MultiEnglish Year 7 - Book 1

SPARK OF CURIOSITY



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MultiEnglish

YEAR 7

BOOK 1

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI .....: 10402
YARDIMCI VE KAYNAK KİTAPLAR DİZİSİ .....: 3582

T.C. Millî Eğitim Bakanlığı
Temel Eğitim Genel Müdürlüğü
Programlar ve Öğretim Materyalleri Daire Başkanlığı

Editor
Merve SAYGINER

Author
Muammer KOCA

Visual Designers
Elçin EFE GÜRSOY
Emre GÜVEN

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Chapter 1: The Contest Announcement



It was a typical Tuesday morning at Atatürk Lower Secondary School — or so everyone thought. The corridors buzzed with chatter as students walked into their classrooms. Leyla adjusted her red rucksack and nudged Arda, who was deeply focused on equations in his science notebook.

"Break time is over! Come on! Hurry up, genius! You'll miss the announcement!" she urged.

"One second! I'm almost done calculating the size of the solar panel," he muttered.

"At this rate, you'll calculate the Sun next." Leyla joked with a laugh.

Suddenly, the speaker system crackled. Headmaster Öztürk's voice filled the school.

"Good morning, Atatürk Lower Secondary School! I have exciting news. We have been selected to participate in the National Youth Innovation Contest this year. Two student teams will represent our school. Start forming your teams today. Details will be posted on the noticeboard. Let's make our school proud!"

A mix of whispers and cheers filled the classrooms. Yasemin turned to Ömer in shock:

“Did she say national? As in... TV cameras and judges?”

“We’re going to need more than glue and cardboard this time,” Ömer replied, his eyes wide.

That afternoon, the science room turned into a hive of activity. The board read:

“National Youth Innovation Contest – Theme: Technology for Inclusive Learning.

Submit team names and members by Friday. Max 5 students per team.”

Leyla and Arda were standing near the board as Yasemin and Ömer approached.

“Shall we team up? We can work well together,” Leyla suggested.

“I’ll back you up on this task. One hundred percent,” Arda agreed.

“I’m in – but only if I can do the design,” Yasemin added. “I’ve got some breathtaking ideas.”

“Fine, but I’m not wearing a robot costume again,” said Ömer, making them all laugh.

They registered as ‘Team Red’ and Leyla was appointed as team captain.

Meanwhile, a quiet boy named Tuna stood in the next classroom, reading the notice. He had been recently transferred from a highly disciplined school. With blond hair, a sharp jawline, and a tense posture, he rarely smiled.

“A national contest? Finally, a chance to prove myself. I must win,” he thought.

Later, Tuna joined a forming group named ‘Team White’. Though they welcomed him politely, Tuna remained mostly silent, quick at noticing things.

That evening, Leyla updated her project diary, writing about how excited and proud she already felt. Two teams had been formed. One competition lay ahead. And it would change more than just who won.

Chapter 2: Brainstorming & Building Dreams



The next morning, ‘Team Red’ gathered in the school library. A banner above the whiteboard read “CURIOSITY IS THE START OF INNOVATION!” Leyla had brought colourful sticky notes, and Yasemin had drawn a cartoon rocket with the words “Launch Your Idea!”

They sat in a circle and started discussing their goals.

“What do we want to change in education?” Leyla asked.

“The pressure to succeed,” said Ömer. “Some students feel overwhelmed.”

“We could focus on students with learning difficulties, like dyslexia or anxiety,” Arda suggested thoughtfully.

“What if we created a learning space where every student feels safe and supported?” Yasemin proposed.

Leyla’s eyes lit up at the idea. “That’s a brilliant idea! An Inclusive Learning Pod — a modular space designed for focus, creativity, and support.”

Excited, they started listing features: smart boards, soft lighting,

noise regulators, and a special adaptive app. Yasemin offered to build a cardboard model with tiny LED lights. Ömer planned to bring some parts from his old mountain bike to make an adjustable desk system.

The team put together a detailed, colour-coded plan. Leyla recorded everything in her project diary while Arda began sketching the design digitally.



Meanwhile, across the corridor in the ICT lab, Team White sat in silence. Melis turned to Tuna.

“Any ideas, Tuna?” she asked.

“I’m... still thinking,” he replied distantly.

In truth, Tuna had passed by Team Red’s workspace the day before. The door had been open, and the team hadn’t noticed him watching as they debated colour schemes. He had seen their sketches. He had even looked at a page of Leyla’s open diary.

‘Inclusive Learning Pod,’ interesting, he thought. “They’re ahead, but I can build on that. If I adjust some features... It won’t be the same, technically.”

That evening, Tuna opened his notebook and began modifying the idea. “A mobile learning unit... solar powered... with immersive digital panels. I’ll call it... ‘SmartCore.’”

His little sister peeked into his room.

“You look like a mad scientist,” she joked.

“Just focused. Leave me alone, please,” Tuna replied, closing the door.

The next day, Ms Yılmaz walked into the library. She observed Team Red with a proud smile.

“So far, you’ve all been deeply engaged. Shall we arrange a workshop for model-building?”

“Yes, please! Can we also take a brain break? We nailed the research yesterday,” said Yasemin.

“You may,” said Ms Yılmaz with a smile. “Ten minutes only.”

That afternoon, she visited Team White. Tuna presented his SmartCore concept.

“This is impressive,” she said. “But make sure this is your original work. Being honest is essential.”

“It is... inspired,” Tuna said nervously.

Later that night, Arda came across Tuna’s presentation preview on the school intranet. His face tightened in concern.

“That looks… familiar. Too familiar.”

Chapter 3: Trouble in Progress



Monday morning arrived with an unusual chill in the air. The school seemed quieter than usual, as if it could sense that something was off.

Arda was already waiting at the entrance to the library when Leyla arrived.

“You’re here early. What’s up?” Leyla asked, noticing his serious expression.

“I saw Tuna’s project preview online last night,” Arda replied, his voice tense. “It’s almost the same as ours — just with a flashy name and solar panels.”

Leyla blinked. “But how? We didn’t share anything.”

“You left your diary open on Thursday. He was near the door. I think… he copied us.”

They stood in silence, the weight of the accusation hanging between them.

Elsewhere, in a flashback, Tuna sat in his dimly lit room, surrounded by blinking lights and looming deadlines. His mother’s voice cut through the tension.



“Excellence is not optional here. You are an applicant to the national academy, aren’t you?” she said sternly.

“Yes, Mom…” Tuna replied anxiously.

“Then act like it. No mistakes. No delays.”

That day, Tuna went home with tight fists and a heavy heart. His resolution became clear: never lose again— no matter the cost.

Back in the present, Team Red gathered for an emergency meeting during break.

“We should report him,” Ömer said.

“But what if it wasn’t on purpose?” Yasemin asked hesitantly.

“He disappointed us. We worked for days, and he just... copied it,” Arda insisted.

Leyla remained calm. “Still, we should handle this appropriately. Let’s talk to Ms Yılmaz.”

They found her in the teacher’s room, reviewing contest paperwork.

“Excuse us… Can we talk?” Leyla asked.

“Of course. Let’s sit,” Ms Yılmaz responded, noting their serious faces.

They explained the situation, presenting photos of their original diary entries, time-stamped sketches, and chat logs as evidence. Ms Yılmaz listened carefully, nodding.

“You’ve handled this with maturity,” she said. “I’ll observe Team White’s next presentation and guide this to a resolution, not a conflict.”

The following day, Ms Yılmaz entered Team White’s workshop. She watched Tuna as he explained SmartCore to his team.

“This looks well-prepared,” she said after he finished. “Tuna, may I ask — where did your concept originate?”

Tuna hesitated before answering, “I… I just thought it up. I was inspired by school struggles. It’s a… common idea, isn’t it?”

“Innovation is often inspired,” she said gently. “But when ideas are directly mirrored, we must assess and reflect. Shall we talk honestly, Tuna?”

In a quiet room, Tuna finally admitted that he “borrowed” the idea. He hadn’t meant to hurt anyone but had felt an unbearable pressure to succeed. His old school hadn’t valued originality — only results.

“Well,” Ms Yılmaz said, “here we value growth, honesty, and support. Let’s work together on a resolution.”

Later that week, a new announcement came over the speaker system.

“After a thorough evaluation,” announced headmaster Öztürk, “Team White will revise their project under teacher guidance. Team Red’s original concept stands as approved. We’re proud of both teams for how they handled the situation.”

Back in the library, Team Red sat in silence.

“So… we didn’t lose anything?” Ömer asked.

Leyla smiled. “No. We gained something. Trust, maybe?”

“And Ms Yılmaz had the classroom tone regulated without drama. She’s a legend,” Arda added.

“Shall we get back to work?” Yasemin suggested.

“Yes! Can we have a golden time today so that we can work hard through the chaos?” said Leyla.

“Only if you let me use glitter on the model,” Arda grinned.

Laughter replaced the tension as they returned to their work, stronger than before.

Chapter 4: Presentation Day



The big day finally arrived. The school gym had been transformed into an exhibition hall. Banners fluttered above each team's booth, and the air buzzed with anticipation. Students, teachers, parents, and local sponsors walked in with pride. At one end of the gym, a panel of judges — three educational experts and a local entrepreneur — sat beside a shining trophy.

Behind Team Red's booth, Leyla peeked nervously out at the crowd.

"Look at all those people! My hands are freezing," she whispered.

"Break time is over — time to shine," Arda replied.

"Can we take a brain break... permanently?" Yasemin asked, half-joking.

"Nope," said Ömer. "We passed the test at last. We nailed it — now let's prove it."

Their booth displayed a detailed 3D model of the Inclusive Learning Pod. It featured accessibility ramps, lighting, noise-dampening walls, and a QR code linking to an adaptive learning support app. A small torch-shaped banner fluttered proudly above it.

Leyla stepped forward and began the presentation. Her voice was clear and confident.

“We present the Inclusive Learning Pod — an adaptable learning environment for students with diverse needs,” she announced.

She highlighted key concepts such as self-esteem, motivation, diversity, and interaction.

Arda followed with technical features. “This pod includes a voice-sensitive lighting system, noise-cancelling panels, and a revision wall for group study.”

“The walls are magnetic and writable,” added Yasemin. “Students can leave supportive messages or organise their thoughts visually.”

Ömer concluded, “We interviewed students with learning difficulties. Their experiences in loud classrooms caused anxiety and distraction. This pod creates a calm, supportive space to boost self-confidence.”

The judges nodded approvingly. One even leaned over to whisper, “Breathtaking idea.”

Leyla ended the presentation with a statement that echoed across the hall: “We’re not just offering a solution — we’re inspiring a change in how we see classroom life.”

The audience applauded enthusiastically.

Next up was Team White. Their booth was bright and futuristic, featuring a rotating model and animated digital displays. The SmartCore Unit was standing at the centre.

Tuna stood confidently before the crowd. “SmartCore is a mobile unit powered by solar panels. It travels between campuses to deliver interactive learning where resources are limited,” he explained.

Then, pausing and looking briefly toward Ms Yılmaz, he added, “But I must be honest. My original idea was influenced by another. I’ve learned that creativity isn’t just about invention — it’s about intention, integrity, and collaboration.”

The gym fell silent. Tuna turned to Team Red.

“Thank you for inspiring me — and for reminding me what education means.”

Melis looked surprised. Even Zeynep, their other teammate, clapped softly. The judges exchanged impressed looks, appreciating Tuna’s honesty.

While the judges discussed, students and parents explored the

booths. One of the sponsors approached Leyla with enthusiasm.

“This project shows passion. I’d like to support a pilot version next year. Are you ready to negotiate?”

Leyla could barely believe it. “We’d be honoured,” she replied.

Meanwhile, Tuna sat alone until Arda walked over.

“Hey,” Arda greeted.

“I deserved to be disqualified,” Tuna admitted quietly.

“You weren’t. You faced it. That counts,” said Arda.

Tuna looked up, surprised. Then Arda added, “Also…do you want to help us build version 2.0 of the pod next semester?”

“Are you serious?” Tuna asked.

“We’ll need someone who knows how to power the coffee machine with solar energy.” Arda joked.

They both laughed.

Finally, the moment arrived.

“After a detailed evaluation,” said one of the judges, “we’re proud to announce: Best Innovation Award goes to... Team Red! And Best Integrity & Growth Award goes to... Team White.”

The gym exploded in applause. Ms Yılmaz wiped away her tears as students hugged, danced, and waved their banners.

“We did it! We’re going to Nationals!” Yasemin shouted joyfully.

“I’m still getting used to this much excitement... but I love it,” Leyla said.

“Not only did we win,” added Ömer, “but we made something that could really help people.”

“Now that’s a golden time,” said Yasemin.

Chapter 5: Victory Day



A week after the national finals, Atatürk Lower Secondary School held a joyful celebration in the open-air field. Colourful flags waved, music filled the air, and families gathered under the summer sky. A banner above the stage read: “CELEBRATING CURIOSITY, COLLABORATION, AND CHARACTER.”

Headmaster Öztürk smiled at the crowd. “We’re proud not only of the trophies, but of the growth we’ve seen. Let’s hear it for Team Red and Team White!” Applause thundered as Leyla lifted the trophy, her eyes shining.

All around, students displayed their work: Tuna showed the solar-powered unit, Yasemin arranged the sensory corner, and Leyla ran a workshop. When asked if she built it, she replied, “Not alone. We did it together.”

The story flashed back to the night before. In the counselling room, Tuna admitted, “I thought winning was everything.” His father placed a hand on his shoulder. “We’re proud of you, not for winning, but for choosing what’s right.”

Flash-forward — one year later at the National STEM Fair in İstanbul. A full-sized Inclusive Learning Pod stood under bright lights. A girl with dyslexia smiled as she used its learning wall. “How did this idea start?” a journalist asked. “In a regular classroom,” Leyla answered, “with curious kids, conflicts, and a teacher who gave us space.”

Back on stage, Yasemin told the cheering crowd, “Mistakes don’t end stories — they build better ones.” Arda joked, “We even survived glitter and glue.” Tuna added, “Winning means nothing if you leave others behind. But when you walk together, you rise together.”

Finally, Leyla raised the trophy high:

“This is for every student who felt lost or underestimated. You matter. You belong. And you can create something brilliant.”



CHAPTER 1

Before you read

1. Complete the sentences with the words below.

transfer(v) inclusive(adj) innovation(n)
genius(adj) contest(n) proudly(adv)
register(v) announcement(n)

a. The teacher made an exciting _____ about a surprise field trip to the science museum.
b. Mia had to _____ for the robotics workshop before the end of the day to save her spot.
c. After moving to a new city, Ali had to _____ to a different school.
d. Sam came up with a brilliant _____ that helped save water in the school garden.
e. The school planned a/an _____ sports day so that students of all abilities could participate.
f. Leo was considered a math _____ because he could solve complex problems in minutes.
g. The cooking _____ challenged students to make healthy meals using only local ingredients.
h. Julia walked _____ onto the stage to accept her award for leadership.

While you read

2. Read the text carefully and answer the questions with one or two sentences.

a. What are the names of the themes that participated in the national project? Who are the captains of these themes?
b. How do you think Yasemin feels about the announcement? Give reasons.

After you read

3. Discuss the question in pairs.

a. Which team do you think will work well together? Why?

CHAPTER 2

Before you read

1. Look at the title and guess what will happen in this chapter.

While You Read

2. Read the chapter carefully to decide if statements are True or False.

a. Team Red decided to create a high-tech learning space to support all students. ***True / False***

b. Tuna openly asked Leyla if he could use her group's idea. ***True / False***

c. Ms Yılmaz ignored Tuna's project and didn't comment on it. ***True / False***

d. Arda became suspicious after seeing Tuna's project on the intranet. ***True / False***

After you read

3. Discuss in pairs: What would you do if you were in Arda's place after seeing Tuna's presentation?

CHAPTER 3

Before you read

1. Briefly discuss a few answers to the question.

Which is harder: being original or being first?

While you read

2. Match each character with their responses to Tuna's situation in the chapter.

1. Leyla (...)	a. wanted to report Tuna immediately.
2. Arda (...)	b. stayed calm, listened, and guided the teams toward a fair resolution.
3. Ömer (...)	c. felt hurt and disappointed that their hard work was taken.
4. Yasemin (...)	d. suggested they handle the situation properly by talking to a teacher.
5. Ms Yılmaz (...)	e. was unsure if Tuna copied on purpose and hesitated about reporting.

After you read

3. Choose a character from this chapter (Tuna, Ömer, Leyla, Arda, Yasemin or Ms Yılmaz) and write a short diary entry from their perspective, describing the day's events.

Dear diary , today……...

CHAPTER 4

Before You Read

1. Complete the sentences with the words below.

exhibition(n) accessibility(n) confidence(n)
adaptable(adj) collaboration(n) honesty(n)
anxiety(n) present(v)

a. The art _____ featured paintings from students across the region.
b. Good teamwork and _____ helped our group finish the project successfully.
c. People with mobility challenges rely on ramps and elevators for better _____.
d. We need a/an _____ schedule that can change depending on student needs.
e. Public speaking gives me _____, but I'm working on staying calm.
f. His _____ made it easy for others to trust him during the group work.
g. The teacher asked us to _____ our homework clearly to our class and use strong visuals to support our points.
h. Practising your speech can really boost your _____ when speaking in front of others.

While you read

2. Read the chapter quickly and answer the questions.

1. What special features does the Inclusive Learning Pod include?
2. When did the sponsor approach Leyla, and what did they offer?

After you read

3. Imagine you could send a short message to one of the characters from Chapter 4.

a. Who would he/she be?
b. What would you say?

CHAPTER 5

Before You Read

1. What kinds of "victories" deserve celebration? Discuss the question in pairs.

While you read

2. Number the sentences from 1 to 8 to show the correct order of the events of the story.

a. (...) Team Red brainstormed and created an Inclusive Learning Pod to support students with learning difficulties.
b. (...) The school gym turned into an exhibition space where both teams presented their projects to a panel of judges.
c. (...) Team Red won the Best Innovation Award, and Team White received the Integrity & Growth Award.
d. (...) Tuna admitted he had copied part of Team Red's idea and had a heartfelt talk with Ms Yılmaz.
e. (***1***) Headmaster Öztürk announced that Atatürk Secondary School would participate in the National Youth Innovation Contest.
f. (...) One year later, an upgraded version of the Inclusive Learning Pod was showcased at the National STEM Fair in Istanbul.
g. (...) Arda noticed that Tuna's project looked suspiciously similar to theirs and told Leyla about it.
h. (...) A school celebration was held to honor both teams for their creativity, honesty, and teamwork.

After you read

3. Imagine you are a member of Team Red and you've just won a big competition. On Victory Day, you're asked to give a short speech. Write a paragraph about how you managed your work and contributed to the team's success.

GLOSSARY

n: *noun* **v:** *verb* **adj:** *adjective* **adv:** *adverb*

accessibility (n):	the ease of reaching or using something
adaptable (adj):	able to change and fit different situations
announcement (n):	a message that gives important information
anxiety (n):	a feeling of worry or nervousness
collaboration (n):	working with others to do something.
confidence (n):	the belief that you can do something well
contest (n):	a competition where people try to win
exhibition (n):	an event where things like art are shown
genius (adj):	showing great creativity or intelligence
honesty (n):	the quality of telling the truth and being fair
inclusive (adj):	making everyone feel part of the group
innovation (n):	a new and creative idea or method
present (v):	to show or explain something to others
proudly (adv):	in a way that shows pride or happiness
register (v):	to write your name to join something
transfer (v):	to move from one place to another

REFERENCES

T.C. Millî Eğitim Bakanlığı. (2025). Multilingual Foreign Language Education Model The English Language Curriculum

The references in this section have been prepared following the principles and formatting rules of the APA Style 7th Edition.

ANSWER KEY

WEB AND VISUAL REFERENCES

The visuals have been prepared by the commission. Artificial intelligence has been utilised in the visuals of the material.



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