
Yoko: Travelling in space is definitely my dream too. I hope it comes true one day.

Mr Toprak: First dream, then aim, work, and reach it. You are a very forward-thinking and progressive student. Keep dreaming boldly. For this reason, I am very sure that you will achieve your dreams in the future, make scientific discoveries, and travel to space. Yes, Olivia!
Olivia: Black holes, the Milky Way, orbit, space station. When I think about black holes, I wonder about how many different breakthroughs will be made in the future.
Mr Toprak: You are right! Astronomy is a field that theoretically stretches beyond what we can even imagine. Discoveries are coming in exponentially as our technology and understanding of space advance.
Yoko: Really? Tell us more, Sir!
Mr Toprak: Thanks to new advancements, we can now observe interstellar systems remotely using powerful telescopes. The universe is so vast and infinite.
Olivia: If only I had been able to attend the science museum visit last year, I would have more information now, but I was ill.
Mr Toprak: You don't need to be sad about it, Olivia, because we are all going to space camp tomorrow. At the camp, you will see how science, technology, and future life in space come together.
Olivia: Great!
Mr Toprak: We will also talk about how people may colonise Mars and survive in extreme conditions. There will be 3D educational activities.
Students: Hurray!

SCENE 2

Mr Toprak: Yes, children! Inside, you'll see how astronauts challenge themselves in harsh environments. You will see how scientists invest time and effort in developing intergalactic technologies. Let's see what innovations there are for the future in the universe.
Yoko: I wonder about Mars, Mr Toprak. I also want to innovate fashion for space using future tech. If I had learnt to sew, I would have designed clothes to wear on Mars. Is there a gravitational pull on Mars?
Jordan: Oh! I know it. There is a gravitational force on the Moon and Mars. Therefore, if there hadn't been protective suits, it would have been difficult to survive on Mars.
Yoko: I really want to envision futuristic clothes for space and change their style with a transformative button by using technology.
Mr Toprak: Well done. Jordan! That's right. We need young minds like yours to aspire to go beyond and face the challenges of space.
Yoko: Wow! So, does that mean humans could actually live on Mars one day if technology develops enough?
Mr Toprak: Exactly! We can now research exoplanets and analyse data to understand their habitability. Space missions to Mars have been ramping up.
Yoko: Wow! That's incredible. So, they're really trying to find planets humans could live on.
Mr Toprak: Yes! Telescopes are already delivering stunning images of galaxies, and observatories are giving us deeper insights into exoplanets that could potentially harbour extraterrestrial life.
Jordan: Wow. That means scientists are searching for habitable planets. That's astronomical to imagine!
Mr Toprak: The future is now! With your efforts, space exploration will not only help us understand the universe but also solve global issues.
Olivia: Wow! I never realised that exploring space could help people on Earth too.
Mr Toprak: Exactly! If you all want to learn more, come on and follow me. You will discover how space stations are built, how spacecraft orbit planets, and how astronauts land on new terrains. This is where your vision for the future begins.
Arda: I can't wait to see everything! It feels like we're really going to step into the future.
Mr Toprak: Let's think globally and act progressively to understand our universe better. Keep dreaming, exploring, and asking questions—you are the future scientists and astronauts!
Students: Hurray!

Track 8.1 (Page 143)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story. Notice the letters 'v', 'w', 'y', and 'z'. Then practise saying them with the correct sounds. Work in pairs.

- Our topic is life in the universe and the future.
- With your efforts, space exploration will not only help us understand the
- universe, but also solve global issues.
- Wow! You can see distant planets and zones through powerful telescopes.

Track 8.2 (Page 143)

Activity 2 - Time to Say

b. Listen and underline the letters 'v', 'w', 'y', and 'z'. Then say them with the correct sounds.

1. Scientists work hard to discover new planets that might be habitable zones.
2. Advanced technology allows us to explore

distant galaxies and solve cosmic mysteries.
3. Observatories reveal vast regions of the universe where curious minds can witness extraordinary phenomena.

Track 8.3 (Page 144)

Activity 3 - Time to Learn New Words

b. Listen to the text and complete the blanks with the words/phrases below. There is an extra one.

Headline: The Future of Space Exploration Brings New Hope

Astronomy continues to inspire young minds as scientists make exciting advancements in space travel. This week, experts announced a new innovation to help future astronauts live sustainably in orbit around the space station. The project focuses on sustainability and progress towards exploring habitable planets beyond the Milky Way.

Many young students in Britain say they dream of becoming astronauts one day. They believe that future missions could change how people see the universe. If the space agency had received more funding, it would have been able to launch a new spacecraft this year.

Researchers believe that studying black holes and distant galaxies could lead to incredible breakthroughs for society. However, there are still many challenges to overcome before humans can reach other worlds.

Scientists are also developing new technologies that could make space journeys safer and faster. These ideas show how human creativity never stops.

British scientists say that every discovery offers new opportunities to learn more about our universe and protect our planet at the same time. The future of Space exploration looks bright — a progressive step towards understanding our place among the stars.

Track 8.4 (Page 147)

Activity 5 - Time to Keep in Mind

f. Listen to the dialogue and notice the expressions in bold

Lina: If the latest space probe had sent more precise data, we would have known whether life could exist on those distant planets.
Arda: I know... I wish we were able to investigate those faraway star systems in person.
Lina: Exactly. If only the engineers had designed a more advanced spacecraft, we could have reached regions of space that are still mysterious.
Arda: Still, even small discoveries matter. If scientists hadn't studied black holes and neighbouring galaxies, we wouldn't understand the structure of the universe as we do now.
Lina: True. I also wish we were more focused globally on scientific exploration. It could potentially create new opportunities for both technology and society.
Arda: Absolutely. If researchers had pursued more ambitious projects earlier, we might have achieved some incredible breakthroughs by now.
Lina: Still, I'm optimistic. If people keep collaborating and aim high, the future will bring us even further discoveries.
Arda: And maybe one day, humans will travel confidently to truly habitable planets. That's the kind of forward-thinking vision worth believing in.

Track 8.5 (Page 154)

Activity 5 - Time to Keep in Mind

5. Listen to the song. Fill in the blanks with the words you hear. Then check them with your class.

SKYBOUND

Rockets rise through open skies,
Telescopes trace distant lights.
Crew worked hard with purpose clear,
Learning more each passing year.
New probes find clues in silent space,
Data grows as signals trace.
Each new fact brings fresh insight,
Guiding hopes from dark to light.

Chorus
We've reached the stars and aimed for more,

We map the stars and search for more,
Hearts burning bright, our minds discern,
The future lies in skies — we learn.
Step by step, our hopes expand,
Visions rise with what we scan.
As long as the Earth keeps turning,
We'll chase the skies and look beyond.

Chorus
We've reached the stars and aimed for more,
We map the stars and search for more,
Hearts burning bright, our minds discern,
The future lies in skies — we learn.

GLOSSARY

n: noun v: verb adj: adjective adv: adverb

THEME 1 : School Life & Education

achievement (n): something you succeed in doing after effort
assignment (n): a task given by a teacher or supervisor
award day (n): a day when people receive prizes or recognition
banner (n): a long piece of cloth or paper with words or designs
celebrate (v): to do something enjoyable for a special occasion
celebration (n): an event held to mark a special occasion
challenge (n): something difficult that tests your ability
challenging (adj): difficult in a motivating way
charity event (n): an event to raise money for people in need
cheer (v): to shout or encourage happily
cope with (v): to deal with something difficult
coursebook (n): a textbook used in a course
creative (adj): able to produce original or imaginative ideas
cultural day (n): a day to celebrate different cultures
deadline (n): the latest time to finish something
debate (n): a formal discussion on a topic
demanding (adj): requiring a lot of effort or attention
deserve (v): to be worthy of something
diffusion (n): the spreading of something from one place to another
effort (n): physical or mental energy used to do something
enjoyable (adj): fun or pleasant
evaluate (v): to judge or assess something
evaluation (n): the process of judging or assessing something
fail (v): to not succeed
farewell party (n): a party to say goodbye
feedback (n): comments about performance or work
field day (n): a school day with outdoor sports and activities
flag (n): a symbol on cloth representing a country or group
flag-raising (adj): related to the act of lifting a flag
focus (v): to concentrate your attention
goal (n): something you aim to achieve
graduation (n): the ceremony of finishing a school or course
inspiring (adj): making you feel motivated or encouraged
mark (n): a score or grade
medal (n): a metal award for winning or achievement
memorise (v): to learn something so you can remember it
motivating (adj): encouraging you to take action
outstanding (adj): extremely good
overcome (v): to succeed in dealing with a difficulty
overwhelming (adj): very strong or too much to handle
pass (v): to succeed in an exam or test
performance (n): how well you do something
prepare (v): to get ready
prize (n): something given for winning or doing well
project (n): school work that takes time and research
quiz (n): a short test
reduce (v): to make something smaller or less
result (n): the outcome of something
review (v): to look over something again
revise (v): to study again to improve understanding
revision (n): the act of studying again
reward (n): something given for good work
rewarding (adj): giving satisfaction or benefit
schedule (n): a plan of times and activities
share (v): to give part of something to others
stage (n): the platform where performances happen
stressful (adj): causing stress
struggle (n): a difficult effort
student council (n): a group of students elected to represent others
student leader (n): a student with a leadership role
study group (n): students who study together
subject (n): an area of study
timetable (n): a schedule showing when classes happen
tiring (adj): making you feel tired
topic (n): the subject of discussion or study
tradition (n): a long-standing custom or practice
trophy (n): a prize in the form of a cup or object
world-class (adj): among the best in the world

THEME 2 : Classroom Life & Learning

access (n): the ability to enter or use something
accessible (adj): easy to reach, enter, or use
actively (adv): in a way that involves participation and effort
adaptability (n): the ability to adjust to new situations

GLOSSARY

advantages and disadvantages (n): the positive and negative points of something
attend (in person) (v): to be present at a place physically
attend (online) (v): to join an event or class via the internet
attend a webinar (v): to join an online seminar
attention span (n): the length of time you can focus
benefits (n): positive effects or advantages
brainstorm (v): to think of many ideas quickly
challenging (adj): difficult in a stimulating or demanding way
classroom setting (n): the environment of a physical classroom
collaborate (v): to work together
collaborative (adj): involving shared work or cooperation
conducive (adj): making a situation easier or more likely
conflict (n): a disagreement or problem between people
connectivity (n): the ability to connect to the internet or network
consistently (adv): in a regular and reliable way
convenience (n): ease and suitability
convenient (adj): easy to use or suitable for your needs
digital platform (n): an online system or website for services or activities
discussion (n): a conversation about a topic
disruption (n): an interruption or disturbance
disruptive (adj): causing interruption or problems
distract (v): to take someone's attention away
distraction (n): something that takes attention away
drawbacks (n): disadvantages or negative aspects
dynamic (adj): energetic, changing, or lively
e-learning (n): learning done through digital devices or the internet
effectively (adv): in a way that produces good results
effectiveness (n): how well something works
efficiency (n): doing something with minimum waste of time or effort
efficiently (adv): in a way that uses time or effort well
encourage (v): to give support or confidence
engage (v): to take part or become involved
engagement (n): involvement or participation
engaging (adj): interesting and holding attention
face-to-face interaction (n): direct communication in person
flexible (adj): able to change or be adjusted easily
focus (n): the main attention or concentration
focused (adj): giving full attention to something
foster (v): to help develop or grow
hands-on (n): practical experience or activity
hinder (v): to make progress difficult
ideally (adv): in a perfect or most suitable situation
impersonal (adj): lacking human warmth or personal connection
in-person (n): a situation involving physical presence
inconsistent (adj): changing too often or lacking a pattern
interact (v): to communicate or work with others
interactive (adj): allowing active participation
isolating (adj): making someone feel alone or separated
lecture (n): a formal talk given to students
limit (v): to restrict or reduce
manage (v): to control or organise something
miscommunication (n): failure to exchange information clearly
motivation (n): the desire or reason to do something
navigate (v): to find your way through something
participate (v): to take part in an activity
participation (n): the act of taking part
peer feedback (n): comments from classmates or colleagues
potentially (adv): possibly, but not certainly
practically (adv): almost; in a realistic or useful way
present (v): to show or explain something
prevent (v): to stop something from happening
productive (adj): achieving a lot or good results
pros and cons (n): the advantages and disadvantages
remarkably (adv): in a surprising or impressive way
remote (n): working or learning from a distance
resolve (v): to solve a problem or disagreement
responsively (adv): reacting quickly and appropriately
screen time (n): time spent looking at digital screens
social (adj): related to interacting with others
stimulating (adj): mentally or physically motivating
stream (v): to watch or transmit online in real time
streamlined (adj): made simpler and more efficient
structured (adj): organised in a clear way
substantially (adv): by a large amount
supportive (adj): giving help or encouragement
technical issues (n): problems with technology or devices
time-consuming (adj): taking a long time
time-saving (adj): allowing you to use less time
virtual (n): an online environment rather than a physical one
webinar (n): an online seminar or presentation

THEME 3 : Personal Life & Well-Being

balance (n): a state of being even or stable
balanced (adj): well-proportioned or stable
breathe deeply (v): to take slow, long breaths
breathing exercises (n): activities focused on controlled breathing
calm (adj): relaxed and not stressed
calmly (adv): in a peaceful and quiet way
capsule wardrobe (n): a small collection of essential clothes
centred (adj): emotionally steady and focused
choose consciously (v): to make decisions with awareness
classic (adj): traditional and not likely to go out of style
compassionate (adj): showing kindness and understanding
conscious (adj): aware and mindful
conscious consumerism (n): buying products responsibly and thoughtfully
consciously (adv): with awareness or intention
create (v): to make or produce something
customisable (adj): able to be changed to suit personal needs
customise (v): to adapt something for yourself
declutter (v): to remove unnecessary items
design (v): to plan and create something
durable (adj): long-lasting and strong
eco-friendly: 1. (adj) not harmful to the environment **2. (n)** environmentally friendly behaviour or products
emotional resilience (n): the ability to recover from emotional difficulties
emotionally (adv): in a way related to feelings
ethical (adj): morally correct or responsible
ethical fashion (n): clothing made in fair and sustainable ways
ethically (adv): in a morally responsible way
fabrics (n): cloth materials used to make clothes
fashion (n): styles of clothing and trends
fashion choices (n): decisions about what to wear or buy
fashionable (adj): trendy or stylish
focus: 1. (n) the centre of attention **2. (v)** to concentrate on something
focused (adj): giving full attention to something
heal (v): to become healthy again
inner peace (n): a calm, quiet state of mind
invest in (v): to spend time or money for future benefit
manage stress (v): to control or reduce stress
mental health (n): emotional and psychological well-being
mindful (adj): aware and present
mindfully (adv): in a conscious and present way
mindfulness (n): paying full attention to the present moment
minimalist (adj): simple and free of excess
mix and match (v): to combine items in different ways
peaceful (adj): calm and quiet
peacefully (adv): in a calm and gentle way
positive thinking (n): focusing on good or hopeful thoughts
positively (adv): in a hopeful or beneficial way
practise mindfulness (v): to perform mindfulness activities
purchase sustainably (v): to buy in an environmentally responsible way
recharge (v): to regain energy or strength
recycle (v): to process materials so they can be reused
reduce waste (v): to lower the amount of rubbish produced
reflect (v): to think carefully about something
refreshed (adj): feeling rested and renewed
relax (v): to become calm and free from stress
relaxation (n): a state of resting or being calm
relaxed (adj): calm and free from tension
release tension (v): to let go of stress
resilient (adj): able to recover quickly from difficulties
second-hand (adj): previously owned or used
self-aware (adj): knowing your own thoughts and feelings
self-awareness (n): understanding yourself and your emotions
self-care routine (n): regular activities for looking after yourself
self-compassion (n): being kind to yourself
shop ethically (v): to buy products made fairly and responsibly
slow fashion (n): clothing produced sustainably and not quickly
stress management (n): techniques to reduce stress
style: 1. (n) a particular way of dressing or presenting **2. (v)** to arrange clothes or appearance
stylish (adj): fashionable and attractive
sustainability (n): avoiding harm to the environment long term
sustainable (adj): environmentally friendly and long-lasting
sustainably (adv): in an environmentally responsible way
tailoring (n): making or adjusting clothes to fit well
thoughtfully (adv): with care and consideration

timeless (adj): never going out of style
trends (n): popular styles or changes in fashion
unwind (v): to relax after stress
upcycle (v): to reuse something by improving it
upcycling (n): creating new items from old materials
versatile (adj): useful in many ways
versatile pieces (n): clothing items suitable for many outfits
well-being (n): a healthy and happy state

THEME 4 : Family Life & Home

bond: 1. (n) a strong connection between people **2. (v)** to form a close relationship
care (v): to look after someone or feel concern for them
close-knit (adj): having strong, supportive relationships
collaborative (adj): involving working together
diverse (adj): having many different types or backgrounds
elegantly (adv): in a graceful and stylish way
encourage (v): to give support or confidence
event (n): a planned occasion or activity
extended family (n): relatives beyond the immediate family
family ties (n): strong connections between family members
frequently (adv): often or regularly
gather (v): to come together in one place
gathering (n): a meeting of people
generation (n): people of the same age group
generous (adj): willing to give or share
harmonious (adj): peaceful and without conflict
homecoming (n): a return to one's home or family
inclusive (adj): welcoming and involving everyone
joyfully (adv): in a happy and cheerful way
legacy (n): something passed down from earlier generations
lively (adj): full of energy and activity
memorable (adj): worth remembering
network (n): a group of connected people
participate (v): to take part in an activity
provide (v): to give or supply something
raise (v): to look after a child until adulthood
reassuring (adj): making someone feel calmer or more confident
respectfully (adv): in a polite and considerate way
reunion (n): a meeting of people after being apart
reunite (v): to come together again
siblings (n): brothers and sisters
supportive (adj): giving help or encouragement
supportively (adv): in a helpful or encouraging way
unexpectedly (adv): in a surprising way
unite (v): to bring people together
volunteer (v): to offer to help without being paid
warmly (adv): in a friendly and affectionate way

THEME 5 : Life In The Neighbourhood & City & Social Life

affordable (adj): reasonably priced and not too expensive
affordable housing (n): homes that cost little enough for most people to pay for
automate (v): to use machines or technology to perform tasks
carbon footprint (n): the amount of carbon emissions produced by a person or activity
commercial district (n): an area with many shops and businesses
community service (n): helpful work done for the public
connected (adj): linked or joined together
digitally (adv): using digital technology
digitise (v): to convert information into digital form
eco-friendly: 1. (adj) not harmful to the environment **2. (adv)** in a way that protects the environment
economically (adv): in a cost-effective or financial way
effectively (adv): in a way that produces good results
efficient (adj): doing something well without wasting time or resources
efficiently (adv): in a productive and organised way
electrify (v): to power something with electricity
environmentally (adv): in a nature-friendly manner
equally (adv): in the same amount or degree
fairly (adv): in a just or reasonable way
globally (adv): around the world
gradually (adv): slowly over time
green infrastructure (n): environmentally friendly urban systems like parks or green roofs
green spaces (n): outdoor areas with grass, trees, or plants
housing (n): buildings where people live
inclusive (adj): welcoming and involving everyone
inclusively (adv): in a way that includes all people
infrastructure (n): basic systems such as roads, transport, and utilities
innovate (v): to create new ideas or methods
innovative (adj): original and inventive
innovatively (adv): in a creative or original way
integrate (v): to combine or bring together
manage (v): to organise or control something
municipality (n): a town or city authority
optimise (v): to make something work as well as possible

pedestrian zone (n): an area where only people on foot are allowed
plan (v): to organise or arrange something in advance
public (adj): open or available to everyone
public amenities (n): facilities for public use, such as parks and toilets
public amenity (n): a single facility that benefits the public
public safety (n): the protection of people in a community
public transport (n): buses, trains, and other shared transport services
regenerate (v): to improve and renew an area
renew (v): to make something new again
renewable (adj): able to be replaced naturally
renewable energy (n): energy from natural sources like wind or sun
residential (adj): relating to places where people live
residential area (n): a part of a town where people live
resilient (adj): able to recover quickly from difficulties
resiliently (adv): in a strong and adaptable way
safely (adv): without danger
smart (adj): using technology in an advanced way
smart city (n): a city using digital technology to improve services
smartly (adv): in a tidy or efficient way
smoothly (adv): without difficulty or interruption
strategically (adv): with careful planning
sustain (v): to maintain or support
sustainable (adj): environmentally responsible and long-lasting
sustainable city (n): a city designed to be eco-friendly and efficient
sustainable development (n): growth that protects the environment
sustainably (adv): in an environmentally responsible way
traffic congestion (n): heavy traffic that causes delays
urban (adj): relating to towns and cities
urban farming (n): growing food in cities
urban mobility (n): transport options within a city
urban planning (n): designing how a city is built and organised
urban renewal (n): improving old or damaged parts of a city
urbanisation: 1. (n) the growth of cities **2. (n)** the process of people moving to cities
urbanise (v): to make an area more like a city
waste management (n): the collection and disposal of rubbish
zone (v): to officially divide land for specific uses
zoning (n): rules that control how land is used

THEME 6 : Life In The World & Culture

accessible (adj): easy to reach, enter, or use
adapt (v): to change something to suit a new situation
adopt (v): to take on or start using something new
archive (v): to store documents or records for future use
artefact (n): an object made by humans, usually historical
authentic (adj): real and genuine
blend (v): to mix things together
celebration (n): an event held to mark a special occasion
commonly (adv): often or frequently
completely (adv): totally or fully
crispy (adj): pleasantly crunchy
cuisine (n): food typical of a particular region or culture
cultural (adj): related to a society's customs and traditions
culturally (adv): in a way connected to culture
custom (n): a traditional practice or behaviour
delicately (adv): in a gentle or careful way
dish (n): a plate of food served at a meal
diverse (adj): varied or having many different types
dynamic (adj): energetic or constantly changing
exotic (adj): unusual and from a distant place
experiment (v): to try new ideas or methods
festival (n): a special event, often celebrating culture
firmly (adv): in a strong or secure way
flavour (n): the taste of food
flavourful (adj): full of taste
fry (v): to cook in hot oil
globally (adv): around the world
habit (n): something you do regularly
hearty (adj): filling and satisfying
heritage (n): cultural or historical traditions passed down
historical (adj): related to the past
influence (v): to affect or change something
ingredient (n): a food item used to make a dish
integrate (v): to combine something into a whole
locally (adv): within a particular area or community
meal (n): food eaten at a specific time
modify (v): to change or adjust
nourishing (adj): providing healthy nutrients

occasionally (adv): sometimes, but not often
popular (adj): liked by many people
prepare (v): to make something ready
preserve (v): to protect something from damage or loss
recipe: 1. (n) instructions for preparing a dish **2. (n)** a list of ingredients and steps for cooking
regional (adj): related to a specific area
regularly (adv): done often or at set times
replace (v): to take the place of something
reshape (v): to change the form or structure
revive: 1. (v) to bring something back into use **2. (v)** to make something active again
rich (adj): having a strong or deep flavour
smoky (adj): tasting or smelling like smoke
speciality (n): a food, a place or a person is known for
spice (n): a plant substance used for flavour
spicy (adj): having a strong, hot taste
tradition: 1. (n) a custom passed through generations **2. (n)** something often repeated over time
traditional (adj): typical of older cultural practices
traditionally (adv): in a way that follows tradition
unique (adj): unlike anything else
widely (adv): by many people or across a large area

THEME 7 : Life In Nature & Global Problems

accurately (adv): in a correct and precise way
advanced (adj): highly developed or modern
analyse (v): to examine something in detail
analysis (n): detailed examination of something
application (n): a practical use of something
apply (v): to use something for a purpose
beneficial (adj): helpful or good for something
benefit: 1. (n) an advantage or positive effect **2. (v)** to gain something good
challenge (n): a difficult task or problem
challenging (adj): difficult in a motivating way
consume (v): to use or eat something
consumption (n): the act of using or eating something
data (n): information, usually in numbers
develop (v): to improve or grow
development (n): progress or growth
device (n): a piece of equipment or technology
diagnose (v): to identify an illness or problem
durable (adj): long-lasting and strong
environment (n): the natural world around us
environmental (adj): related to the environment
environmentally (adv): in a way that affects the environment
excessively (adv): too much; more than necessary
impact (n): a strong effect or influence
implement (v): to put something into action
innovation (n): a new idea or method
innovative (adj): inventive and original
medical (adj): related to medicine or healthcare
patient (n): a person receiving medical treatment
pollute (v): to make the environment dirty
pollution (n): harmful waste in air, water, or land
privacy (n): the right to keep information personal
process (v): to deal with something step by step
purchase (v): to buy something
resource (n): something useful that helps a process
robot (n): a machine that can perform tasks automatically
technological (adj): related to technology
technology (n): machines or tools used to solve problems
treat (v): to provide medical care
treatment (n): medical care given to someone
waste (n): unwanted or unused materials
wasteful (adj): using more than necessary; not efficient

THEME 8 : Life In The Universe & The Future

achievable (adj): possible to accomplish
achieve (v): to successfully complete something
advanced (adj): highly developed or modern
advancements (n): improvements or progress
aim (v): to direct effort towards a goal
ambitions (n): strong desires to achieve something
ambitious (adj): having big goals or hopes
ambitiously (adv): with great determination or ambition
analyse (v): to examine something carefully
aspire (v): to hope or aim for something
astronomical (adj): extremely large; related to astronomy
astronomy (n): the scientific study of space and celestial bodies
beyond (adv): further than something
black holes (n): regions in space where gravity is extremely strong
boldly (adv): with courage and confidence
breakthroughs (n): important discoveries or developments
challenge (v): to test someone's ability
challenges (n): difficult tasks or problems
colonisation (n): establishing settlements in new places
colonise (v): to settle and develop a new area
confidently (adv): in a self-assured way
create (v): to make something new
develop (v): to grow or improve

discover (v): to find something new
discovery (n): something found or learned for the first time
distant (adj): far away
envision (v): to imagine a future possibility
exoplanets (n): planets outside our solar system
exploration (n): the act of investigating new places
explore (v): to travel around and learn about something
exponentially (adv): increasing very rapidly
extraterrestrial (adj): from outside the Earth
forward-thinking (adj): planning for future needs
further (adv): at a greater distance or to a greater extent
future (n): the time ahead
futuristic (adj): looking or seeming like the future
galaxies (n): huge systems of stars and planets
global change (n): large-scale environmental or social shifts
globally (adv): worldwide
groundbreaking (adj): very new and innovative
habitable (adj): suitable for living
habitable planets (n): planets where life could exist
hopes (n): expectations or desires
infinite (adj): without limits
innovate (v): to introduce new ideas
innovation (n): a new idea or method
innovative: 1. (adj) creative and original **2. (adj)** using new methods
intergalactic (adj): between galaxies
interstellar (n): the space between stars
invest (v): to put time or money into something
investigate (v): to examine or study something
land (v): to come down onto a surface
launch (v): to send a spacecraft into space
Mars (n): the fourth planet from the Sun
mysterious (adj): difficult to understand or explain
observatories (n): buildings for studying the sky
observe (v): to watch carefully
opportunities (n): chances to do something
optimistic (adj): expecting good outcomes
orbit: 1. (n) the path a planet or satellite follows **2. (v)** to travel around a planet or star
overcome (v): to successfully deal with something difficult
plans (n): organised intentions for the future
potentially (adv): possibly
predict (v): to say what will happen
progress (n): improvement or development
progressive (adj): favouring or causing advancement
progressively (adv): gradually improving
reach (v): to arrive at a place or level
remotely (adv): from a distance
research (v): to study something in detail
society (n): a community of people
space (n): the area beyond Earth's atmosphere
space missions (n): organised journeys into space
space probes (n): unmanned spacecraft used for exploration
space station (n): a large spacecraft where people live and work
space travel (n): travelling beyond Earth
strategically (adv): in a planned and purposeful way
survive (v): to stay alive
sustainability (n): using resources without harming the future
sustainable (adj): environmentally responsible and lasting
technology (n): tools and machines made using science
telescopes (n): instruments for viewing distant objects in space
the Milky Way (n): the galaxy containing our solar system
the Moon (n): Earth's natural satellite
theoretically (adv): based on ideas, not yet proven
transformative (adj): causing major change
travel (v): to move from one place to another
travel beyond (v): to go further than a certain limit
unknown (adj): not discovered or understood
vast (adj): extremely large
vastly (adv): greatly or enormously
vision (n): an idea or picture of the future

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The references in this section have been prepared following the principles and formatting rules of the APA Style 6th Edition.

ANSWER KEY

Answer Key

VISUAL REFERENCES

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
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Harita Genel Müdürlüğü tarafından üretilmiştir.
KARADENİZ
AKDENİZ
EGE DENİZİ
MARMARA DENİZİ
HAZAR DENİZİ
ROMANYA
UKRAYNA
RUSYA FEDERASYONU
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Tuna N.
Kızılırmak N.
Yeşilırmak N.
Sakarya N.
Fırat N.
Dicle N.
Aras N.
Kura N.
Çoruh N.
Seyhan N.
Ceyhan N.
Göksu N.
Büyük Menderes N.
Küçük Menderes N.
Gediz N.
Bakırçay N.
Tuz Gölü
Van Gölü
Urmiye Gölü
Süveyş K.

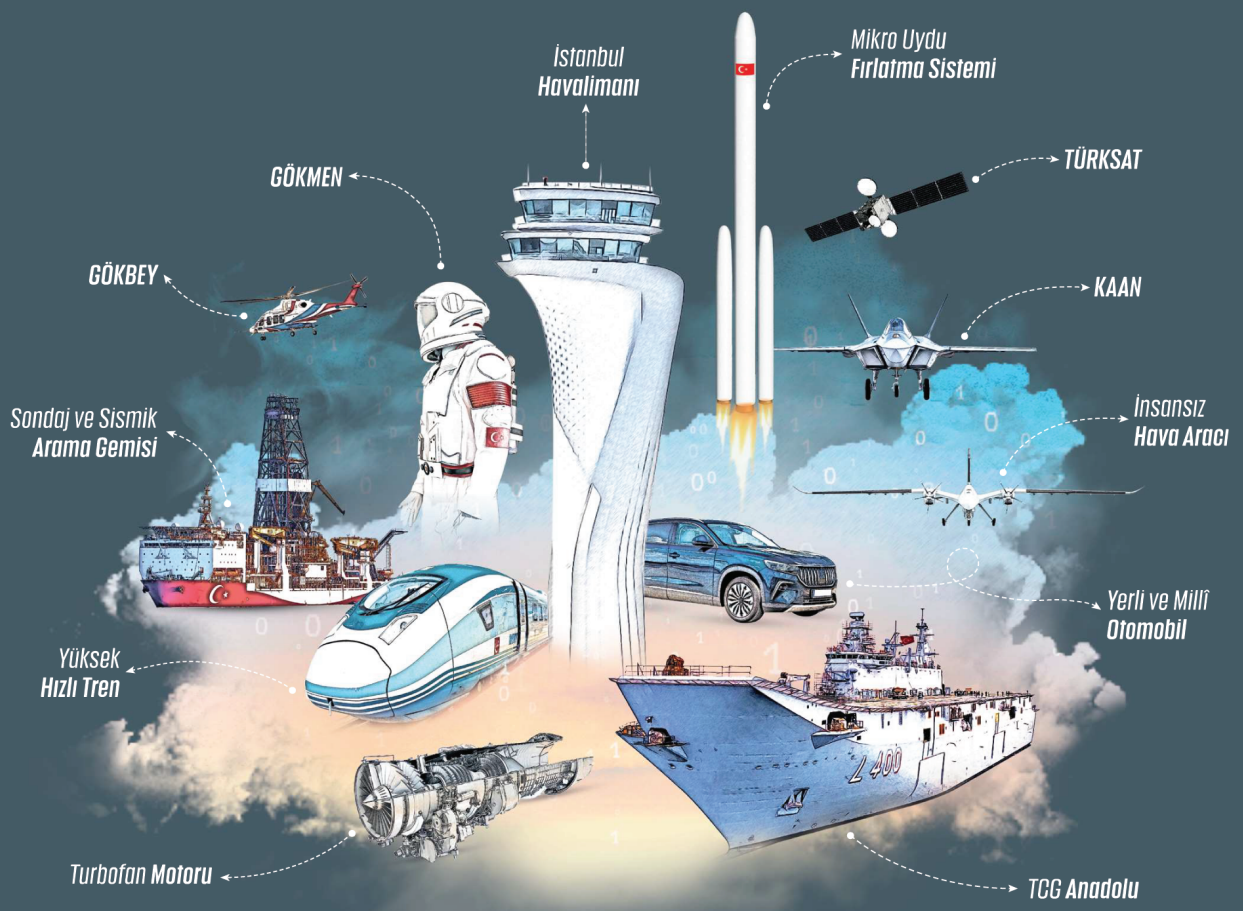

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