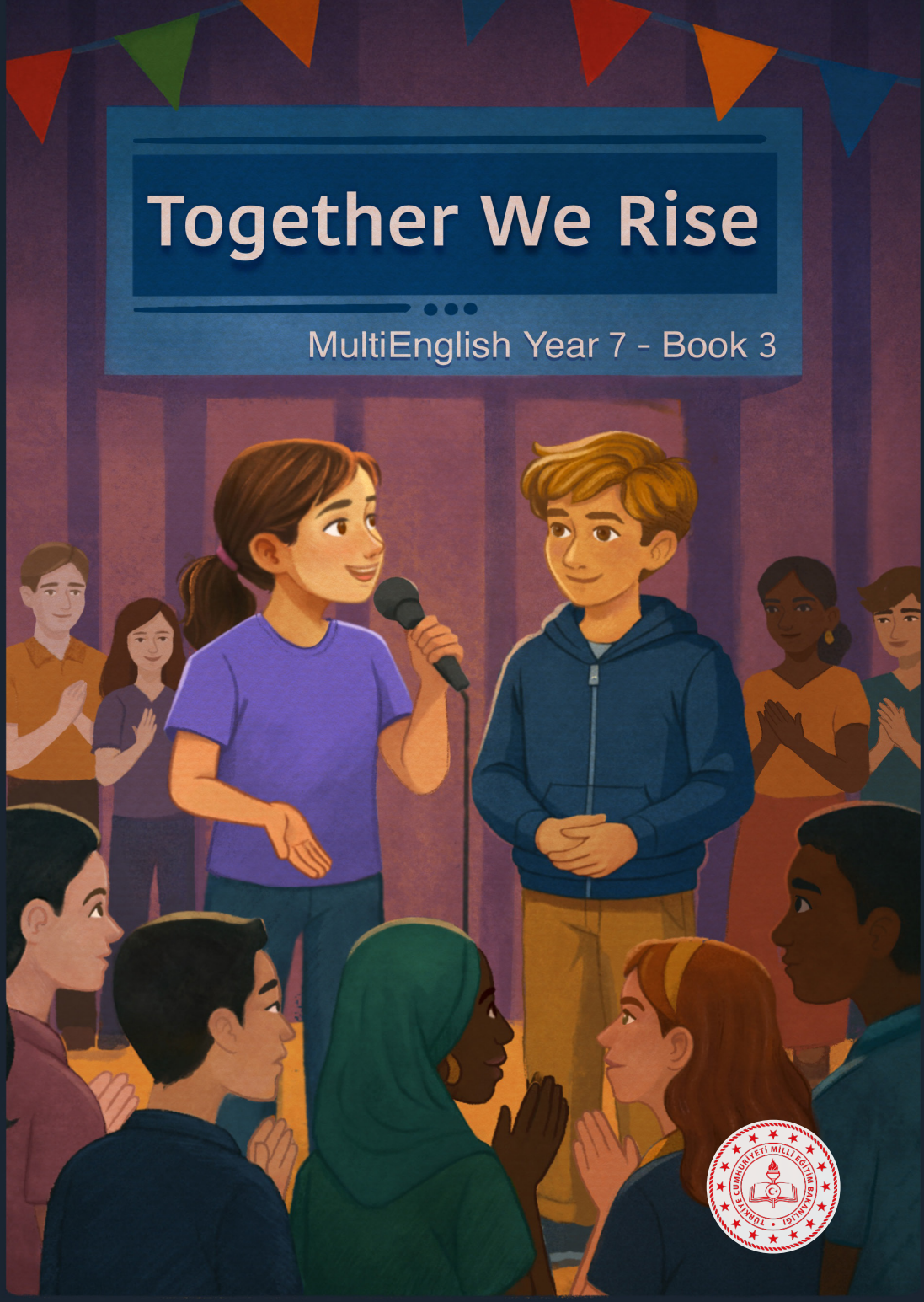
Together We Rise

MultiEnglish Year 7 - Book 3



TOGETHER WE RISE

MultiEnglish

YEAR 7

BOOK 3

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI .....: 10404
YARDIMCI VE KAYNAK KİTAPLAR DİZİSİ .....: 3584

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

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Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metni, soruları ve görselleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

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Chapter One: Ideas Begin to Grow



Twelve-year-old Leyla woke up one bright spring morning to the familiar noise of the city. The sunlight came through the curtains and made soft golden lines on her bedroom floor. She had always loved the sound of her small city. It was like a never-ending song, full of energy and life. She opened and looked out of the window and listened. She could hear the roar of buses, the calls of street sellers and music coming from a nearby café. But then, suddenly, she focused on something different —a bench near their building, where a homeless man spent the night. A strange sadness filled her heart.

Lately, her small city was changing fast—faster than anyone had imagined. Shiny new technology stores opened while old bookshops closed. Children in the neighbourhood no longer talked about games or playgrounds. They were more interested in mobile apps and tools.

Her older brother, Ali, was sitting on the edge of his sister's bed with his tablet, focused on the morning news.

“There’s a tech boom happening in our city!” he said. “They’re installing solar panels and providing free Wi-Fi for everyone.”

Leyla seemed thoughtful and asked quietly, “That’s cool. But… what about the people who don’t have a house to live in?”

Ali paused. He knew exactly who she was talking about—the homeless man who often slept on the same bench.

“That’s the real problem,” he replied. “Technology is improving so many things, but it doesn’t always reach the people who need it the most.”

Leyla felt a strange mix of sadness and determination. At that moment, Leyla knew she had to do something. She decided to talk to her best friend, Oliver.

The next week, Leyla and Oliver were at the school auditorium. The mayor was visiting their school.

“Today,” the mayor said, “we are launching a new initiative to help those in need in our city. We’re working with local schools for a fundraiser and a volunteer project. This is a chance for you to get involved in real change.”

The words “helping people in need” grabbed Leyla’s attention. Her heart beat a little faster. This was the opportunity she had been waiting for.

The moment the mayor finished speaking, the students eagerly gathered into groups and started to share ideas.

“What if we organise a fundraiser?” suggested Oliver. “We could raise money for the local homeless shelter. But first, we should find a charity foundation in order to help us.”

Leyla just came up with a bigger idea; “And maybe we could have a tech company install solar panels at the shelter to make it more sustainable,” said Leyla. “That way, we’re not only helping people—we’re also supporting the environment.”

That evening, Leyla and Oliver made a list. They spent the next two weeks buzzing with excitement, working day and night to bring their dream list to life. They needed posters, social media ads, snacks to sell, and a performance to attract people. They planned to have the charity distribute the donations to homeless people and families who were struggling.


Solar Shelter
Big Impact
Get microphones from music club.
WE NEED CHANGE!
COOKIE SALE!
Ask teacher for permission.
We Can Fix This!
Problem
Idea
Action
YOUNG HEARTS = BIG CHANGE

While their plan was slowly becoming clearer, they still had a long way to go. Leyla knew this wouldn't be easy, but it felt rewarding already. Oliver and Leyla met every day after school, working late into the evenings with their notebooks full of ideas and to-do lists. They felt like young entrepreneurs—with a mission.

Over the next two weeks, they worked hard.

One bakery donated fresh cookies. A bookstore donated a few new books for a raffle. Even the city's football team promised to come by and sign autographs. Local businesses also supported them.

They invited students from other schools, some from rural areas who had never visited the city before.

They had the tech club set up an online donation page. Then, they had the art club design thank-you cards. Finally, they had the music club prepare a small performance.

Leyla's mother helped bake extra snacks, and Oliver's uncle printed flyers. Even their English teacher helped them translate parts of their campaign into English for their website. It was truly becoming a city-wide movement.



Chapter Two: More Than a Fundraiser



Two weeks later, the fundraiser event took place in the school garden. The students had decorated the area with handmade banners: “Pitch In for People!”, “Donate with Compassion!”, and “Together We Rise!” The school garden was buzzing with activity.

Ali brought his drone to film the event. “I’ll have the drone monitor the crowd and take footage for our social media pages,” he said.

“There are so many people here!” said Oliver.

“So, we’ll get lots of donations!” said Leyla.

“Once people understand the significance of the event, they step in,” said their teacher. She was shining with pride. “This is real-life learning,” she added.

The cookies were sold quickly. The band of the music club played songs on a small stage decorated with flowers and children danced with the joy of the music. People lined up to buy tickets for a chance to win the raffle for the books. The footballers signed autographs for students and visitors, especially younger kids and sports fans. The

smell of freshly baked treats filled the air, mixing with cheerful laughter and enthusiastic applause.

Later in the day, students from rural areas gathered in small discussion groups. One of the invited students said: “In fact, we both have different advantages and disadvantages. It’s not as easy to access technology in our village as it is in the city, but we grow our own food in our gardens, and we do organic farming in our village.”

Oliver responded: “You’re right! We could help each other improve our neighbourhoods in different ways. Unity is our strength. Whether we’re from an urban or rural area, our voices matter.” He was full of excitement.

The mayor participated as she promised. She gave a short speech and talked about more public infrastructure improvements, including faster transportation options and more inclusive shelters. “We’ll have these changes implemented by the end of the year,” she said. “Also, the charity you chose to support helps feed the hungry and care for them,” the mayor added.

Leyla felt her cheeks burn with pride. She looked at Oliver, whose eyes were wide with amazement.

Then, a local news crew arrived and broadcast a short interview with Leyla and Oliver.

“How did you come up with this idea?” the reporter asked.

“Well,” said Leyla nervously, “we were concerned about people in our neighbourhood who are homeless, and we wanted to provide support. We thought maybe we could make a difference.”

“You have,” the reporter replied. “And you’re inspiring others to do the same.”

“This project has shown what the youth can do when they work together.”

The next day, their story was on the front page of the city newspaper. Their teacher framed the article and hung it in the hallway of the school. “This is just the beginning,” she told the class. “Real change always begins with brave ideas.”

Chapter Three: Voices Beyond Borders

Weeks passed. The story of the school fundraiser spread around the city. Videos from Ali's drone went viral.

And one day Leyla and Oliver were invited to speak about their work at an International Youth Festival in a big city.

"You will be representing our school and our city," their teacher announced proudly. "Do your best during the event."

The festival was a three-day event celebrating cultural diversity, healthy living, and the power of young people to create change. Students from all over the world were coming to take part in cultural exchanges, musical performances, and sports tournaments.

Cultural exchange was the focus of the festival's first day. As soon as they stepped into the enormous festival area, Leyla and Oliver were amazed. Colourful flags hung all around, stands exhibited handmade crafts, and students from different countries were speaking in different languages. The air was filled with excitement and curiosity.

The event opened with a colourful show of fireworks and music from different countries. Leyla saw dancers in traditional clothes from India. Singers from Nigeria and a drumming group from Brazil were on the stage.

"There's so much to learn from one another," Oliver said. "This is what a multicultural society looks like."

"And we're a part of it," Leyla whispered. She felt like the world was opening up in front of her.

They took the stage in the Cultural Diversity and Youth Leadership section of the event. The audience gathered eagerly to listen to them.

Leyla was the first to begin speaking. She felt a bit nervous in front of the crowd, but her voice was clear:

"We wanted to do something to help the homeless people in our city. But we realised that such efforts not only provide support but also strengthen community unity."

Then Oliver took his turn:

"During our work, we were able to help lots of people thanks to the fundraiser. Most importantly, we understood that young people can start a change if they want."

INTERNATIONAL YOUTH FESTIVAL PROGRAM

3 Days of Culture, Connection & Youth Empowerment

DAY 1

Cultures in Motion



- Cultural Booths: Handmade crafts
- 🎭 International Performances
- 🎉 Opening Parade
- 🎤 Youth Speeches on Social Action

* Featuring Leyla & Oliver

DAY 2



Global Food Table:
"The World Is on Your Plate!"

Workshop:
"You Are What You Eat!"

Panel: "Food Waste"

DAY 3

Closing Day

- 🏊 Paralympic Swimming Event
- ✈️ Farewell Ceremony

Their speeches were met with loud applause. Students surrounded them with questions. This moment reminded them once again of the powerful impact their work had made.

The second day focused on healthy living. Leyla attended a workshop called “You Are What You Eat!” There, she learned about organic farming, how to grow fibre-rich food in a greenhouse, and the dangers of eating too much junk food and processed meat.

At the food stand, they noticed a banner flying above the stand. It read: “An apple a day keeps the doctor away!” There were many cooks from different countries. They were introducing their nutritious and traditional meals to visitors. Oliver whispered, “I guess I’ll try to stop eating those spicy chips at midnight.” Leyla nodded in agreement. There, they ordered from the menu titled: ‘The World is on Your Plate.’ They tasted five meals from different countries.

That evening, they attended a panel discussion about food waste and its environmental impact. A student from Japan shared how her school uses fruit and vegetable peels to make compost. Another from Sweden talked about local food markets in schools.

After the panel, Oliver suggested, “We could recommend that the school canteen partner with local farmers.” Leyla grinned, “Maybe we’ll even create a cookbook with healthy recipes.” Ideas flowed endlessly. Their notebook was now full of future plans.

The third day celebrated unity through sports. There was an international sports tournament. Leyla and Oliver weren’t playing, but they cheered for Turkish participants.

Oliver whispered in admiration, “That girl in paralympic swimming is amazing! Like a real super heroine.”

A boy sitting next to them added, “Yes, she’s the 2022 world champion. She’s from Eskişehir.”

The tournament was full of achievements. The audience waved flags and clapped for every team, no matter who won. The unity in the stadium was powerful.

“It’s not just about winning,” said the announcer. “It’s about what we learn when we play together.”

The final match of the day was broadcast live. “The sports event went viral as one of the best of the year!” someone tweeted.

After the games, all the teams joined together on stage and sang a

song about peace and diversity.

Leyla whispered, “I’ll never forget this moment.”

“Me, neither.” Oliver said. “This… this is what real connection feels like.”

On the evening of the last day, a grand concert took place in the city park, sponsored by the city council. “This concert is a feast for the senses,” Oliver said as music filled the air.

Musicians from all over the world took the stage. One group sang in five different languages. The music was diverse and full of energy. Leyla and Oliver danced until their feet hurt, laughing and singing along.

At that moment, they didn’t feel like ordinary students. They felt like part of something bigger.

Chapter Four: From Local to Global

After Leyla and Oliver’s story was published in the city newspaper, it created a big impact beyond their school. Their project became more than a school event—it turned into a countrywide youth movement. Students from different cities joined in. A website called “ Young Hearts, Big Impact” was created to share ideas and encourage others to take part. It became a digital platform for the youth to exchange solutions to urban and rural problems—helping people in need, providing healthy food, improving education, and more. The platform included blogs, video tutorials, and a monthly podcast.

Every Friday after school, a group of students gathered in the library. They brainstormed, shared updates, and coordinated events. They didn’t just talk. They acted.

Leyla and Oliver’s teacher received a letter one day:

Dear Leyla&Oliver,

Your work has inspired thousands of students around the world. We would like to invite you and your teacher to speak at the upcoming Global Youth Conference in Vienna.


DEPARTURES BOARD
TIME FLIGHT TO
13:20 K15 TOKYO
13:46 L32 KAZAN
14:08 G03 AMSTERDAM
14:32 A34 LONDON
ARRIVALS BOARD
TIME FLIGHT FROM
12:10 30 TORONTO
12:34 37 SEATTLE
13:27 51 DUALA
14:08 24 SYDNEY
GOOD LUCK IN VIENNA!

Leyla was amazed. “Oliver! We’re going to Austria!”

Their teacher hugged them. “You will represent not just the school, but the spirit of what we care about—compassion, inclusion, and action.”

As Leyla packed her suitcase, she thought of all they had done.

“We were able to raise money, build partnerships, promote unity, and bring people together,” she told her parents. “We’ve achieved so much thanks to teamwork.”

Her mother smiled. “And now, the world will hear your voices.”

At the airport, students and their families waved goodbye to Leyla and Oliver with banners and flowers. The headmaster gave them a small notebook with handwritten messages from their classmates—wishes, drawings, and thank-you notes. Leyla held it to her heart.

As the plane rose into the sky, Leyla looked down at her city—bright with lights, full of energy, and ready for more changes.

She whispered to herself: “It all started with a question and turned into a global action.”

THE END

Chapter 1

Before You Read

1. Complete the sentences using the words in the box below.

community(n)	sustainable(adj)	fundraiser(n)	unity(n)
impact(n)	volunteer(v)	charity(n)	donate(v)

1. The school is organising a _____ to help students in rural areas.
2. Every Saturday, she _____ at the local food bank.
3. A strong _____ is built when people help each other.
4. We need _____ solutions that don't harm the environment.
5. Their project had a big _____ on young people in different cities.
6. _____ is important when a group of people aim to achieve a common goal.
7. The _____ concert was a huge success, raising thousands of dollars for children in need.
8. People can _____ blood to help those in need of medical treatment and save lives.

While You Read

1. Read the statements below. Write T (True) or F (False).

1. Leyla wakes up to the sound of silence in her quiet village. (....)
2. Ali says there's a tech boom in their city — they're installing solar panels and free Wi-Fi.(...)
3. The mayor announces a new shopping mall project. (....)
4. Local businesses support Leyla and Oliver's project. (....)
5. The city's football team agreed to attend the event and sign autographs. (....)

Chapter 2

Before You Read

1. Complete the sentences using the words in the box below.

access(v)	significance(n)	drone(n)
infrastructure(n)	inclusive(adj)	homeless shelter(n)

1. We used a _____ to get a wide view of the school event last weekend.
2. Without the correct password, I am unable to _____ my account.
3. He stayed at a _____ until he managed to find a permanent place to live.
4. The team is _____, meaning everyone has a chance to participate.
5. Researchers emphasised the _____ of healthy eating habits for long term well-being.
6. Improving the _____ in rural areas is essential for economic development and better living standards.

While You Read

1. Circle the correct word in each sentence.

1. The fundraiser took place in the ***school garden / city square***.
2. The band played songs on a **small stage / big field** decorated with flowers.
3. People lined up to buy tickets for a ***raffle / concert***.
4. Students from rural areas talked about **organic farming / online shopping** in their village.
5. The mayor promised to finish the improvements by ***the end of the year / next month***.

Chapters 3&4

Before You Read

1. Complete the sentences using the words in the box below.

greenhouse(n)	cultural exchange(n)	processed meat(n)
fibre-rich food(n)	cultural diversity(n)	multicultural society(n)

1. _____ enables people to learn about various traditions and lifestyles.
2. Farmers use _____ to control temperature and humidity.
3. During the _____, we stayed with host families and learned about their daily lives.
4. Living in a _____ encourages people to respect different cultures and ideas.
5. Doctors often recommend _____ to support a healthy diet.
6. Many fast food meals include _____ like chicken nuggets or hot dogs.

While You Read

1. Read the sentences and put the events in order.

a. (...) At the final concert, people from different countries sang and danced together.
b. (...) After their success, Leyla and Oliver were invited to speak at the Global Youth Conference in Vienna.
c. (...) At the sports event, they cheered for Turkish participants and saw a Paralympic swimmer.
d. (...) Leyla joined a workshop and learned about healthy food and the dangers of junk food.
e. (***1***) Leyla and Oliver participated in an International Youth Festival.
f. (...) Leyla and Oliver gave a speech about their fundraiser project at the festival.

After You Read

1. Take turns to ask and answer the following questions in pairs.

1. Do you think technology always improves everyone's life? Why or why not?
2. If there were a similar charity project in your city, what would you want to help with?
3. How does this story show the importance of community and teamwork?
4. What does the phrase "It all started with a question and turned into a global action" mean to you?

2. Write a short paragraph about a time when you worked with others to achieve something important.

GLOSSARY

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

access (v):	to be able to get to or get inside a place.
charity (n):	an organisation whose purpose is to give money, food, or help to those who need it
community (n):	the people living in a particular area or people who are considered as a unit
cultural diversity (n):	the presence of, and respect for, a variety of cultural groups within a society
cultural exchange (n):	the sharing of ideas, traditions and customs, between people from different cultures
donate (v):	to give money or goods to help a person or an organisation.
drone (n):	an aircraft or small flying device that does not have a pilot
fibre-rich food (n):	food that contains a high amount of dietary fibre
fundraiser (n):	a person or event involved in collecting money for a particular purpose
greenhouse (n):	a building with sides made of transparent material, used for growing plants
homeless shelter (n):	a building designed to give protection for people without homes.
impact (n):	the force or action of one object hitting another.
inclusive (adj):	including everything or all types of people
infrastructure (n):	the basic systems and services that a country or organisation uses to work effectively.
multicultural society (n):	including people who have many different customs and beliefs
processed meat (n):	meat that has some sort of chemical or industrial treatment

significance (n):	importance.
sustainable (adj):	causing little or no damage; able to continue for a long time.
unity (n):	the state of being joined together or in agreement.
volunteer (n):	a person who does something, especially helping other people, willingly

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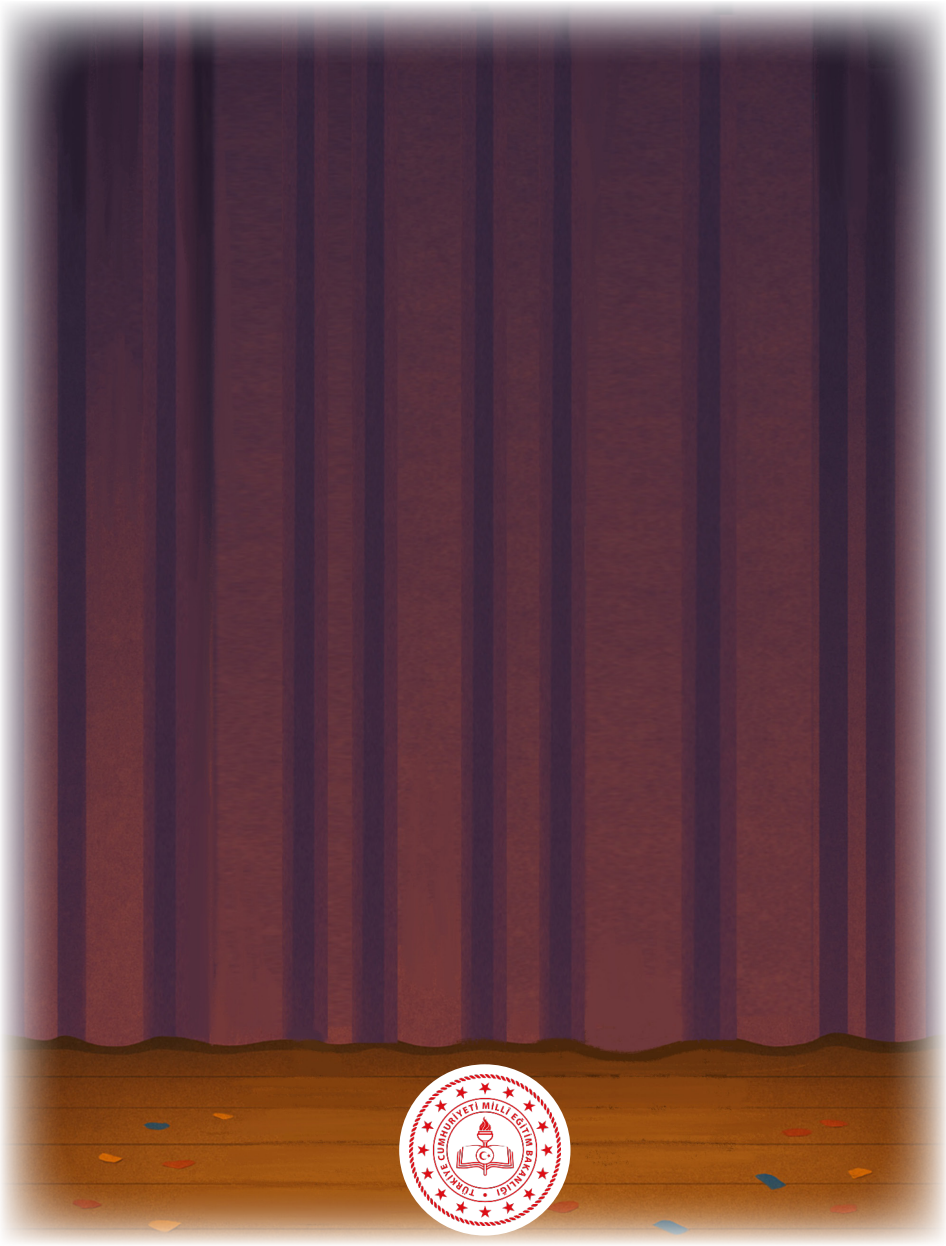
T.C. Millî Eğitim Bakanlığı. (2025). Multilingual Foreign Language Education Model The English Language Curriculum

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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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