

UPPER SECONDARY EDUCATION

UPTONE

YEAR 9 (After Prep)

WORKBOOK

B2.1

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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,
Medeniyet dediğin tek dişi kalmış canavar?

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

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

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

Ruhumun senden İlähî, 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 cerâhamdan İlähî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
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

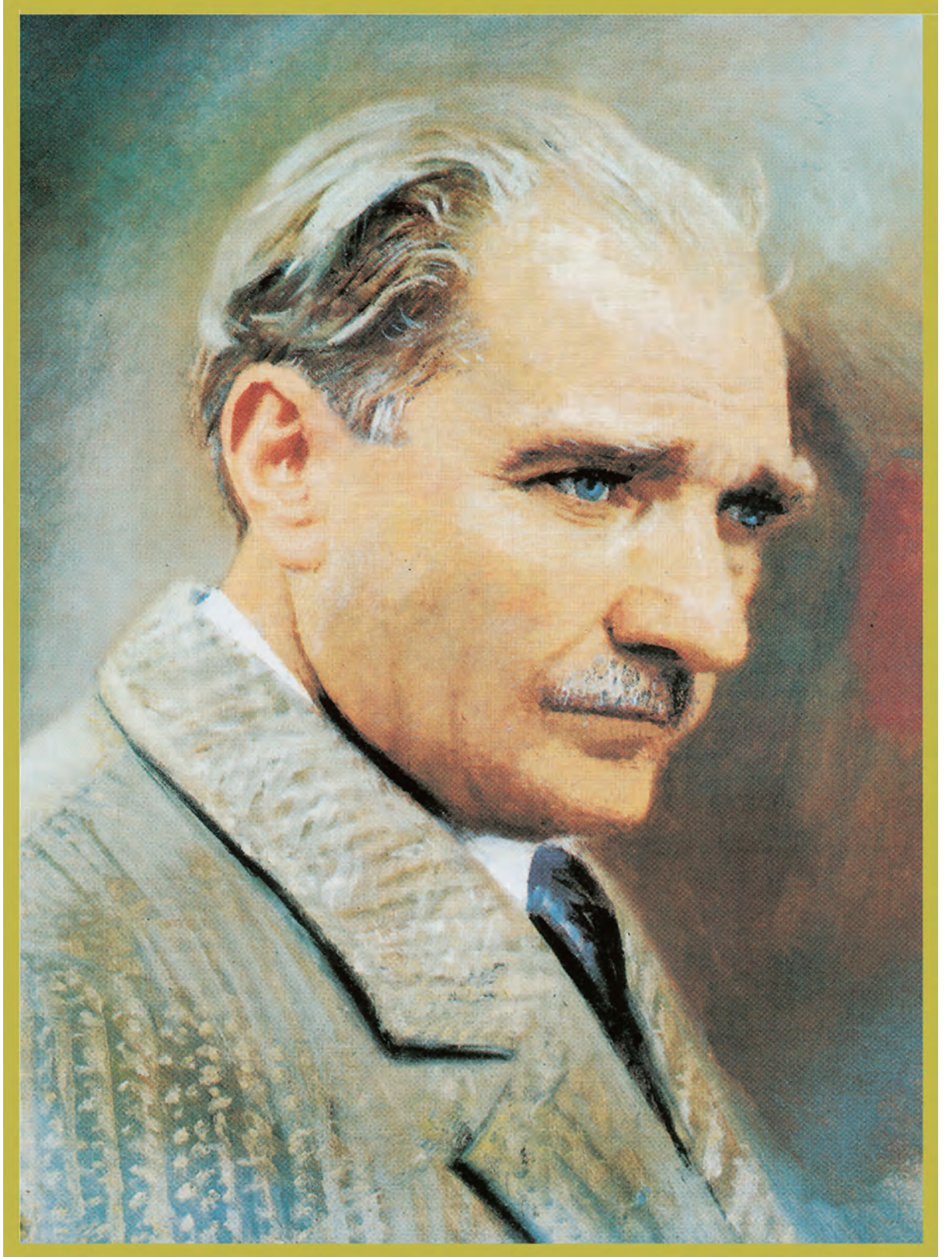
GENÇLİĞE HİTABE

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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MAP OF THE WORKBOOK

The **Uptone 9 Workbook** supports learners in improving their English through theme-based and easy-to-follow activities. It is designed to work alongside the *Uptone 9 Student Book* and offers structured practice in listening, pronunciation, vocabulary, grammar, reading, and writing.

Listening and Pronunciation form a key part of each theme. The listening tasks feature short conversations, announcements, and thematic texts. Learners complete gap-fills, matching, and comprehension questions.

QR codes are included to help students access audio tracks easily and practise listening beyond the class.

Pronunciation practice focuses on improving students' awareness of English sounds, sentence rhythm, stress patterns, and similar-sounding words. Repetition and contrastive activities help students speak more clearly and fluently.

Vocabulary development is supported in every theme through matching, categorising, sentence completion, and puzzle-style activities. Words are drawn from everyday and theme-related contexts such as school, daily routines, nature, space, and culture. Visual aids and modelled sentences help learners understand and use new vocabulary effectively.

Grammar points are introduced and practised through inductive and deductive approaches, allowing learners to observe patterns and apply rules. Learners encounter a broad range of structures and practise these through gap-fills, error correction, and sentence transformation tasks, ensuring both accuracy and fluency.

The Reading section features short texts (*e.g., articles, dialogues, descriptions, and emails*) aligned with the thematic content. Tasks range from true/false and multiple-choice questions to vocabulary-in-context and inference-making activities. Through these texts, students enhance reading strategies and encounter diverse text types and global topics.

Writing activities progress from guided sentence-level tasks to structured paragraph writing. Learners respond to prompts using thematic vocabulary and grammar, often within functional contexts such as describing routines, writing emails, or narrating past events. Support is provided via sentence starters, layout models, and idea banks, fostering both accuracy and creativity.

The Irregular Verbs List is included at the end of the workbook, providing students with an essential reference tool for tense-based grammar and writing activities. This feature promotes learner independence and supports effective revision.

Digital support in the workbook includes **QR codes** embedded in listening and pronunciation activities. These codes link directly to audio files so students can listen, repeat, and review independently.

The **Uptone 9 Workbook** serves as a supportive and practical learning resource, offering rich practice opportunities that complement classroom instruction. With its clear structure, integrated digital tools, and engaging task design, it empowers students to apply their knowledge confidently and successfully in various contexts.



LISTENING

1 Read the quotes. Match them to the school subjects below. One is extra.

- | | |
|---|--------------|
| ___ 1 To be, or not to be, that is the question. (<i>William Shakespeare</i>) | a maths |
| ___ 2 Eureka! (<i>Archimedes</i>) | b history |
| ___ 3 Numbers are the language of the universe. (<i>Galileo Galilei</i>) | c science |
| ___ 4 When you play, never mind who listens. (<i>Robert Schumann</i>) | d literature |
| | e music |

2 Listen to the students on their first week at school. Write true (T) or false (F).

- ☐ 1 Amy makes a joke about being back at school.
- ☐ 2 Leo starts a dance challenge for his friends.
- ☐ 3 The winner of the challenge gets a hamburger.
- ☐ 4 The first joke is about a sad maths book.
- ☐ 5 The students all laugh and enjoy chatting together.
- ☐ 6 The conversation ends when the teacher joins the class.



Audio 1.1

3 Listen again and fill in the blanks.

- 1 Amy calls the classroom: "The world of _____ and boards."
- 2 Jay complains about the _____ in the school cafeteria.
- 3 Leo says, "Let's make it fun: the best school _____ wins."
- 4 Leo's first question is, "Why does the _____ book look sad?"
- 5 Jay says the teacher's favourite country is _____.
- 6 The Shakespearean joke is about pencils: "_____."



Audio 1.2

PRONUNCIATION

Listen and choose which sentence has *rising* (↑) or *falling* (↓) intonation.

- 1 Let's make it fun, shall we?
a rising ↑ b falling ↓
- 2 What's a teacher's favourite country?
a rising ↑ b falling ↓
- 3 Is it a geography joke?
a rising ↑ b falling ↓
- 4 What is the greatest Shakespearean conflict about pencils?
a rising ↑ b falling ↓
- 5 Here it comes, are you ready?
a rising ↑ b falling ↓
- 6 "2B or not 2B."
a rising ↑ b falling ↓



Audio 1.3

GRAMMAR

1 a Read the sentences and decide whether they describe a habit (H) or a temporary action (T).

- 1 Our school principal is meeting parents in her office right now. ☐
- 2 I usually join the debate club on Mondays. ☐

b Now, write one example for each of them.

- 1 _____ ☐ H
- 2 _____ ☐ T

2 Read the school newspaper article and complete the text using the correct form of the verbs in brackets.

GREEN VALLEY WEEKLY NEWS

Every year, our school (1) _____ (organise) a charity week to raise money for the homeless. It usually (2) _____ (take) place in May. However, this year it starts a bit earlier because several teachers (3) _____ (travel) abroad next month for a conference.

The art club normally (4) _____ (decorate) the event hall, while the drama club (5) _____ (prepare) short plays for the final day. This time, though, the students from the science club

(6) _____ (help) them with the stage design since they (7) _____ (enjoy) experimenting with lights and effects.

Right now, our drama teacher (8) _____ (check) the final schedule, and the volunteers (9) _____ (collect) donations in front of the library. Everyone is working hard and looks a bit tired, but the atmosphere (10) _____ (seem) incredibly positive.

3 Complete the sentences about yourself using *always, often, sometimes, seldom, never*.

- 1 Our English teacher _____ gives us speaking tasks.
- 2 I _____ forget my homework because I keep a planner.
- 3 The school canteen is _____ crowded during lunch.
- 4 We _____ have online lessons these days.
- 5 My classmate is _____ late for the first lesson.

4 Add question tags to confirm the statements.

- 1 Our teacher is joining the meeting today, _____?
- 2 You work on the new project, _____?
- 3 Students enjoy the new school cafeteria, _____?
- 4 The art exhibition isn't ready yet, _____?
- 5 We're going to the assembly after lunch, _____?

5 Read the podcast transcript and complete the sentences using *a, an, the, zero article (-)*.**Host:**

Hey everyone, welcome back to *Maple High Talks*.

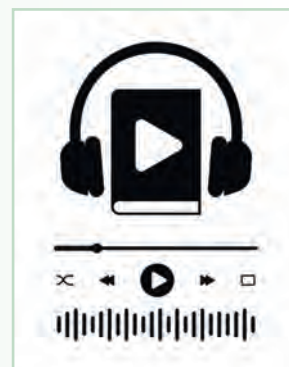
You won't believe what happened this morning. I spilled (1) ____ cup of coffee all over (2) ____ canteen floor. I had to clean it up quickly before (3) ____ first lesson started.

Then, I noticed (4) ____ new student who dropped (5) ____ pile of books and papers near the lockers.

A few of us ran to help, and together we picked everything up. That's what we call (6) ____ teamwork at Maple High.

Anyway, mornings are always hectic. Teachers rush to class, (7) ____ students run down halls, and somehow I still enjoy (8) ____ chaos every single day.

Now I'm off to grab (9) ____ snack before (10) ____ bell rings again. Wish me luck!

**6 Read the dialogues below and rewrite the requests politely, using *may, might, or could*.**

- 1 **Alicia** Move your laptop, I need more space. _____
Ben Of course, no problem. Here you go.
- 2 **Marta** Pass me that folder right now. _____
Jane Sure, here it is.
- 3 **Gina** I will join your presentation group. _____
Bethany Absolutely! We'd be happy to work with you.
- 4 **Harry** I'm trying to focus. I want you to lower your voice. _____
Ron Oh, sorry. I didn't realise. I'll speak more quietly.
- 5 **Tina** Lend me your charger. Mine's dead. _____
James Sure, here you are.

7 Choose the correct options to complete the statements.

- 1 ____ we invite the parents to the school festival as guest speakers this year?
a Shall b Will c Would
- 2 ____ I open the window for a bit? It's getting really warm in here.
a Will b Would c Can
- 3 ____ I come in, please? I'm sorry for being late; the bus was delayed.
a Could b Will c Shall
- 4 ____ we meet after school to finalise the project details?
a Might b Shall c Should
- 5 ____ I use your laptop for a moment, please? Mine just shut down unexpectedly.
a Shall b Would c May
- 6 ____ we add some music to our presentation to make it more engaging?
a Will b Shall c Could

VOCABULARY

- 1 Read the paragraph to fill in the blanks with the correct words below. Two are extra.

annual	global	flexible	intense	diverse
distinct	compulsory	critical	curriculum	award



Every year, our school organises a/an (1) _____ competition to celebrate (2) _____ citizenship. The aim is to learn how to respect and understand other cultures.

Students from different countries join various activities such as music, art, and science. They show their talents and ideas. The (3) _____ is full of events, so some lessons become more (4) _____, while our schedule remains quite (5) _____. It gives us a chance to explore new experiences. During the final day, the (6) _____ ceremony takes place, and everyone gathers to celebrate the winners. It's not just about winning; teachers also value (7) _____ thinking and teamwork because they believe learning means more than grades.

That's what makes our school truly (8) _____ and full of creative energy.

- 2 Circle the correct verb in each sentence.

- Students from many schools **participate / compete** in the International Debate Festival.
- Our school will **gather / host** the regional art exhibition this year.
- We always **cheer / distinguish** for our classmates when they win an award.
- On Fridays, teachers and students **participate / gather** in the garden for announcements.
- In design class, students learn to **distinguish / compare** original designs from routine ones.
- Teams from all grades **compete / celebrate** to win the innovation award.
- Some schools **collaborate / eliminate** traditional exams to focus more on projects.

- 3 Complete the dialogues with the statements below.

- a We have different systems, but the goal is the same work.
 b Teamwork makes the dream work.
 c Stay curious, stay hungry for knowledge.
 d Education is the passport to the future.
- Tim I sometimes feel nervous about exams.
Mia Don't forget! _____ You're learning for your life, not just for a test.
 - Aida Our class project was really hard, but everyone helped each other.
Brian Exactly! _____
 - Tan My friend in Japan studies very differently from us.
Jake True, but _____ We all want to learn and grow.
 - Alin I love watching documentaries and reading about new things.
Bill That's great! _____

- 4 Choose one of the statements from exercise 3. Write 2-3 sentences about what it means to you and how it connects to your school life.

READING

1 Read the text quickly and tick (✓) the topics mentioned.

- ☐ a National and religious days in Türkiye ☐ b Atatürk and the First Language Congress
- ☐ c European Day of Languages ☐ d A new common Turkish alphabet
- ☐ e Sports competitions in schools

26 SEPTEMBER TURKISH LANGUAGE FESTIVAL

Türkiye celebrates many national and religious days, such as 19 May Commemoration of Atatürk, Youth and Sports Day, 29 October Republic Day, and Eid al-Fitr (Eid al-Ramadan). The 26 September Turkish Language Festival is one of these events because it highlights the **diversity** and richness of the Turkish language.

The festival began with the First Turkish Language Congress on 26th September 1932, when Atatürk encouraged efforts to **eliminate** foreign words and adapt the Turkish language to modern life. We also remember 13 May, as Karamanoğlu Mehmet Bey had declared Turkish the only official language of his state in 1277.

Since 2001, European countries have also recognised 26 September as the European Day of Languages. It offers a chance to compare and contrast different linguistic **traditions**. Moreover, in 2024, the Organisation of Turkic States agreed on the 34-letter Common Turkish Alphabet, a historic step toward closer cooperation.

Türkiye and the other member states hold events to celebrate the shared heritage of the Turkish language, including conferences, concerts, and cultural programmes. Students celebrate the festival with activities such as poetry **recitals**, essay contests, drama performances, and poster exhibitions. They underline the beauty of the Turkish language. Schools often organise debates about language and culture, and young people actively join in projects to promote correct and creative use of Turkish. Consequently, the Language Festival is no longer only a national event but also a sign of Türkiye's role in a **multilingual** and diverse world.

Common Turkish Alphabet

Aa	Bb	Cc	Çç	Dd	Ee	Əə
Ff	Gg	Ğğ	Hh	Xx	İi	
Jj	Kk	Qq	Ll	Mm	Nn	Ňň
Oo	Öö	Pp	Rr	Ss	Şş	Tt
Uu	Üü	Üü	Vv	Yy	Zz	

2 Match the words **highlighted** in the text to their meanings. One is extra.

- | | |
|--------------------|---|
| ___ 1 diversity | a a formal performance of music or poetry |
| ___ 2 eliminate | b a custom passed down from generation to generation |
| ___ 3 tradition | c able to speak, or use several languages |
| ___ 4 recital | d variety, richness of different things, ideas, or cultures |
| ___ 5 multilingual | e to predict a natural event before it happens |
| | f to remove or get rid of something completely |

3 Read the text again and write if the sentences are true (T) or false (F).

- ☐ 1 We began to celebrate the Turkish Language Festival first in 1923.
- ☐ 2 Atatürk supported efforts to remove foreign words from Turkish.
- ☐ 3 In 2024, the Organisation of Turkic States agreed on the 34-letter Common Turkish Alphabet.
- ☐ 4 Turkish people celebrate the Turkish Language Festival only in Türkiye.

4 Read again and answer the questions.

- 1 Who declared Turkish the only official language in 1277?
- _____
- 2 How do schools encourage students to think about language and culture?
- _____
- 3 Why do Turkish people consider the Turkish Language Festival more than just a national event?
- _____

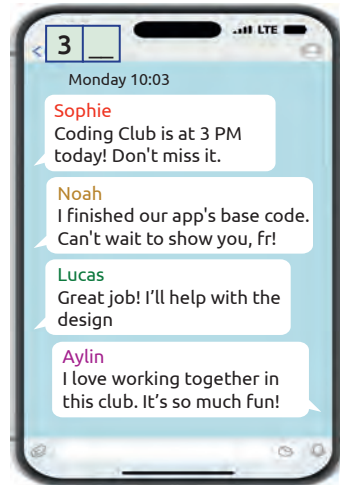
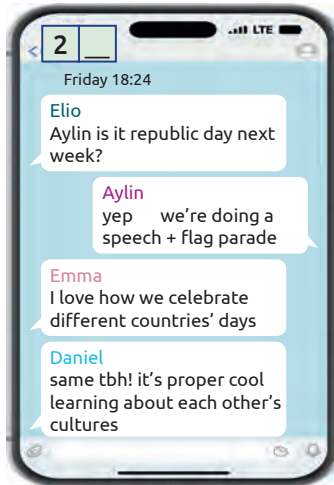
WRITING

1 Match the chat abbreviations to their meanings. One is extra.

- | | |
|-----------|-----------------------|
| ___ 1 tbh | a for real |
| ___ 2 lol | b to be honest |
| ___ 3 fr | c laughing out loud |
| ___ 4 brb | d as soon as possible |
| | e be right back |

2 Below are three screenshots from Aylin's class group chat. Each one relates to a different topic they often discuss. Match each screenshot to the correct title. One is extra.

- a Republic Day b Long Thursdays c Homework Panic d School Clubs



3 Read the chats and answer the questions.

- What is the history project about? _____
- When is the project due? _____
- What event is celebrated next week? _____
- What time is the Coding Club meeting? _____

4 Aylin is writing a short post for the school magazine called *Our Class Life*. Read Aylin's post and find out what topics her classmates usually talk about in the chat.

OUR CLASS LIFE

ALWAYS SOMETHING HAPPENING!

I'm Aylin, and I love being a 9th grader at an international school. We always communicate in our chat group. Our class group chat is where all the action happens. We talk about school, culture, and daily life there. We also talk about the celebration of Republic Day next week. Compared to other schools, our class enjoys celebrating different countries' national days. We think that it's cool to learn about each other's cultures. We also share updates about our clubs and projects, like the Coding Club meeting and our new app. Everyone supports each other and enjoys working together as a team.

5 Write a short post for the school magazine that shows how your class uses the group chat as a learning and communication tool by following the steps below. Use at least one of the word groups in the box.

- Briefly introduce your class.
- Explain what your group chat is mainly used for.
- Give one real example (e.g., a project discussion or an event plan).
- Mention how emojis or short messages make communication friendlier.
- Include one comparison (e.g., compared to another school).

in comparison
compared to
in contrast
contrary to
on the other hand



LISTENING

1 Listen to the dialogue to find what it is about.

- a Students are preparing their science experiment and discussing safety rules.
- b Students are presenting their creative projects at the classroom Innovation Fair.
- c Students are rehearsing a group presentation for the school theatre performance.
- d Students are exploring different stands and asking questions during the Innovation Fair.



Audio 2.1

2 Listen to the dialogue again and complete the sentences with one word.

- 1 Diego says his programme works **s**_____ and helps students practise without mistakes.
- 2 The new app explains science experiments **c**_____ so that students understand each step.
- 3 Yuki's idea shows that using VR can make geography lessons **m**_____ for students.
- 4 Using VR in lessons can be **e**_____, but it gives students an exciting experience.
- 5 Some projects are very **i**_____ because they make students feel motivated to join in.
- 6 The *Debate Jar* keeps everyone **c**_____ because nobody knows the topic in advance.



Audio 2.2

3 Listen again and decide if the statements are true (T) or false (F).

- ☐ 1 Diego's app only shows pictures of experiments without explanations.
- ☐ 2 Yuki's VR headset is designed for geography lessons.
- ☐ 3 Amira's smart board activity is individual, not group-based.
- ☐ 4 Teachers decide and prepare the topics for Clara's *Debate Jar*.
- ☐ 5 Teachers will announce the winner of the Innovation Fair tomorrow.



Audio 2.3

PRONUNCIATION

1a Listen to the recording. Decide if the intonation goes up (rising ↑) or down (falling ↓). Put a tick (✓) in the correct column.

Sentences	Rising ↑	Falling ↓
1 Do you enjoy working in groups?		
2 Debates aren't always easy.		
3 Our project presentation starts at 10 tomorrow.		
4 What happens if the headset doesn't work?		
5 You're always forgetting your notebook, aren't you?		



Audio 2.4

b Write two sentences about your classroom life: one with rising intonation and one with falling intonation.

GRAMMAR

- 1 The teacher announces an upcoming art exhibition at school. Look at the exhibition schedule to write full sentences.

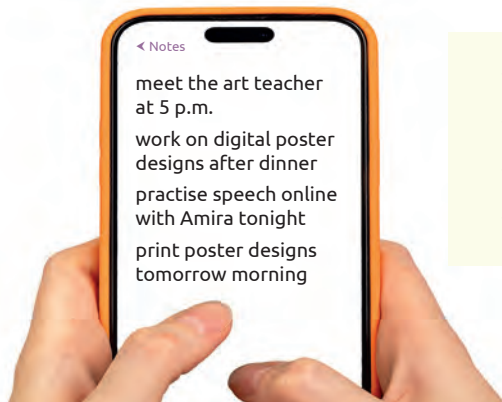
Exhibition Schedule

- 09:00 gallery doors (open)
- 10:30 opening speech (start)
- 11:00 first student workshop (begin)
- 13:00 sculpture show (start)
- 16:00 closing ceremony (take place)

- E.g. The gallery doors open at 09:00.

- _____
- _____
- _____
- _____

- 2 Rosa is preparing for the art exhibition. Read her planner notes and write full sentences about her personal arrangements.



- E.g. Rosa is meeting her art teacher at 5 p.m.

- _____
- _____
- _____

- 3 In the art room, some students have habits that irritate their classmates. Rewrite the sentences using **always** to show irritation.

E.g. *Diego forgets his paintbrushes. Diego is always forgetting his paintbrushes.*

- 1 Renan speaks loudly while sketching. _____
- 2 Edith leaves her palette messy. _____
- 3 Saad spills water on the desk. _____

- 4 Read the short dialogues from the art lesson as students prepare for the exhibition. Choose the correct answer.

- 1 **Clara** Edith _____ her brushes in the sink. It drives me crazy!

Diego Yeah, the sink is a disaster.

- a leaves b is leaving c is always leaving

- 2 **Teacher** Don't forget, the art exhibition _____ at 10:30 tomorrow.

Clara Okay, I'll be ready.

- a is always beginning b begins c is beginning

- 3 **Rosa** I _____ the photographer at 6 p.m. this evening.

Clara Great! Can you ask him about the lights too?

- a meets b am meeting c am always meeting

- 4 **Clara** Oh no, the projector isn't ready yet!

Amira Don't panic. The film _____ at 11:00, so we still have time.

- a starts b is starting c is always starting

- 5 **Rosa** Ugh, the internet _____ during our art lessons. I'm fed up with it.

Clara Unfortunately, yes. Every time I try to open the digital drawing app, it freezes.

- a is always going down b is going down c goes down

5 The students are planning their exhibition tasks. Read the sentence pairs and combine them using *either... or* or *neither... nor* as in the example.

E.g. *Ms Clay can check the posters this morning. Ms Clay can check the posters tomorrow.*
Ms Clay can either check the posters this morning or tomorrow.

1 Yuki can play music during the exhibition. Yuki can show a short video.

2 The microphones aren't ready. The speakers aren't ready.

3 Rosa isn't designing the invitation cards. Amira isn't designing the invitation cards.

4 The students can decorate the gallery with posters. The students can prepare a slideshow.

6 Read the sentences about Diego's classroom life. Circle the correct word.

- 1 Solving long maths problems can be **confusing / confused** when the steps are unclear.
- 2 I feel **satisfied / satisfying** after completing a group project on time.
- 3 Our teacher shows us **inspired / inspiring** videos that make us think in new ways.
- 4 After too much homework, I sometimes feel **exhausted / exhausting**.
- 5 The new presentation tool is really **engaged / engaging**, so we use it a lot in class.
- 6 Joining the school debate competition was a really **rewarded / rewarding** experience.

7 Students experience different feelings during the preparations for the exhibition. Complete each sentence with the correct adjective form of the word in brackets.

- 1 The art exhibition is _____. We are _____ about the art exhibition. (excite)
- 2 The long rehearsal is _____. We are _____ after the rehearsal. (tire)
- 3 The new painting techniques are _____. We are _____ in learning the new techniques. (interest)
- 4 The last-minute changes are _____. Our teacher is _____ by the last-minute changes. (annoy)

8 Read the mini dialogues between the students while they are preparing for their art exhibition. Complete them by writing the correct question tag.

- 1 **Rosa** The exhibition starts at 17:00, _____?
Diego Yes, don't be late!
- 2 **Clara** You're bringing your sculpture tomorrow, _____?
Amira Of course.
- 3 **Yuki** Mr Wallace isn't giving us extra homework tonight, _____?
Rosa I hope not!
- 4 **Diego** I'm really helping you a lot with the art project, _____?
Rosa Yes, you are, Diego.
- 5 **Diego** The awards ceremony doesn't take long, _____?
Amira No, it's usually short.
- 6 **Yuki** Saad is always talking loudly during rehearsals, _____?
Clara Exactly, he never stays quiet!

VOCABULARY

- 1 Read Yuki's diary and complete the text with the correct words from the box. Two words are extra.

motivation	curiosity	confidence	discovery	debate	struggle	success
------------	-----------	------------	-----------	--------	----------	---------

Our class is getting ready for the Innovation Fair. There is an ongoing (1) _____ about which project we should present: a science app or a virtual reality tool. Every day we make a small (2) _____ that gives us new ideas. Sometimes teamwork feels like a real (3) _____, but we continue because we have strong (4) _____. In the end, our (5) _____ about learning helps us create something original.

- 2 Read the sentences about the school festival projects. Complete the blanks with the correct form of the words in bold.

- The robotics team always builds **successful** models. They also demonstrate them _____.
- The art team often prepares **creative** exhibitions. They decorate their stand _____.
- The science club team is full of **passionate** members. They discuss ideas _____.
- The debate team makes **practical** decisions. They always reply _____.
- The music team always shows a **patient** attitude. They practise their songs _____.

- 3 Read the short text about the Innovation Fair. Complete the sentences with the correct verbs from the box. One is extra.

complain	tolerate	give up	activate	appreciate	look forward to	discover	grasp
----------	----------	---------	----------	------------	-----------------	----------	-------

Our class is working hard on the Innovation Fair project. Some students (1) _____ about small problems, but the team tries to stay positive. During group work, we (2) _____ each other's different opinions, even if we don't agree. Sometimes, when the task is too difficult, a few students want to (3) _____, but our teacher motivates us to continue. We always (4) _____ new ideas when we search online, and these ideas help us to (5) _____ the topic better. At the end, we always (6) _____ the effort everyone puts in, and we (7) _____ presenting our project on the festival day.

- 4 Read the sentences from a student's planner. Complete them with the correct word from the box. One is extra.

brainstorming session	field research	repetition practice
debate	storytelling	quiz competition
		note-taking

- Tomorrow we are doing a _____ in history class to share creative ideas about the project.
- In English, we will practise speaking by doing a short _____ about a folk tale.
- Our teacher says that daily _____ helps us remember grammar rules better.
- The science club is going outside for _____ about plants in the school garden.
- In literature, we have a _____ on Friday where we argue about the characters' decisions.
- I must do careful _____ during maths lessons to remember all the formulas.

READING

1 Look at the classroom apps below. Before you read, tick (✓) the ones you would like to join.

- | | | | |
|----------------------------|--------------------|----------------------------|------------------------|
| ☐ a | recording episodes | ☐ b | organising a quiz show |
| ☐ c | recycling ideas | ☐ d | designing posters |
| ☐ e | writing kind notes | ☐ f | showing your talent |

Creative Classroom Projects App

ClassPod – New episode uploaded!

Classroom Podcast Project

We started our own classroom podcast! Every week, we record short episodes about school events, music, and sports. We practise speaking, improve our confidence, and develop digital skills. Occasionally, we invite teachers as guests, and they share useful tips. Our podcast is getting popular in the school community. Now, we're planning a Q&A episode where students can send their questions.

12 comments • trending in school

Kindness Club – This week's notes

Kindness Wall

We post colourful sticky notes filled with gratitude and kindness. Some write, "Thank you for helping me in maths," or "I liked your idea in the group project." The wall grows every week and makes our classroom a warmer and friendlier place. It reminds us to appreciate each other every day. We also choose a *Note of the Week* to celebrate special messages. In this way, our classroom becomes a place full of respect and encouragement.

+30 new notes added

2 Read the posts about the creative classroom projects and choose the correct answer.

- Why are students planning a Q&A podcast episode?
 - to let other students send their own questions
 - to prepare questions only for their teachers
- What happens to the kindness wall every week?
 - Students remove the old notes and place new ones.
 - It grows with new notes from students.
- Why do students feel proud of these projects?
 - Because small actions bring positive changes to the classroom.
 - Because the projects bring them awards and prizes every month.

3 Match the sentences from the posts to their closest meaning. One is extra.

- | | |
|---|----------------------------------|
| ___ 1 We practise speaking and improve our confidence. | a We learn to value our mates. |
| ___ 2 It reminds us to appreciate each other every day. | b We share messages to enjoy. |
| | c We speak to build self-belief. |

4 Imagine your class also joins the *Creative Classroom Projects App*. Write one short post about your classroom project.

E.g. *We started a reading corner in our classroom. Every week, we share our favourite books and one of our favourite characters.*

WRITING

- 1 Fill in the blanks choosing the correct word from the box to finish the student's vlog. One is extra.

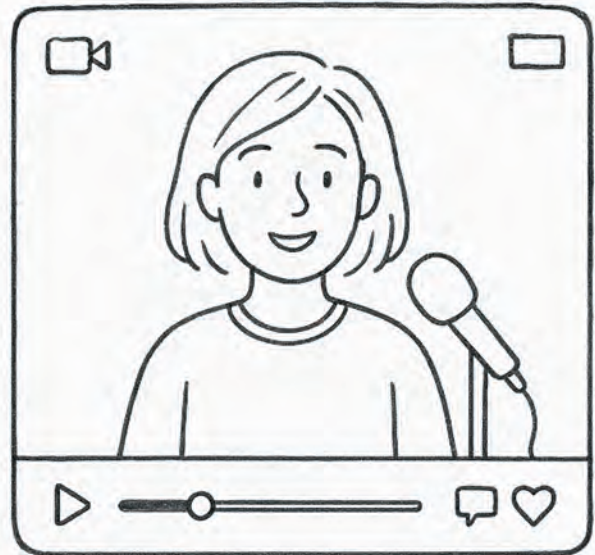
honestly

deeply

constantly

carefully

Hi everyone, welcome to my vlog! Today I want to talk about my favourite subject, literature. It's one of the lessons that always makes me feel excited. Especially when we read poems in class, because poetry speaks to my heart and makes me think in new ways. I read each line (1) _____, since the images stay in my mind like little pictures and help me understand the poem better. When we discuss the poem afterwards, I try to share my ideas (2) _____. The words in the poems touch me (3) _____, and they influence my mood for the rest of the day. By the end of the lesson, I often feel relaxed because poetry gives me peace and inspiration. Tomorrow we are analysing another poem, and I am already looking forward to it.



- 2 Complete the sentences with your ideas using an appropriate word.

cheerfully

proudly

gently

quietly

clearly

strongly

slowly

- 1 When I read a poem, I _____.
- 2 When I explain my feelings, I _____.
- 3 When the poem is difficult, I _____.
- 4 At the end of the lesson, I _____.

- 3 Now write 7-8 sentences as if you are recording your own literature vlog following the steps below.

- Start with a greeting.
- Say why you enjoy poetry in literature class.
- Explain how poetry affects your feelings.
- Use at least three adverbs from the activities above.
- End with a sentence in the present progressive to talk about the future.



LISTENING

1 Listen to the dialogue to find what it is about.

- a The students are sharing how they took care of each other after a sports injury.
- b The students are talking about their weekend challenge and how it resulted.
- c The students are planning a school event to promote mindfulness and mental health.



Audio 3.1

2 Listen to the dialogue again to circle the correct word in each sentence.

- 1 After the weekend, Lina felt a sense of **relaxation** / **infection** she didn't expect.
- 2 Omar struggled with real **anxiety** / **injury** when he tried not to check his phone.
- 3 According to Omar, the digital break acted like a small **surgery** / **recovery** for his mind.
- 4 After reading a book for two hours, Jade was surprised to see real **paper** / **fever**.
- 5 Jade believes the *Reset Challenge* helps them to be more **balanced** / **unconscious**.
- 6 For Lina, the challenge is a moment of **loneliness** / **mindfulness**, not chaos.



Audio 3.2

3 Listen again to decide if the statements are true (T) or false (F).

- ☐ 1 Lina says that they spent the whole weekend without using their phones.
- ☐ 2 Omar continued scrolling at night because he couldn't relax.
- ☐ 3 Jade stopped reading because she couldn't stay away from her screen.
- ☐ 4 Omar spent time with his sister instead of chatting online.
- ☐ 5 Lina wants to continue the Reset Challenge for another week.



Audio 3.3

PRONUNCIATION

1 Listen to the recording. Decide if the intonation goes up (↑ rising) or down (↓ falling). Put a tick (✓) in the correct column.

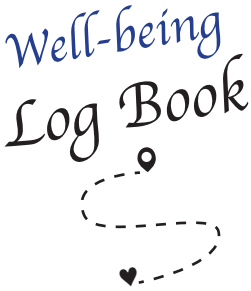


Audio 3.4

Sentences	Rising ↑	Falling ↓
1 I kept checking my empty hands like a lost robot.		
2 Yeah, but admit it, you slept better, didn't you?		
3 That's exactly the point of the Reset Challenge.		
4 What is this? Paper?		
5 Are we extending it another week?		

GRAMMAR

- 1 Our school held a “Well-Being Workshop Week.” But some funny things happened during the sessions. Describe what was happening when each event occurred by writing sentences with the given words.

	1 students/settle into their seats/breathing session/ a cat/jump onto someone's lap 2 stress talk/begin/the lights/suddenly go off 3 the trainer/enter the room/volunteers/ organise the scattered materials 4 relaxation video/play/the internet/crash 5 students/do stretching exercises/the fire alarm/ start ringing
---	--

E.g. The students were settling into their seats for the breathing session when a cat suddenly jumped onto someone's lap.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

- 2 Read the text and complete the sentences with *used to* (x2), *would* (x2), *could*.

Last year, I joined a health club in our school named *The Wellness Community*, and it helped me understand how different our daily healthy habits were. We (1) _____ take short breaks in the corridors, but the community meetings helped us notice quieter spots in the school, like the library corner or the garden area, to rest properly. Our teachers (2) _____ provide us with extra tasks after class, and we often forgot simple stretching breaks, but the club encouraged us to add short movements to our routine to feel more balanced. During exam weeks, we (3) _____ drink a lot of coffee and (4) _____ stay awake in this way. But the healthy routine sessions taught us better options, like drinking more water, stretching for a minute, and letting our brains reset without caffeine. Many students (5) _____ ignore basic breathing exercises, yet by the end of the year almost everyone was practising them. Looking back now, I can see how these small changes made our days feel more balanced and positive.

- 3 Rewrite the sentences using *used to*, *would*, *could* or *couldn't*.

E.g. *Tan managed to sleep early* → *Tan could sleep early.*

- 1 Alya was not able to finish her jogging routine last weekend.

- 2 Paul was extremely relaxed when he was younger.

- 3 Lara succeeded in walking for an hour without her phone.

- 4 Lina drank tea with her friends every day after school.

4 Read the short dialogues to choose the correct answer.

- 1 **Tom** Yesterday, I _____ so much scrolling that I forgot to eat lunch.
Lyn Wow, that used to happen to me before I had a digital detox.
 a did b was c used to enjoy
- 2 **Leyla** I _____ focus on anything during the challenge because of too much noise.
Sue Really? I studied outside.
 a could b couldn't c would
- 3 **Sam** I _____ text for hours before, but now I prefer talking.
Jill Same here.
 a could b was c used to
- 4 **Larry** What were you doing yesterday at 9:00?
Tim I _____ a long walk with my sister.
 a took b was taking c used to take

5 Look at the mixed lines from a school well-being interview. Put them in the correct order.

- ☒ a For about three weeks. It helped me calm down a lot.
- ☐ b How long did you walk in the evenings before your anxiety got better?
- ☐ c Around 20 minutes. It clears my head.
- ☐ d How long do your walks usually take?
- ☐ e Not really. I walked every day after school.
- ☐ f Did the evening routine take long to become a habit?

6 Complete the sentences with the correct question tag.

- 1 You used to volunteer for a local community, _____?
- 2 Maya was listening to calming music when you called her, _____?
- 3 They couldn't join the wellness workshop last Friday, _____?
- 4 Your dad would take evening walks to clear his mind, _____?
- 5 The breathing exercise didn't help him calm down yesterday, _____?

7 Choose the correct option.

- 1 Emma doesn't feel well and she has to choose one activity. She can _____ take a short walk _____ do some stretching.
 a either / or b neither / nor
- 2 Experts warn about unhealthy habits. _____ stress _____ negative self-talk helps improve mental health.
 a Either / or b Neither / nor
- 3 **Alisha** I believe spending time alone helps me recharge.
Mandy _____. I feel more energetic when I'm with friends.
 a So do I b I hope so

8 Read the short blog post and choose the correct preposition.

on	by	after	with	in (x2)	under
----	----	-------	------	---------	-------

Last month, I felt overwhelmed (1) _____ the pressure of exam week. I struggled (2) _____ frustration when I saw my results, so I decided to make a small change. Every day, I went running (3) _____ the mornings to clear my mind. My stress level dropped (4) _____ a few short mindfulness moments, and I promised myself to finish my well-being challenge (5) _____ Friday.

Yesterday, our school organised a talk (6) _____ emotional resilience. Listening to other students made me realise something important: I feel calmer when I sit (7) _____ nature and give myself a quiet pause.

VOCABULARY

- 1 Read the short text about the *Emotional Awareness Talk*. Complete with the correct words from the box. Two are extra.

anxiety	empathy	loneliness	self-awareness	acceptance	symptom	relaxation	mentor
---------	---------	------------	----------------	------------	---------	------------	--------

Our school invited a (1) _____ to give a talk about emotional well-being. Students shared how they sometimes feel (2) _____ before exams or moments of (3) _____ when friendships become difficult. We learnt that (4) _____ helps us understand each other better and that (5) _____ of our feelings makes daily life easier. At the end, we practised short (6) _____ exercises to calm our minds.

- 2 Match the definitions to the correct words. One is extra.

recovery	mindfulness	injury	conflict	adaptation	conscious	balance
----------	-------------	--------	----------	------------	-----------	---------

- a the quality of being aware of the present moment and keeping calm _____
- b a disagreement between classmates during group work _____
- c learning to adjust when things change _____
- d being aware of what you are doing or feeling _____
- e the period of getting better after being hurt _____
- f keeping schoolwork and rest in a healthy order _____

- 3 Circle the correct word in each sentence.

- 1 After the long exam week, Lina felt great **relief / stress**.
- 2 The doctor said the injury wasn't **dangerous / severe**, so no extra care was needed.
- 3 Our school invited a health **consultant / surgeon** to talk about healthy habits.
- 4 Daily stretching protects your **joints / bones** and muscles.
- 5 Some teens struggle with phone **therapy / addiction**, so digital breaks help.

- 4 Complete the text about the community help event with the correct form of the verbs/phrases from the box. One is extra.

volunteer for	operate on	contribute to	support with	suffer from	interact with
---------------	------------	---------------	--------------	-------------	---------------

Last weekend, many students joined a Community Help Event in our town. Some students (1) _____ activities at the local animal shelter, while others helped clean the riverside park. Volunteers loved the chance to (2) _____ local families and children during the day. These small actions (3) _____ a cleaner and kinder community. Some students (4) _____ social anxiety, but being in nature helped them feel more relaxed. Everyone looked forward to returning next month because the experience was so meaningful, and volunteers felt proud to (5) _____ the community _____ needs.

READING

1 Read the text quickly to tick (✓) what is mentioned in it.

- ☐ ways to improve fitness
- ☐ exploring well-being cultures
- ☐ daily habits



Ikigai & Hygge: Two Ways to Feel Good

Ideas from Around the World

Different cultures have different answers for feeling good. Two popular ideas from around the world are *Ikigai* from Japan and *Hygge* from Finland and Denmark. Even though they come from very different places, both ideas help people feel calmer, happier, and more balanced.

Ikigai: A Tradition from Japan

In Japanese, *Ikigai* (pronounced *ee-kee-guy*) means a reason to live or something that makes your day worth starting. For some people, *ikigai* is a hobby like drawing, cooking, or playing a sport. For others, it's helping people, learning new things, or spending time in nature. *Ikigai* doesn't need to be big or perfect. It can be a small action that makes you smile every day, like watering plants, writing in your journal, or taking a peaceful walk before school. People say that when you follow your *ikigai*, you feel more focused, motivated, and connected to yourself.

Hygge: A Nordic Approach

Hygge (pronounced *hoo-guh*) comes from the Nordic lifestyle. It's all about creating a warm, cosy feeling in your daily life. You can find *hygge* by drinking hot tea on a rainy evening, reading with a soft blanket, lighting a candle, or spending time with close friends. *Hygge* doesn't require expensive things; it's about slowing down and enjoying the moment. It reminds people to rest, breathe, and feel safe.

What Do They Have in Common?

Ikigai and *hygge* are different, but they share an important idea: Happiness often comes from simple, everyday habits. When you find something that gives you purpose (*ikigai*) and create moments that make you feel comfortable (*hygge*), your well-being grows stronger.

2 Read the text again to choose the correct option.

- | | | |
|--|----------------------------|-------------------------------------|
| 1 <i>Ikigai</i> is mostly about... | a doing something perfect | b having a reason to begin your day |
| 2 <i>Hygge</i> focuses on... | a comfort and cosy moments | b expensive decorations |
| 3 Both <i>ikigai</i> and <i>hygge</i> help people... | a feel calmer and happier | b become more popular |
| 4 <i>Ikigai</i> can be found in... | a big achievements only | b simple daily actions |

3 Match the sentences to their closest meaning. One is extra.

- | | |
|---|--|
| ___ 1 It helps people relax and feel calmer. | a <i>Hygge</i> helps people slow down. |
| ___ 2 People feel closer to themselves. | b These ideas reduce stress. |
| ___ 3 It reminds people to take life more gently. | c You need expensive things for <i>hygge</i> . |
| | d <i>Ikigai</i> makes people feel connected. |

4 Imagine creating a small *ikigai* or *hygge* corner in your home like a cosy spot. Write a short note describing how this corner helps you feel better, and pin your note on the classroom notice board.

E.g. *I created a small hygge corner in my home. I drink tea, read quietly, and use soft lights to feel calmer after a busy day.*

WRITING

1 Read the podcast and fill in the blanks choosing the correct word from the box. One is extra.

accidentally

adequately

instantly

terribly

strictly

Hi everyone, welcome to my *Balanced Day Podcast*. Today, I focused on eating better and taking care of my body. In the morning, I had a proper breakfast with eggs, whole-grain toast, and fruit. Oh, and yes, I didn't forget to drink a glass of kefir, even though it still tastes a bit too healthy for me. It actually made me feel more awake (1) _____. At lunch, I tried to eat (2) _____ by adding vegetables, a small bowl of yoghurt, and fresh fruit. In the afternoon, I realised I had (3) _____ skipped my nut and raisin snack, so I prepared a small plate. For dinner, I chose something light, grilled chicken and a colourful salad, and I felt proud of myself for keeping it balanced. I also followed my no-junk-food rule (4) _____ because it helps me stay in a better mood during the day.



2 Complete the sentences with your own ideas using one of the adverbs in exercise 1.

- 1 When I drink kefir or milk in the morning, I _____
- 2 When I feel low on energy, I _____
- 3 When I get out of my routine, I _____
- 4 When I follow my balanced routine, I _____

3 Write 7-8 sentences as if you are recording your own *Balanced Day Podcast*. Follow these steps:

- Start with a greeting.
- Say why a balanced diet is important for you.
- Describe one healthy food you had today (e.g., kefir, oatmeal, blueberries).
- Explain how that choice affected your mood or energy.
- Mention one challenge (skipping a snack, craving sweets, eating late).
- Use at least two adverbs from the box.

Write your podcast entry below.



LISTENING

1 Listen to the recording of friends talking about conflicts and match each statement to the correct person. Write Arda, Alin, Mateo or Selin.

- 1 _____ experiences small but stressful daily conflicts.
- 2 _____ believes that families teach values through actions.
- 3 _____ struggles with pressure from parents about the future.
- 4 _____ says families don't need to be perfect to be positive examples.



Audio 4.1

2 Listen to the recording again to decide if the statements are true (T) or false (F).

- ☐ 1 Arda's parents support his choice of studying psychology from the beginning.
- ☐ 2 Alin and her brother didn't talk for two days because she was upset about her deleted files.
- ☐ 3 Mateo believes that joining charity events has changed the way his family behaves at home.
- ☐ 4 Selin argues that families must avoid all conflicts.



Audio 4.2

3 Choose the correct answer according to the recording.

- 1 Why does Arda say they keep going in circles?
 - a Because his parents keep changing their minds.
 - b Because the same disagreement repeats without progress.
 - c Because he cannot explain his feelings clearly at all.
- 2 What does Alin's example show about everyday conflicts?
 - a They usually happen because people don't care.
 - b They can grow quickly when emotions are high.
 - c They never get solved without adults.
- 3 What is the main message of Mateo's experience?
 - a Families become stronger when they help others.
 - b Helping others is more important than family issues.
 - c Only children should help elderly people.

PRONUNCIATION

1 Listen to the recording to match and write the words you hear next to the words that have a similar sound.

- | | | |
|----------------|--------------|----------------|
| 1 family _____ | 2 name _____ | 3 centre _____ |
| 4 camera _____ | 5 deep _____ | 6 appear _____ |



Audio 4.3

2 Listen to the sentences and choose the option that has the similar sound in the bold words.

- 1 She **climbed** up the hill slowly.

a comb	b club	c cab
--------	--------	-------
- 2 They took the **city** bus at 7:00 a.m.

a cereal	b cat	c car
----------	-------	-------
- 3 Please **cook** the rice carefully.

a centre	b candle	c cell
----------	----------	--------
- 4 The **children** were excited about the trip.

a chemist	b cabbage	c choose
-----------	-----------	----------
- 5 He tied the **handkerchief** around his wrist.

a had	b Wednesday	c hide
-------	-------------	--------



Audio 4.4

GRAMMAR

1 Use the words below to complete the paragraph. One is extra.

for

since

already

yet

never

ever

just

recently

I started my new job a few months ago, and I've (1) _____ learnt so many new things. I've been working here (2) _____ the beginning of September, and I've met great colleagues. My manager has (3) _____ asked me to join an important project, and I'm excited about it. I haven't prepared my presentation (4) _____, but I've written some notes (5) _____. As I've (6) _____ worked in such a creative environment before, everything feels new to me. Have you (7) _____ worked in a place where people support your ideas this much?

2 Choose the correct options to complete the text.

Lucas and I are preparing for the university entrance exam, and this week has been intense. We (1) _____ on our projects (2) _____ last Monday, and the deadlines keep getting closer. Lucas (3) _____ three practice tests (4) _____, while I (5) _____ even one because I've had extra classes, and I have practised during them.

We usually study at the library, but it hasn't been ideal recently. They (6) _____ the computers on the second floor, so the noise has been distracting (7) _____ two days. Because of that, I (8) _____ to do most of my revision at home instead.

Even with all these challenges, we're improving. Lucas (9) _____ much more organised lately, and we both feel relieved because we (10) _____ steady progress over the past few weeks.

- | | | | | | | | |
|------|---------------------|---|---------------------|---|---------------|---|---------------|
| 1 a | have been working | b | had been working | c | worked | d | have worked |
| 2 a | for | b | since | c | already | d | yet |
| 3 a | has been completed | b | has been completing | c | completed | d | has completed |
| 4 a | already | b | yet | c | so far | d | ever |
| 5 a | have finished | b | haven't finished | c | finished | d | had finished |
| 6 a | have been repairing | b | repaired | c | have repaired | d | had repaired |
| 7 a | last | b | since | c | for | d | during |
| 8 a | have tried | b | have been trying | c | tried | d | had tried |
| 9 a | had become | b | has been becoming | c | became | d | has become |
| 10 a | saw | b | have been seeing | c | have seen | d | had seen |

3 Read each situation. Choose the sentence that fits the situation best.

- Her clothes are wet because she played with her friends in the rain.
 - She has played in the rain.
 - She has been playing in the rain.
- He finished his project and now he is free.
 - He has finished his project.
 - He has been finishing his project.
- You started reading the book in the morning; you're still reading.
 - I have read this book today.
 - I have been reading this book today.
- She wrote ten emails today and she doesn't need to write more.
 - She has been writing ten emails today.
 - She has written ten emails today.

4 Complete the dialogue with the correct reflexive pronouns.

Emma I thought you were upset yesterday. Did I do something wrong?

Neil No, not at all. I was frustrated with (1) _____ because I completely forgot to pay the electricity bill.

Emma Oh, that happens. You don't always have to deal with everything by (2) _____.

Neil I know, but I prefer handling things alone. It makes me feel responsible.

Emma Well, next time, let's organise the tasks together. We should divide the responsibilities among (3) _____.

Neil You're right. And don't worry, Sarah offered help, too. She said she had already reminded (4) _____ to check the bills earlier.

Emma Good. At least we're all trying to support one another instead of blaming (5) _____.

Neil Exactly. Sometimes people just need a little time to figure things out by (6) _____.

5 Read the paragraph and circle the correct form of the words in bold.

Last weekend, we went hiking and tried some different mountain routes. The first trail was quite challenging, but the second had **good / better / the best** views than the first one, so we enjoyed it much more. Water was another issue; the North Route, which we followed second, had **little / less / the least** clean water, so we had to share what we carried. We were lucky to hike with Mira, who was **good / better / the best** at giving directions. Some hikers say the Stone Path was **bad / worse / the worst** trail in the area, but I think the Windy Track was actually **bad / worse / the worst** than it because the cliffs were steeper. We finished the route at the Ridge Road. Even though it required **much / more / the most** effort than we expected, the view at the top made it completely worth it.



6 Write the suitable *How long...* question for each answer.

- 1 **Daniel** _____
Mina I have been practising the violin for eight years.
- 2 **Jack** _____
Jasmine We have lived in this apartment since 2015.
- 3 **Greg** _____
Elly He has been working at the art studio for three months.
- 4 **Ben** _____
Arthur They have known each other since primary school.

VOCABULARY

1 Match the housing types to their definitions. One is extra.

- | | |
|--|----------------------|
| ___ 1 a comfortable one-storey home with a big front porch | a a slum |
| ___ 2 a simple home made of wood and dried grass | b a skyscraper |
| ___ 3 a two-floor home with a large garden and a balcony | c a bungalow |
| ___ 4 a huge glass building with more than 50 floors | d a hut |
| | e a two-storey house |

2 Read the diary written by a teenager and complete it using the words or word groups below. One is extra

emotional distance

volunteer

participation

exclusion

assistance

noise conflict

generation gap

bond

Tonight was full of different emotions. First, our neighbour complained because my brother turned up his speakers again; a typical (1) _____. Later, my parents and I argued about my weekend plans, which reminded me of the big (2) _____ between their traditional ideas and my lifestyle. During dinner, my little brother felt forgotten when everyone talked about school and work, and started to cry. That moment of (3) _____ really made the atmosphere tense. I also noticed some (4) _____ between my mother and grandmother during the evening; they seemed polite but not very connected. Luckily, things improved when my friends from school came over to organise next week's charity event together. Everyone showed great (5) _____, and some of us even offered their (6) _____ to help elderly residents. Working together helped us rebuild the (7) _____ that had felt weak earlier today.

3 Read the social media post and choose the correct options to fill in the blanks.

I spend summers with my cousins in a small summer house near the sea. Living with four cousins, even for a short time, can be challenging. Yes, we all love each other, but there is a constant (1) ____, especially when someone needs silence and others want to talk. When that happens, we often (2) ____ each other unfairly.

Our house looks old from the outside, but inside it has a surprisingly (3) ____ style with small artistic decorations. My favourite place is the (4) ____, where we eat together and play games, especially at nights.

We sometimes have conflicts during our stay. Still, living together has also helped us (5) ____ over time. Even when small problems appear, we try to avoid letting a simple (6) ____ turn into a bigger argument. Altogether, the house may be crowded, but it keeps our family (7) ____.

- | | | | |
|----------------------------|--------------------|----------------|---------------|
| 1 a lack of personal space | b cooperation | c organisation | d apology |
| 2 a volunteer | b negotiate | c blame | d adjust |
| 3 a temporary | b elegant | c awkward | d affordable |
| 4 a terrace | b basement | c chimney | d shutter |
| 5 a criticise | b exclude | c interrupt | d connect |
| 6 a ancestor | b misunderstanding | c bond | d apology |
| 7 a slipped | b negotiated | c bonded | d interrupted |

READING

1 Look at the title. What do you think the text will be about? Tick (✓) your guesses.

- | | |
|--|--|
| ☐ a Conflicts between students | ☐ b Living in a luxurious apartment |
| ☐ c Traditional family structures | ☐ d Feeling connected like a family |
| ☐ e Helping the local community | |

More Than Housemates

When I started university and moved into our two-storey student house, I didn't expect my housemates to become a kind of family. The place wasn't luxurious; just an affordable home with an old terrace, a dark basement, and a tiny attic that we used as a study corner. Still, it had a charming and unique atmosphere that made everyone feel welcome.

There were five of us: two engineering students, a psychology major, a graphic designer, and myself. We came from different cities and had completely different backgrounds. At first, our differences created a few problems. For example, Sara and I often had a disagreement about cleaning. Once, our tension increased so much that our neighbours complained about the noise in the hallway. But over time, we learnt to negotiate, listen, and respect each other's routines. Maya, the psychology student, liked quiet evenings, while the others enjoyed late-night gaming sessions in the living room. To avoid a lack of personal space, we made shared rules; quiet hours after midnight and terrace time for long private phone calls. These simple decisions helped us reduce misunderstandings and build trust.

Living together also taught us real-life values. We learnt that a home isn't only a physical space; it is a family dynamic shaped by patience, responsibility, and cooperation. We also tried to contribute to the community. Every two weeks, we volunteered in the neighbourhood, helped elderly residents carry groceries or clean their gardens.

So yes, living with foreigners can be awkward and stressful at times. But altogether, it is a rewarding journey. We face conflicts, solve them, learn from each other, and grow side by side. Living together has shown me that family is not always something you are born into; sometimes, it's something you build.



2 Read the text and choose the best summary for it.

- a The students struggle to live together and decide to move out after some conflicts.
- b The students learn to manage conflicts, support one another, and become like a family.
- c The house is not luxurious enough, so they feel uncomfortable living there.
- d The students volunteer only to avoid sharing the chores in the house.

3 Read the text again. Decide if the sentences are true (T) or false (F).

- ☐ 1 The student house is modern and luxurious.
- ☐ 2 The housemates have a variety of diverse origins.
- ☐ 3 They created house rules to reduce conflicts.
- ☐ 4 They helped elderly people in the neighbourhood.
- ☐ 5 The writer believes friends can't make a family easily.

WRITING

1 a Read the blog post and order the paragraphs.

Family Life in a Full House

Living with six people means the house is always busy. Sometimes we face tension, especially when there's a noise conflict between my brother's online games and my mother's work calls. But most of the time, we support each other. We've already adjusted to sharing the chores and negotiating for personal space.

My parents always remind us that respect and cooperation keep a family strong. Every month, we contribute to our neighbourhood by helping elderly neighbours with their shopping. Through these moments, I've realised that a strong bond doesn't belong only to traditional families; it grows through shared experiences.

I'm Selin. I've lived with my big family in a two-storey house in Antalya for as long as I can remember. It's not luxurious, but it's warm and full of memories. My favourite place is the balcony, where we have long breakfasts on Sundays.

b Now, write the section titles over the correct parts.

Family Values & Community

Introduction

Daily Life at Home

2 Write a blog post about living with your family or the people you share your home with. Use the questions below to guide your writing.

Title: _____

Paragraph 1 – Introduction

- Who do you live with?
- What type of house or apartment do you live in?
- What is your favourite part of the home? Why?

Paragraph 2 – Daily Life & Challenges

- What are the enjoyable moments you share?
- What conflicts or problems appear at home?
- How do you solve them (noise conflict, generation gap, shared responsibility, negotiation, etc.)?

Paragraph 3 – Values & Community

- What have you learnt from living together?
- How does your family/household support others (neighbours, community, relatives)?
- What family values matter most to you?

Family Life in a Full House		
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____



LISTENING

- 1 Look at the pictures of problem-solving ideas in a city. Match the ideas to the benefits below. One is extra.

a Separate Waste Boxes



b Bicycle Lanes



c Rooftop Gardens



- ☐ 1 reduce car dependency ☐ 3 support recycling and cleaner streets
☐ 2 improve underground metro speed ☐ 4 create green spaces in crowded cities

- 2 Listen to the interview and choose the correct answer to complete the sentences.

- 1 The mayor mainly talks about ...
 a daily life in rural areas b the city's redevelopment project
- 2 The first stage of the project includes ...
 a replacing the old bridge b restoring the old bridge
- 3 Engineers have already started work on ...
 a the clean-energy cables b the pedestrian routes
- 4 The new transport plan aims to ...
 a reduce car use b expand highways
- 5 Some residents are worried because of ...
 a construction noise b privacy concerns



Audio 5.1

- 3 Complete the mayor's notes with one word/phrase as you remember. Then, listen again and check.

- 1 The old bridge will be restored because it is part of the city's _____.
- 2 Engineers are laying new _____ cables under the river.
- 3 The city will add more _____ to reduce car use.
- 4 New pedestrian areas will make the district _____ and healthier.
- 5 Residents want clear rules to protect their _____.



Audio 5.2

PRONUNCIATION

- 1 Look at the words in the box. Listen and write each word next to the correct vowel sound group.

district	time	cycle	green	river	clean
----------	------	-------	-------	-------	-------

bike, _____, _____ city, _____, _____ street, _____, _____



Audio 5.3

- 2 Look at the words in the box. Listen and put each word under the correct sound group.

budget – high-tech – heritage – fast-paced – global – cable – design – know

festival	govern	energy	hotel
_____	_____	_____	_____
kite	sign	high	knock
_____	_____	_____	_____



Audio 5.4

GRAMMAR

1 Read the briefing announcement. Circle the correct option.

This morning the council announced that they **will / are going to** discuss the new transport plan at tomorrow's meeting. The proposal is already on the agenda.

With the new sustainability programme, the city **will / is going to** become more energy-efficient over the next decade. Several eco-projects are in preparation, and experts say the improvements **will / are going to** reduce energy waste significantly.

Engineers confirmed that they **will / are going to** rebuild the riverside zone for security. The design has been approved and the materials are being delivered this week.

After the briefing, a reporter realised she had forgotten her notes. "Don't worry, I **will / am going to** email you the summary," the spokesperson said.

You may have also seen the posters around the district saying that the municipality **will / is going to** open a new community centre next month. The date is officially set.

2 Complete the dialogues using the correct future form.

- 1 **Jack** When _____ the committee _____ (start) the museum project?
Dave Next week. They have the final meeting on Monday.
- 2 **Lisa** I think people _____ (prefer) bicycle lanes more in the future.
Tom Yes, cars are too expensive and the streets are crowded.
- 3 **Sue** We _____ (organise) a street festival in our district. Do you want to volunteer?
Mike Great! I _____ (join).
- 4 **Joe** The city _____ (not/allow) cars in this street. It will be pedestrian-only.
Kate Wow, the neighbourhood _____ (become) much quieter.



3 Tick (✓) the correct explanation for each sentence.

- a It's already planned/decided.
 b It's an instant decision or a prediction.

- 1 We're going to restore the old bridge. ☐ a ☐ b
 2 I'll talk to the mayor about this problem. ☐ a ☐ b
 3 They're going to build a new eco-friendly estate. ☐ a ☐ b
 4 I think the city will be a global example in 2040. ☐ a ☐ b

4 Complete the sentences with the correct word.

because so although whereas in contrast despite

- 1 The city is crowded and fast-paced; _____, rural areas are calm and spacious.
 2 Many people use public transport _____ it is cheaper and more eco-friendly.
 3 _____ the council explained the project clearly, some residents still felt worried.
 4 My neighbourhood is highly urban, _____ my grandparents' village is quite remote.
 5 _____ the heavy traffic, people still prefer to live in the city centre.
 6 The new square is lively and vibrant, _____ people spend more time there than in the old square.

5 Join the sentences using the words in brackets.

- 1 The district is noisy. People enjoy living there. (although)

- 2 Many residents are worried about privacy. They support smart neighbourhood projects. (even though)

- 3 Rural areas are tranquil. They have fewer services. (whereas)

- 4 The streets are cleaner. The city has added more separate waste boxes. (because)

6 Read the story and complete it with the correct time linker.

while

until

as long as

when

before

after

by the time

Against the Clock

I left home late today, so I hurried to the bus stop

(1) _____ the morning traffic got worse.

(2) _____ I was waiting, the bus app suddenly froze, and I had no idea (3) _____

the next bus would come. I decided to walk, but the main road was closed; it won't reopen

(4) _____ the engineers finish the cable work.

I rushed to the metro instead. Trains are free

(5) _____ you tap your digital pass, but of

course, I had left mine on my desk. (6) _____ I finally reached the council building, the meeting had already started.

I entered quietly and said, "Sorry I'm late. We can begin (7) _____ I connect my device." Everyone laughed; traffic had delayed half the team as well.

**7 Read the story again and put the events (1-6) in the correct order.**

- ___ a The bus app froze.
- ___ b I rushed to the metro.
- ___ c I arrived at the council meeting.
- ___ d I hurried to the bus stop.
- ___ e I saw that the main road was closed.
- ___ f I apologised and began the meeting.

8 Match the sentence halves. One is extra.

- | | |
|---|---|
| ___ 1 The city is going to add more bike lanes, | a so the city plans to improve transport options. |
| ___ 2 The council meeting was delayed, | b because traffic will be reduced in the area. |
| ___ 3 The neighbourhood will become quieter, | c because many people prefer cycling. |
| ___ 4 Many people prefer public transport, | d so the decision couldn't be announced yet. |
| | e as long as the tourists prefer the city. |

VOCABULARY

1 a Look at the photos. Write the phrases below under the correct photos.

construction site

street festival

council building

bike lane

home renovation



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

b Write each adjective next to its meaning below. Two are extra.

conventional

vibrant

urban

outstanding

accessible

sustainable

tranquil

- a _____ lively, colourful, full of energy
 b _____ easy for people to reach or enter
 c _____ traditional; following usual ways rather than new ideas
 d _____ designed to protect resources and the environment over time
 e _____ related to the city or city life

2 Complete the sentences with the correct words below.

calculate

anticipate

accommodate

construct

distribute

strengthen

- 1 The engineers need to _____ the cost of the new transport project.
 2 The city must _____ more bike lanes to reduce traffic.
 3 Volunteers help the municipality _____ food to families in need.
 4 The old bridge needs extra support pillars to _____ it.
 5 Our school can _____ more students next year after the building extension.
 6 City planners try to _____ future needs before starting a project.

3 Complete each dialogue with the correct verb that best expresses the type of change. One is extra.

transform

renovate

relocate

restore

Tim The municipality will (1) _____ the old museum next year.

Bill Finally! It really needs to be brought back to its original form.

Lisa They want to (2) _____ the sport centre into a community hub.

Sam Great idea, everyone will benefit.

Leo The city plans to (3) _____ the old library this summer.

Tina Oh, at last it will have new windows, good lighting and a safer entrance.

4 Write each word under the correct heading to group them according to the idea they express.

sustainability

immigration

accessibility

overpopulation

privacy

energy-efficient

City Challenges

Future Solutions

READING

1 Read the paragraphs below. Match them to the photos. One is extra.



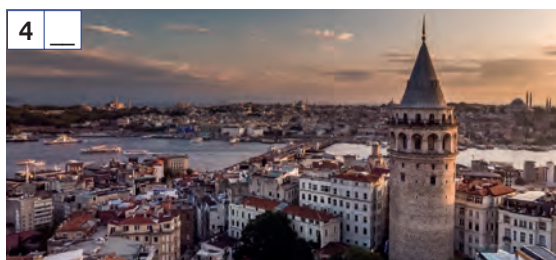
The Shard, London



Sydney Opera House, Sydney



Eiffel Tower, Paris



Galata Tower, Istanbul

- A** When you walk through this district, you immediately hear music from street performers and see people relaxing by the water. The building in the centre looks like giant white sails, and locals say it represents their city's open and adventurous spirit. At night, the whole area becomes more vibrant as cafés and small art events fill the waterfront. It's one of the most outstanding landmarks for visitors.
- B** This structure rises above the city like a sharp piece of glass. Inside, everything is designed to be sustainable, using natural light and advanced energy systems. Many people work in the offices here, and the place feels very urban and fast-paced. From the viewing floor, you can see trains, bridges and markets all connecting the city like a living map. Locals say it shows how the city will keep growing in the future.
- C** The stone tower in the centre has watched the city change for centuries. The area is full of narrow uphill streets, tiny bookshops, independent art galleries and cosy cafés tucked between historic apartment buildings. Visitors love wandering through these winding paths and taking photos from unexpected viewpoints. Even though the district is busy with tourists, it still keeps a local, laid-back atmosphere.

2 Choose the best summary of all three paragraphs above.

- a They describe city districts that are becoming more modern.
- b They describe famous landmarks and the character of their neighbourhoods.
- c They explain how tourism changes local life around the world.

3 Find the details. Write A, B or C.

- 1 mentions a building that uses natural light.
- 2 mentions uphill streets and tiny bookshops.
- 3 mentions street performers and small arts events.

4 Write true (T) or false (F) next to the statements.

- ☐ 1 The landmark in Paragraph A looks like sails.
- ☐ 2 Paragraph B describes a peaceful rural area.
- ☐ 3 Paragraph C mixes old and new elements.
- ☐ 4 The landmarks show nothing about their cities.
- ☐ 5 Each paragraph highlights a different feature of the city.

WRITING

- 1 Read the sample promo leaflet. Underline the future forms. Circle the adjectives.

Discover Riverlight District

Our neighbourhood is vibrant and full of character. With its cafés, galleries and waterfront paths, it's one of the most welcoming areas in the city.

What Makes This Area Special

Riverlight has accessible walking routes, cosy local shops and beautiful views. People enjoy the calm atmosphere, although the district is close to the busy city centre.

What's Coming Next?

The council is going to redesign the riverside square, and the district will become even more pedestrian-friendly. New art stands and green seating areas are going to make the neighbourhood brighter and more social.





- 2 Plan your leaflet. Fill in the sections.

Name of your neighbourhood

What makes it special? (features, atmosphere)

How does it look/feel? (use adjectives)

Why should visitors come?

Future changes (will/be going to)

- 3 Write your promo leaflet to describe your neighbourhood by following the steps below.

- one future plan (be going to)
- one prediction (will)
- two adjectives
- one linking word

Sample Promo Leaflet Text

- 4 Check your leaflet. Tick (✓) what you have included.

- | | |
|---|--|
| ☐ A clear description of the neighbourhood | ☐ One linking word |
| ☐ At least two adjectives | ☐ A promotional and inviting tone |
| ☐ One <i>will</i> + one <i>be going to</i> statement | |



LISTENING

1 Listen to the dialogue between Chef Cedric and Dalia to choose the correct answer.

- Why is Chef Cedric popular with the audience?
 - He always follows perfect recipes.
 - He often makes funny mistakes.
 - He speaks many languages.
- What happened while Cedric was chopping onions?
 - He cut them perfectly.
 - He dropped the knife.
 - The onion rolled away.
- What did people think about Cedric's final dish?
 - It was too spicy.
 - It tasted good and was affordable.
 - It didn't look balanced.
- What is Cedric's attitude toward mistakes in cooking?
 - Mistakes are a normal part of learning.
 - Mistakes should never happen.
 - Mistakes mean you're not a good chef.



Audio 6.1

2 Listen to the dialogue again and complete the sentences with one word.

- Cedric said the chefs he watched worked very **f**_____.
- The onion rolled all the way to a **c**_____.
- His dish had a light **d**_____ sauce.
- Cedric says cooking is a **j**_____.
- He advises people not to be afraid of small **a**_____.



Audio 6.2

PRONUNCIATION

1 Listen to the words and write them in the correct row based on the vowel sound of the underlined letter.

g <u>o</u> bal	pr <u>o</u> blem	<u>o</u> ften	f <u>o</u> cus	<u>o</u> peration	p <u>o</u> lity
home			not		



Audio 6.3

2 Listen to the words and write them in the correct column based on the key consonant sound.

belong	million	film	equipment
l ocal	m other	d epend	p lanning



Audio 6.4

3 Listen to the sentences to choose the option that has the same sound as the words in **bold**.

- At the international event, people listened to each country's **hymn**.
 - compute
 - autumn
 - nice
- The doctor said he has been studying **psychology** for ten years.
 - place
 - pizza
 - pneumonia
- We **should** work together to solve the global problem.
 - would
 - lively
 - all



Audio 6.5

GRAMMAR

1 Read the short blog entry from a food festival and fill in the blanks with the correct modals.

must

might

can't

could

At the Cross-Cultural Food Market

I've just tasted a strange green pastry from a Malaysian stall. It (1) _____ contain *pandan**, because the smell is sweet but earthy. The chef says the filling (2) _____ be spinach, it's too aromatic for that. The topping (3) _____ be coconut cream; it's really smooth and rich. A friend told me this pastry (4) _____ be a festival dessert that people share on special days.

*pandan (n): a tropical leaf used in Asian cooking for its sweet, earthy smell and flavour.

2 Match the situations (1–5) to the modal functions (a–e).

- ___ 1 A visitor says, "This can't be meat; the texture is too soft."
 ___ 2 It must be their special day; they're giving free samples to everyone.
 ___ 3 The chef may use a family recipe that isn't written anywhere.
 ___ 4 This could be similar to the dessert we ate in Morocco last year.
 ___ 5 I think it might rain during the open-air dinner, so bring something light.

- a weak possibility
 b strong evidence, high probability
 c personal guess from experience
 d comparison-based possibility
 e evidence, almost impossible

3 Look at the rules from a cooking workshop about world heritage. Complete with *have to*, *don't have to* or *must not*.

Cooking Workshop Rules

- 1 All participants _____ wash their hands before touching any ingredients.
- 2 You _____ bring your own apron; the workshop provides one for free.
- 3 You _____ enter the kitchen area without closed shoes. It's dangerous.
- 4 During the tasting session, you _____ try every dish. Just choose the ones you like.
- 5 Visitors _____ take photos near the open-fire oven for safety reasons.
- 6 If the chef asks questions, you _____ answer politely. It's part of the workshop routine.

4 Read the sentences and **circle** the correct answer.

- 1 In the future, chefs **will have to** / **will be able to** use AI tools to design healthier menus.
- 2 Last year, vendors **were able to** / **had to** follow stricter hygiene rules because of the festival update.
- 3 We **might** / **need to** taste six different dishes today, but only three are required.
- 4 Thanks to new technology, people **will be able to** / **will have to** reach global markets easily.

5 Rewrite the sentences with the same meaning by using a modal.

E.g. *I'm almost sure the match starts at 8 p.m.*

The match must start at 8 p.m.

- 1 I think the chef is Turkish.
The chef _____
- 2 I'm almost sure the bread is baked in a stone oven.
The bread _____
- 3 I'm sure this isn't almond milk.
This _____ almond milk.
- 4 Maybe this dish is vegan.
This dish _____ vegan.

6 Read the different conversations at an international youth festival. Choose the correct option.

- 1 At the Global Music Stage

Jane This beat sounds African.

Judie Yeah, but the lyrics are in Portuguese. It _____ be Angolan music.

a must b could c can't

- 2 In a Social Media Influencers Panel about a Famous Influencer

Felix Her followers reached 5 million this month.

Iris She _____ be posting very creative content.

a might b could c must

- 3 During a Cultural Parade

Maya The costumes are colourful and decorated with feathers.

Luka This _____ be a South American dance group.

a might b mustn't c can't

7 Read the post from an international event app and answer the questions by using modals.

- 1 Who do you think they are?

- 2 Why were they talking to strangers?

- 3 What can you say about their role?

Global Day Highlights

I observed a group of people jogging through the park, equipped with cameras and headsets. They were speaking different languages and interviewing strangers.

One person had a badge saying *Team Vibes*.

8 Read the problems and write solutions by using modals as in the example.

E.g. *During World Film Day, Emma keeps talking during the screening.*

She must not talk during the film and must respect others.

- 1 At an international marathon event, Bob stands too close to the track.

- 2 Ali wants to join a film workshop but didn't register online.

- 3 During a cultural parade, Mary drops her phone in the crowd.

- 4 On a school trip to a global museum, students walk away from the guide.

- 5 Gila feels anxious about performing at the Global Music Night.

VOCABULARY

- 1 Read the text about the Global Fusion Festival and complete it with the correct words below. One is extra.

affordable	portion	nutritious	opponents	heritage	diverse	parade	volunteer	represent
------------	---------	------------	-----------	----------	---------	--------	-----------	-----------

Global Fusion Festival

Every summer, young people from different countries come together to celebrate global cuisines, sports, and culture. At the entrance, visitors receive a small tasting card so they can try a (1) _____ of dishes from around the world. Many booths offer healthy and (2) _____ meals made with local ingredients.

In the cultural area, students prepare performances to (3) _____ their traditions through music and dance. Later in the day, an international (4) _____ fills the streets with costumes, flags, and colourful decorations to celebrate global (5) _____.

Near the sports zone, athletes meet their (6) _____ before friendly matches. Anyone can join the warm-up activities, and some students choose to (7) _____ to help visitors find their way. The event is open to everyone, and all activities are completely (8) _____, so families can enjoy the day without spending much.

- 2 Circle the correct word in each sentence.

- The marathon attracted thousands of **spectators / audience**, especially near the finish line.
- Some global dishes combine sweet and salty **flavours / recipes** at the same time.
- This café became **mixed / widespread** after a famous travel blogger shared it online.
- Many athletes rely on **sponsorship / opponents** to join international competitions.
- People sometimes confuse facts with **stories / myths** when talking about foreign cultures.
- Our project focuses on how festivals help them build cultural **identity / connection**.

- 3 Complete the sentences with the verbs below. Change the form if necessary. One is extra.

inherit	distinguish	participate	chop	dominate	adapt	swallow
---------	-------------	-------------	------	----------	-------	---------

- Some traditions are _____ from one generation to another.
- Athletes must learn to _____ their strategies when weather conditions change.
- During the cooking workshop, students practised how to _____ vegetables safely.
- It's sometimes difficult to _____ similar flags during international events.
- Please don't _____ your food too quickly during tastings at the festival.
- More than 20 countries will _____ in this year's Global Youth Marathon.

- 4 Read the mini dialogues and circle the correct option.

- Sare** This dish looks small.

Luca No, that's a normal **portion / protein** here.
- Diego** The runners are warming up.

Hana Yes, the **spectators / spices** have already found their seats.
- Samira** I love how people share their culture through food.

Noah Yes, every recipe tells a **legend / heritage** story.
- Elio** Why do they wear the same colours?

Begüm Because they **represent / manufacture** their school team.
- Hana** The festival isn't real, it's just fictional.

Diego No, it's based on a true **myth / event**.

READING

1 Look at the title and tick (✓) what you think the text will focus on.

- ☐ global culture in daily routines
- ☐ technology and responsibility
- ☐ local traditions

Everyday Life in a Global World

Today, many teenagers live in a world shaped by global connections. Music, food, sports, and online platforms from different countries are part of daily life. From a young age, students meet new ideas, traditions, and ways of thinking through these global influences.

This global influence can be seen clearly at school. Students participate in international projects, learn about traditions from other cultures, and take part in events that bring people together. School festivals, for example, often feature music, food, or performances from different countries. Through these experiences, students begin to see cultural differences as chances to learn rather than barriers.

Global life also shapes habits outside school. Many teenagers prefer balanced and affordable meals inspired by world cuisines. They also follow international athletes, musicians, and artists online. Technology makes these connections easier, but it also brings responsibility. Students need to choose carefully what they watch, follow, and share.

Living in a global world does not mean losing local values. Young people can stay connected to their own culture while remaining open to others. With curiosity and respect, globalisation can play a positive role in everyday life.

2 Read the text and choose the correct option.

- 1 What is the main focus of the text?
 - a traditional school activities
 - b the problems of technology
 - c how globalisation shapes daily life
- 2 According to the text, school activities help students...
 - a understand and appreciate diversity
 - b avoid cultural differences
 - c focus only on local traditions
- 3 What role does technology play according to the text?
 - a It connects young people to global culture without any limits.
 - b It supports global connections but requires responsible use.
 - c It reduces the influence of global culture on teenagers.
- 4 What is the main message of the last paragraph?
 - a It is possible to respect other cultures while protecting local values.
 - b Young people should reject global culture.
 - c Globalisation causes young people to forget their culture.

3 Match the words to their meanings. One is extra.

- | | |
|-------------------|---------------------------------------|
| ___ 1 balanced | a not expensive |
| ___ 2 affordable | b traditional |
| ___ 3 exposed | c influenced by something new |
| ___ 4 responsible | d healthy and well-organised |
| | e careful about choices and behaviour |

4 Write a short comment in your notebook about one global influence in your life such as food, music, sports, or technology.

E.g. *I follow international athletes online. This helps me learn about different sports cultures, but I also limit my screen time.*

WRITING

- 1 Read the text from a Global Culture Day booth and complete it with the correct words from below. One is extra.

culture

spices

global

traditions

balanced

Welcome to our Culture Booth about Hungary

Hungarian (1) _____ is well known for its rich (2) _____, folk music, and strong food culture.

Traditional dishes often include (3) _____ like paprika, but the flavours are usually (4) _____ and comforting.

This popular food, *lángos*, is part of everyday life, and families often enjoy it together.

Today, Hungarian culture is shared with the world through music festivals, sports events, and tourism.



- 2 Read the text again and answer the questions.

1 Which culture is presented?

2 Tick (✓) cultural elements are mentioned.

☐

food

☐

music

☐

fashion

☐

festivals

☐

architecture

3 Which sentence shows an opinion?

- 3 Look at the sentences from the text and **circle** the correct option.

1 This food **might / must** be part of everyday life.

2 Spices are used in traditional dishes, **but / because** the flavours are balanced.

3 Hungarian culture can be seen all around the world **through / while** music festivals and sports events.

- 4 Complete the sentences with your own ideas.

1 This tradition might come from _____

2 This culture must be important because _____

3 Globalisation helps people learn about Hungarian with _____

- 5 Now, write a culture booth text that visitors will read at your school's *Global Cultures Day*. Follow the steps below.

- Choose one country or culture.
- Mention food, music, sport, or a tradition.
- Use one modal.
- Use one linking word.



LISTENING

1 Listen to the dialogue to choose what it is mainly about.

- a the reasons why tropical storms form in the Pacific Ocean
- b the impact of floods and volcanic eruptions on humans and nature
- c the history of volcanoes and earthquakes around the world



Audio 7.1

2 Listen again and decide if the statements are true (T) or false (F).

- ☐ 1 The floods in Mexico were caused by tropical storms, Priscilla and Raymond.
- ☐ 2 Most of the farmland in Mexico remained safe after the heavy rainfall.
- ☐ 3 Rescue teams used helicopters to reach the most severely damaged regions.
- ☐ 4 The Kilauea Volcano erupted for the first time in 2025.
- ☐ 5 Local people in Hawaii were already familiar with survival kits and evacuation plans.



Audio 7.2

3 Choose the best answer for each question.

- 1 Why were the floods in Mexico worse than expected?
 - a Because the rainfall lasted for months.
 - b Because the rainfall was heavier than predicted.
 - c Because people ignored the weather warnings.
- 2 What does Dr Alvarez say about the survivors?
 - a They have all been rescued successfully.
 - b They refused to leave their homes.
 - c They tried to cope with the rising waters.
- 3 What action did the Federal Electricity Commission take after the floods?
 - a It built new dams to prevent future floods.
 - b It repaired most of the damaged power lines.
 - c It distributed food and clean water.
- 4 What shows that the local communities in Hawaii have learned from past eruptions?
 - a They are now better prepared with survival kits and evacuation plans.
 - b They have built underground shelters to use during disasters.
 - c They have moved to safer islands because of common disasters.
- 5 According to Dr Kimura, what is one important benefit of using technology during eruptions?
 - a It replaces firefighters and rescue teams.
 - b It can completely stop the lava flow.
 - c It allows scientists to collect real-time data.

PRONUNCIATION

1 Listen to the recording carefully. Choose the word you hear.

- | | | |
|--------------|-------------|-------------|
| 1 a educated | b evacuated | c evaluated |
| 2 a inland | b Iceland | c island |
| 3 a date | b data | c debt |
| 4 a cue | b key | c queue |
| 5 a built | b guilt | c bullet |
| 6 a framers | b farmers | c farms |
| 7 a open | b onto | c often |
| 8 a soon | b son | c sun |
| 9 a store | b storm | c strong |
| 10 a used | b us | c youth |



Audio 7.3

GRAMMAR

1 Match the sentence halves to make meaningful sentences. One is extra.

- | | |
|---------------------------------------|---|
| ___ a They met a volunteer | 1 who provided first aid to injured residents. |
| ___ b The team repaired the drone | 2 which showed signs of water contamination. |
| ___ c The villagers thanked the nurse | 3 who helped hundreds of people during the storm. |
| ___ d The rescue team used a device | 4 that were destroyed by the strong waves. |
| ___ e The island has several areas | 5 which detects movement in dangerous zones. |
| | 6 which was damaged during the heavy rain. |

2 Complete the sentences using *who*, *which*, or *that*.

- A volcanic eruption is a powerful event _____ can completely ruin the surrounding ecosystem.
- The firefighters are the brave people _____ work under severe conditions to rescue the survivors.
- The survival kit is the essential item _____ all citizens must have to cope with a disaster.
- The people _____ became homeless after the tsunami urgently needed shelter and aid.
- An earthquake is a natural disaster _____ can strike without much warning, making it difficult to anticipate.
- The new medical device is the technology _____ helps doctors monitor patients' recovery more efficiently.
- The experts _____ often forecast these events recommend that we strengthen our infrastructure.

3 Make *defining relative clauses* joining the underlined sentences in the dialogues.

- Emma** Have you seen the coastal cliff near the bay?

Jack Yes, the coastal cliff is vulnerable to collapse. It suffers from progressive erosion.
Yes, the coastal cliff that suffers from progressive erosion is vulnerable to collapse.
- Liam** What kind of problems usually occur after a flood?

Sophia Hunger and a shortage of clean water are common problems. They follow a large-scale flood.
- Noah** I heard you met someone interesting at the science conference. Who was it?

Olivia I met a researcher. He specializes in using AI for healthcare.
- Ava** These new laws seem really strict. What are they about?

Ethan They are important laws. They aim to protect endangered species.
- Mia** Did they manage to rescue everyone after the earthquake?

Lucas Yes, they finally found the survivor. He was trapped under the debris for a long duration.
- Isabella** I saw pictures of the tornado's aftermath. Was it serious?

Daniel Yes, the tornado completely destroyed the small town. It was categorized as a severe one.

4 a Combine the parts to make meaningful relative clauses about nature and technology.

- | | |
|----------------------------|--|
| ___ 1 The firefighter | a who developed a smart wildfire sensor |
| ___ 2 The device | b that helps doctors monitor patients remotely |
| ___ 3 The young innovators | c that destroyed several houses |
| ___ 4 The species | d which live in this forest are in danger because of pollution |
| ___ 5 The hurricane | e who saved people during natural disasters |

b Now, write your own complete sentences using the relative clauses above.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

5 Read the sentences and write defining (D) or non-defining (ND) for the sentences below. Then, add comma where necessary.

- ☐ 1 The heavy rain that caused the flood on the island lasted for three days.
- ☐ 2 The volunteer who was very brave saved five people from the flood.
- ☐ 3 The mountain which is covered with snow all year is home to rare species.
- ☐ 4 The doctor who created an AI system for healthcare won an international prize.
- ☐ 5 The survivors who looked desperate at first found hope again.
- ☐ 6 The volcano which erupted last year is still dangerous.

6 Combine two sentences using *who*, *which*, or *that*. Add commas where necessary. Then, rewrite them as a smoother and more connected paragraph.

- Last month, a terrible storm hit a small coastal town. It damaged hundreds of houses.
- The firefighters arrived immediately to help survivors. They worked in severe conditions.
- Many families had to stay in temporary shelters. They needed help.
- The government sent aid packages to the area. They included food, clean water, and survival kits.
- A group of scientists visited the town. They wanted to study how technology could support faster recovery.

7 Complete the sentences using *Defining* or *Non-defining Relative Clauses*.

- 1 The animal _____ is in danger.
- 2 My friend, _____, always helps others.
- 3 The mountain _____ is covered with snow all year.
- 4 Our school, _____, cares about social responsibility.
- 5 The phone app _____ helps many families prepare.

VOCABULARY

1 Look at the pictures and write the names of the disasters under each picture.



1



2



3



4

2 Read the short descriptions and match the natural disasters to the descriptions. One is extra.

- | | |
|--|---------------------|
| ___ a The ground shakes as energy is released inside the Earth. | 1 volcanic eruption |
| ___ b Waves rush toward the coast after an underwater quake. | 2 tornado |
| ___ c Lava and ash burst out of the mountain, covering the sky. | 3 earthquake |
| ___ d Strong winds twist in a circle and destroy houses. | 4 erosion |
| ___ e It's a powerful tropical storm with strong winds and heavy rain. | 5 tsunami |
| | 6 hurricane |

3 Circle the correct adjective to complete the sentences.

- After the disaster, some people became **homeless / inevitable** and stayed in temporary shelters.
- The rescue team worked for hours in **wise / severe** weather conditions to reach the victims.
- It was truly **anxious / tragic** when the flood destroyed the whole village in a few minutes.
- Many survivors felt **miserable / widespread** because they were in bad conditions.
- The scientist looked **anxious / unfortunate** when she saw the storm data on the screen.
- The charity organisation tried to give hope to **desperate / inevitable** people in need of food and clean water.

4 Complete the paragraph using the words below. One is extra.

shortages urgent wildlife survivor widespread species inevitable hunger

Erosion is a (1) _____ environmental problem that affects many parts of the world. It occurs when soil and rocks are worn away by wind, water, or human activity. This process destroys (2) _____ and (3) _____ that depend on the land for survival. The loss of fertile soil can also lead to (4) _____ and food (5) _____ in some areas. Experts warn that it is (6) _____ that erosion will continue if people don't take (7) _____ action.

5 Complete the dialogue using the words below. One is extra.

anticipate heal obtain cope strengthen harm overcome rescue forecast

After the Tornadoes: Rebuilding Together

- Harvey** Tornadoes (1) _____ the environment around Coastal Ridge.
- Lena** Yes, and when that happens, volunteers (2) _____ animals, (3) _____ supplies, and help people (4) _____ the difficulties.
- Irene** That support is crucial. Scientists also (5) _____ the storms and (6) _____ their paths to save lives.
- Zara** Thanks to that information, the survivors (7) _____ the sea walls and maintain shelters to (8) _____ with future disasters.
- Irene** In the end, everyone works together and hopes nature recovers soon.

READING

1 Read the text quickly and write what the passage is mainly about.

Indian Ocean Tsunami

On 26 December, 2004 the Indian Ocean tsunami occurred off the coast of Sumatra, Indonesia. The waves, which were higher than nine metres in some places, spread **dramatically** across the ocean and affected many coastal areas. Entire habitats and villages were **inevitably** ruined. Thousands of families became homeless, and many survivors struggled **desperately** to cope with hunger, panic, and the shortage of clean water. It was one of the major natural disasters in history.

Aid teams, who came from around the world, worked **urgently** to rescue survivors and provide medical care and survival kits. Their efforts showed the importance of global solidarity.

After the tragedy, governments and scientists built stronger warning systems, which now help communities prepare more efficiently. Thanks to technology, we can forecast dangers better and save more lives.

This tsunami reminds us that nature, which supports life on Earth, can also change it in unexpected ways.



2 Read the text again to fill in the blanks using the highlighted words. One is extra.

Heavy rain hit Rize and the Eastern Black Sea region (1) _____, causing floods, landslides, and road collapses. Many people, who couldn't leave their homes for a while, waited (2) _____ for help as rivers rose quickly. Rescue teams worked (3) _____ using machines to save the residents and clear the blocked roads. Authorities responded efficiently, stopping road construction work and preventing a possible tragedy.

3 Read the text in exercise 1 carefully and choose the correct option.

- 1 What made the tsunami particularly destructive for the people living in coastal areas?
 - a The waves reached unusually high levels in some places.
 - b The coastal areas had already been evacuated.
 - c Most buildings in the region were built on higher ground.
- 2 What does the text suggest about the condition of survivors after the tsunami?
 - a They found clean water in many places.
 - b They continued life calmly and safely.
 - c They faced hunger, panic, and shortages.
- 3 What does the text say about the scale of the tsunami?
 - a It was considered one of the major natural disasters in history.
 - b It was viewed as a minor event with limited impact.
 - c It affected only a few small coastal villages.

4 Read again and answer the questions.

1 When and where did the tsunami begin?

2 What effects did the tsunami have on natural areas and settlements?

3 In what ways did international aid teams support the region?

4 What long-term improvements were introduced after the disaster?

5 What does the tsunami tell us about nature and human response?

WRITING

1 Answer the questions.

1 How do natural disasters influence both nature and people?

2 How can technology help before and after a natural disaster?

2 a Read the application form and complete the sentence below.

The application form is for _____

APPLICATION FORM	
Competition Theme:	Hope for the Future
Project Title:	GreenGuard Wildlife Sensor
Applicant:	Jack Nightingale (Age 16) - Riverstone Upper Secondary School
1 Project Summary	
☐ Earthquake ☐ Flood ☒ Wildfire ☐ Landslide ☐ Other: _____	
GreenGuard is a simple, solar-powered sensor network that helps protect forests and wildlife from wildfires. Small devices placed on trees measure temperature and humidity and alert forest teams when unusual changes occur.	
2 Impact on Nature & on People	
GreenGuard protects forests by giving early information that helps teams respond effectively and quickly. It reduces harm to animals by showing where wildlife is moving, allowing safe and calm guidance away from risky areas. The app helps volunteers and families stay informed without stress. It builds teamwork and makes people feel more connected to their natural surroundings.	
3 Why It Brings Hope	
GreenGuard inspires hope because it protects both nature and people through reliable, smart, and eco-friendly technology.	

3 Now, think about your innovative idea and write your own application form.

APPLICATION FORM	
Competition Theme:	Hope for the Future
Project Title:	
Applicant:	
1 Project Summary	
☐ Earthquake ☐ Flood ☐ Wildfire ☐ Landslide ☐ Other: _____	
2 Impact on Nature & on People	
3 Why It Brings Hope	



LISTENING

1 Listen to the audio to tick (✓) what each part is.

	a short interview	a news report
Part A		
Part B		



Audio 8.1

2 Listen to the audio again and choose the correct option.

- What is the report mainly about?
 - a spacecraft bringing back material from an asteroid
 - a plan to build a colony on a distant planet next year
 - a new aircraft that can travel beyond the Earth's atmosphere
- Scientists found evidence of...
 - high levels of carbon and water
 - oxygen and radiation
 - a satellite and a rocket
- The material may help scientists understand...
 - how oceans on Earth will change next year
 - how the solar system formed
 - how to design a new database
- The scientists will study the sample...
 - for a few hours
 - for one week only
 - for many years
- The report says the research can also help people...
 - travel elsewhere next month
 - protect Earth in the future
 - settle on another planet this year



Audio 8.2



3 Listen again and write true (T) or false (F).

- ☐ 1 The sample was collected in space and brought back carefully.
- ☐ 2 The finding proves there is life on Bennu.
- ☐ 3 Carbon and water are important for life as we know it.
- ☐ 4 Only one scientist will study the sample.
- ☐ 5 The scientist says students should ask questions and keep exploring.



Audio 8.3

PRONUNCIATION

1 Listen to the recording to match and write the words you hear next to the words that have a similar pronunciation pattern.

- | | | |
|-----------------|---------------|---------------|
| 1 vehicle _____ | 2 water _____ | 3 write _____ |
| 4 exit _____ | 5 exam _____ | 6 year _____ |
| 7 sky _____ | 8 zero _____ | |



Audio 8.4

2 Listen to the sentences and choose the option with the same pronunciation pattern as the words in bold.

- | | |
|---|--|
| 1 The voyage starts next week. | 2 Astronauts need oxygen in closed systems. |
| a system b energy c volunteers | a exploration b year c exit |
| 3 We studied waveforms in the lab. | 4 The screen shows zero-gravity training. |
| a wander b vibration c galaxy | a young b zoom c ear |



Audio 8.5

GRAMMAR

1 Circle the correct option.

- 1 If you heat water to 100°C, it **boils / boiled**.
- 2 If the team **won't / doesn't** follow the plan, the mission may fail.
- 3 If the signal is weak, the antenna **adjusted / adjusts** automatically.
- 4 If we **find / found** a habitable planet, people would travel there.
- 5 If scientists **didn't protect / don't protect** their data, privacy will be a problem.
- 6 If you mix carbon with oxygen, it **forms / formed** carbon dioxide.
- 7 If the rocket launch is delayed, we **watched / will watch** the update online.
- 8 If I **have / had** a chance, I would join a space mission.

2 Complete the story with the correct form of the verbs below. Use the *negative* forms when necessary.

check	be (x2)	exercise	hold	join
-------	---------	----------	------	------

Today is Science Club day, and we're finalising our questions for the ISS call. Ms Ellis points at a video clip and says, "If you (1) _____ an object in microgravity, it floats." Noah adds, "And if an astronaut (2) _____ regularly, he or she loses muscle." Then, we check our ground station setup: "If we (3) _____ the headset volume, we don't hear the astronaut clearly." Alex and Lara look at the schedule and warn, "If we (4) _____ the call time, we won't get a second chance." Ruby sighs and says, "If I (5) _____ ready for space training, I would join a space camp this summer." Maya laughs, "If I (6) _____ so nervous, I would ask more questions during the call."

3 Write questions for the situations below.

E.g. *You are writing a short lab report for the science club.*

What happens if the temperature reaches 100°C?

If the temperature reaches 100°C, water boils.

- 1 You are designing class rules for a new school app.

If an app collects personal data, it needs clear privacy rules.

- 2 You are about to give a presentation, and your tablet battery is low.

If we don't charge the device, it will shut down during the presentation.

- 3 You are discussing how humans could survive on another planet.

If people lived on a distant planet, they would need a reliable supply of oxygen.

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

- 1 Engineers _____ (need) precise calibration if instruments _____ (collect) data in high radiation.
- 2 If we _____ (leave) early tomorrow, we _____ (reach) the observatory on time.
- 3 If I _____ (live) on a colony on Mars, I don't think I _____ (be) satisfied.
- 4 If the weather _____ (be) cloudy tonight, we _____ (not see) much through the telescope.
- 5 If he _____ (not wear) the headset, he _____ (not hear) the instructions clearly.
- 6 If the team _____ (not follow) the privacy rules, the school _____ (block) the project.
- 7 If I _____ (have) better equipment, I _____ (take) clearer photos of the night sky.
- 8 If space missions _____ (not depend) on current fuel limits, rockets _____ (carry) more supplies.

5 Complete the mini dialogues with the correct form of the verbs in brackets.

- 1 **Andrew** What happens if there is no oxygen in spacecraft?
Beliz If there is no oxygen, people _____ (not survive).
- 2 **Bill** What will you do if your phone loses navigation in a new city?
Anne If it loses navigation, I _____ (use) a map.
- 3 **David** Would you go to space if you could?
Elisa Yes. If I _____ (have) the chance, I would definitely go.

6 Read the sentences and tick (✓) the correct box.

Sentence	a wish about now	a wish about the future	a wish and regret about the past
1 I wish I had saved the data.			
2 I wish I knew more about space.			
3 I wish scientists would find safer energy in the future.			
4 I wish my phone wasn't tracking my location.			
5 I wish we hadn't ignored the warning signs.			
6 I wish we could travel beyond Earth one day.			

7 Rewrite the sentences with *I wish*.

- 1 I'm really interested in space, but I don't have any equipment at home.
 I wish _____
- 2 Our school started an astronomy club, but I can't join because of my schedule.
 I wish _____
- 3 They meet on Wednesdays. This is exactly when I have another course.
 I wish _____
- 4 Yesterday, we shared some personal information on a public page. That was a mistake.
 I wish _____
- 5 We didn't check the privacy settings before we posted.
 I wish _____
- 6 They keep saying "It won't change anything", and it's frustrating.
 I wish _____

8 Write *Yes-no* questions for the situations below with *wish*, addressing the person in each situation as in the example.

E.g. **Now** - Jack wants to observe the night sky, but city lights make it difficult.

Do you wish you lived in a darker, quieter place?

- 1 **Future** - Boe is worried that personal data will be collected more widely in the future.

- 2 **Now** - Melisa lives far from the science centre, so she can't join the astronomy workshop.

- 3 **Past** - Yesterday, Ilya missed an important message about the meeting and arrived late.

9 Write sentences using *wish* for the captions below as in the example.

E.g. *You read a news update about space travel and feel unprepared.*

I wish I understood space technology better.

- 1 You watch a rocket launch video and realise there are still big risks.

- 2 You clicked an unknown link and noticed your account settings changed.

- 3 You follow a map app, but the signal drops and you end up in the wrong street.

VOCABULARY

1 Complete the sentences with the words below. One is extra.

essentially

universally

beyond

potentially

elsewhere

- 1 One weak signal can _____ lead researchers to the wrong conclusion.
- 2 With modern networks, data can travel _____ between devices in seconds.
- 3 Some planets may be habitable, but we might find a better option _____.
- 4 Good privacy rules are _____ important when we use online databases.

2 Read the mission diary and complete the text with the words below. One is extra.

potential

oxygen

massive

space mission

distant

atmosphere

satellite

carbon

radiation

exploration

mysterious

Mission Diary

Day 12 of our (1) _____. We continue our scientific (2) _____ of a (3) _____ planet far from Earth. The planet looks (4) _____ in size and remains (5) _____ to researchers. Our observation (6) _____ sends photos every hour. Today, we carefully observed the (7) _____ and checked the (8) _____ level in the air essential for life. We also found signs of (9) _____ compounds in the dust, but the (10) _____ level is still high.

3 Read the social media post below and choose the correct options to fill in the blanks.

Our school's "Future Tech Day" was great! We tried a new (1) _____ system, so we didn't get lost in the building. We also talked about online (2) _____ because phones can share personal data with a (3) _____. Some students asked if this sounds like an "alien story", but the tools are real, just more (4) _____. One group showed how to (5) _____ an update safely. In the end, we discussed how technology can (6) _____ the future.

- | | | | |
|----------------|----------------|-----------------|---------------|
| 1 a navigation | b civilisation | c rocket | d radiation |
| 2 a oxygen | b privacy | c globe | d observation |
| 3 a inhabitant | b colony | c aircraft | d database |
| 4 a unknown | b outer | c sophisticated | d solar |
| 5 a install | b launch | c settle | d detect |
| 6 a estimate | b observe | c attempt | d transform |

4 Complete the mission update with the correct form of the verbs below. One is extra.

attempt

install

estimate

detect

launch

observe

settle

implement

interact

Mission Plan Update

This week, our team will (1) _____ a rocket for the next space mission. We will (2) _____ a new system so the spacecraft controls can (3) _____ with satellite signals more efficiently. Scientists will (4) _____ the data to (5) _____ radiation levels and (6) _____ how long humans could safely (7) _____ on the planet. We will also (8) _____ to learn more about the possible existence of life and potential inhabitants.

READING

1 Look at the picture and the title. Tick (✓) what you expect to read in the text.

- ☐ 1 A space mission studies a distant planet's atmosphere.
- ☐ 2 Astronauts land on a planet and build a colony.
- ☐ 3 A colony already has inhabitants on a distant planet.

A Possible Clue in a Distant Sky

- ☐ (1) A research team studied a distant planet called K2-18b, beyond our solar neighbourhood. It goes around its star in the habitable zone, where conditions can be suitable for liquid water. Planets like this are massive and mysterious, and their exact nature is still unknown.
- ☐ (2) To learn more, astronomers used a powerful space telescope as part of an international observation effort. They observed light passing through the planet's atmosphere and tried to detect patterns in the data. In those patterns, they found signs of methane and carbon dioxide, chemicals that can help scientists understand how a planet's atmosphere works. This does not confirm the existence of life, but it suggests the planet may have potential for interesting chemistry.
- ☐ (3) "Sounds like sci-fi, but maybe not," one scientist said, because the tools are now more sophisticated and efficient than before. Still, results must be checked carefully. If the signals are real, they could help researchers estimate what the atmosphere might be like. But if the signals have another explanation, the conclusion could change. Scientists wish they could get clearer data more quickly, but they need time and repeated observations.
- ☐ (4) Next, the team plans more studies, and other groups will test the findings in different ways. This kind of exploration is slow, but it can advance what we know about planets elsewhere. It may also guide future decisions about long-term space travel and how humans could settle beyond Earth one day, though that is still far in the future.



2 Read the text to match the topics to the paragraphs. One is extra.

- | | |
|---------------------------------|-----------------------------------|
| a a clear message from aliens | b why scientists stay careful |
| c what the observation suggests | d further tests and future impact |
| e a planet in a special zone | |

3 Read the text carefully to choose the correct option.

- 1 What did the team study?
 - a a comet near Earth
 - b a new navigation database
 - c a planet called K2-18b
- 2 How did they learn about the atmosphere?
 - a by taking soil samples
 - b by observing light through the atmosphere
 - c by listening to radio calls from astronauts
- 3 What do *methane* and *carbon dioxide* mean in the text?
 - a They are final proof of life.
 - b They mean the planet is ready for a colony.
 - c They are signs that help scientists understand the planet better.
- 4 Why are scientists careful with conclusions?
 - a Because signals can have more than one explanation.
 - b Because the mission has already ended.
 - c Because there is no technology to observe atmospheres.

WRITING

1 Read the model leaflet. Underline one sentence that explains why digital privacy is important.

DIGITAL PRIVACY IN THE FUTURE

What do you think the future will be like?

In many cities, satellites already support navigation, and new systems will become even more sophisticated and efficient. When these systems interact with large databases, personal data can spread across different networks and borders.

WHY IT MATTERS	✓ DO	X DON'T
<u>Your location, photos, and messages can become part of a digital record.</u> - Future missions may use smart systems that transform how we travel and communicate.	- Check app permissions before you install updates. - Use strong passwords and turn on extra security when possible. - Share only what is necessary.	- Post private details “just for fun”. - Click unknown links or accept random requests. - Save sensitive information in public places.

Big ideas start with small questions!

2 Choose a topic below and write your leaflet, completing the template.

- | | |
|--|--|
| <p>a Artificial Intelligence (AI) at school</p> <p>c Satellites and navigation</p> | <p>b Space travel in the future</p> <p>d Life on habitable planets</p> |
|--|--|

IRREGULAR VERBS LIST

Present	Past Simple	Past Participle	Present	Past Simple	Past Participle
awake	awoke	awoken	hide	hid	hidden
be	was, were	been	hit	hit	hit
beat	beat	beaten	hold	held	held
become	became	become	hurt	hurt	hurt
begin	began	begun	keep	kept	kept
bend	bent	bent	know	knew	known
bet	bet	bet	lay	laid	laid
bid	bid	bid	lead	led	led
bite	bit	bitten	learn	learned/learnt	learned/learnt
blow	blew	blown	leave	left	left
break	broke	broken	lend	lent	lent
bring	brought	brought	let	let	let
broadcast	broadcast	broadcast	lie	lay	lain
build	built	built	lose	lost	lost
burst	burst	burst	make	made	made
burn	burned/burnt	burned/burnt	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
creep	crept	crept	ring	rang	rung
cut	cut	cut	rise	rose	risen
deal	dealt	dealt	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed/dreamt	dreamed/dreamt	send	sent	sent
drive	drove	driven	show	showed	showed/shown
drink	drank	drunk	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
flee	fled	fled	swim	swam	swum
fly	flew	flown	take	took	taken
forbid	forbade	forbidden	teach	taught	taught
forget	forgot	forgotten	tear	tore	torn
forgive	forgave	forgiven	tell	told	told
freeze	froze	frozen	think	thought	thought
get	got	got	throw	threw	thrown
give	gave	given	understand	understood	understood
go	went	gone	wake	woke	woken
grow	grew	grown	wear	wore	worn
hang	hung	hung	win	won	won
have	had	had	write	wrote	written
hear	heard	heard			

GLOSSARY

ABBREVIATIONS

adj: adjective

adv: adverb

n: noun

n phr: noun phrase

phr v: phrasal verb

prep/adv: preposition or adverb

v: verb

v phr: verb phrase

THEME 1

adapt (v) to change something to make it suitable for a new situation

annual (adj) happening once every year

appropriately (adv) in a way that is suitable or correct for the situation

award (n) a prize or title given to someone for an achievement

ceremony (n) a formal event for a special occasion

cheer (v) to shout or show support for someone

collaborative (adj) involving people working together to achieve something

competition (n) an event in which people try to win a prize by being the best

comprehensive (adj) including everything that is needed or important

compete (v) to try to win against others in a competition

contestant (n) a person who takes part in a contest or competition

critical thinking (n phr) the ability to analyse information carefully and form a sensible opinion

critically (adv) in a way that judges quality or importance carefully

curriculum (n) the subjects and skills taught in a school or course

dance recital (n phr) a performance in which dancers show what they have practised

debate (n) a formal discussion where people give different opinions

differ (v) to be different from something else

distinguish (v) to recognise and show the difference between two things

distinct (adj) clearly different from something else

diverse (adj) including many different types of people or things

diversity (n) the state of having many different types of people or things

educational excursion (n phr) a school trip organised for learning purposes

efficiently (adv) in a way that works well and saves time or effort

eliminate (v) to remove or get rid of something completely

evaluation (n) the act of judging how good or effective something is

extracurricular activity (n phr) an activity students do outside normal lessons

extensively (adv) in a way that covers a large amount or many details

flexible (adj) able to change or adapt easily

gather (v) to come together in a group

global citizenship (n phr) the idea of being responsible and respectful as part of the world community

host (v) to organise an event and welcome the people who come to it

individual learning (n phr) learning that focuses on each student's needs, pace, and style

intense (adj) very strong or extreme

multilingual education (n phr) education that uses or teaches more than one language

opening day (n phr) the first day of an event, school term, or the opening of a new place

parade (n) a public event where people walk or move in a line to celebrate something

participate (v) to take part in an activity or event

perform (v) to entertain people by acting, singing, dancing, etc.

present (v) to give information or show something to an audience

primarily (adv) mainly; more than anything else

process (n) a series of actions that are done to achieve a result

raffle (n) a game in which people buy tickets and a prize is given to the winner chosen by chance

schedule (n) a plan that shows dates and times for activities or events

scheme (n) an organised plan or system for how something works

school badge (n phr) a small sign or symbol that represents a school (often on a uniform)

structure (n) the way parts are arranged or organised

support (v) to help or encourage someone

tradition (n) a belief or custom that has continued for a long time

traditional (adj) following old customs or ways of doing things

vary (v) to change; to be different at different times or in different situations

volunteer (v) to offer to do something without being paid

THEME 2

accessible (adj) easy to reach, use, or understand

activate (v) to make something start working; to make it active

anxiety (n) a feeling of worry or nervousness

appreciate (v) to be thankful for something; to understand its value

arts and craft (n phr) activities like drawing, painting, or making things by hand

avoid (v) to stay away from something; to try not to do something

avoidance (n) the act of avoiding something

boredom (n) the feeling of being bored

brainstorming session (n phr) a meeting where people suggest many ideas quickly

complain (v) to say that you are unhappy or annoyed about something

complicated (adj) difficult to understand or deal with because of many parts

confidence (n) belief in your ability to do something well

confusing (adj) difficult to understand; not clear

confusion (n) a state of not understanding something clearly

creating a model (v phr) making a model (a simplified representation) of something

curiosity (n) a strong desire to know or learn something

debate (n) a formal discussion where people express different opinions

demotivation (n) loss of motivation; reduced desire to do something

discover (v) to find something or learn something for the first time

doing a drill (v phr) practising a skill repeatedly as training

educational (adj) related to education; helping people learn

efficient (adj) working well without wasting time, effort, or resources

engaging (adj) interesting and able to hold your attention

exhausting (adj) making you feel extremely tired

exhaustion (n) the state of being extremely tired

failure (n) lack of success; not achieving something

field research (n phr) research done in real-life settings by observing and collecting data

frustrating (adj) causing annoyance because something is difficult or not working

frustration (n) the feeling of being annoyed because you cannot achieve something

give up (phr v) to stop trying to do something

grasp (v) to understand something fully; to get the meaning

group discussion (n phr) a discussion where several people share ideas and opinions

ignore (v) to pay no attention to something or someone

inconvenient (adj) causing trouble or difficulty; not convenient

inspiration (n) something that gives you ideas or enthusiasm

inspiring (adj) making you feel encouraged or excited to do something

irrelevant (adj) not connected with the topic; not important for the situation

look forward to (v phr) to feel pleased and excited about something that will happen

lose interest in (v phr) to stop being interested in something

memorisation (n) the process of learning something so you can remember it

motivation (n) the reason or enthusiasm that makes you want to do something

note-taking (n) writing notes to record important information

old-fashioned (adj) not modern; from the past

out of date (adj) old and no longer useful, accurate, or fashionable

passion (n) a very strong interest or enthusiasm

passionate (adj) showing strong feelings or enthusiasm about something

practical (adj) useful and suitable; based on real situations rather than theory

presentation (n) a talk in which you show and explain information to an audience

productive (adj) producing good results; achieving a lot

quiz competition (n phr) a contest where people answer questions to win

reluctance (n) unwillingness or hesitation to do something

repetition practice (n phr) practising by repeating the same action or task many times

rewarding (adj) giving satisfaction or good results

satisfaction (n) the feeling of pleasure when something is successful or good

satisfying (adj) giving satisfaction; making you feel pleased

silent reading (n phr) reading quietly without speaking

skip (v) to not do something; to leave something out

storytelling (n) the activity of telling stories

struggle (n) a difficult effort to do something

succeed in (v phr) to achieve something you try to do

success (n) achievement of something you wanted or worked for

tension (n) a feeling of nervousness or strain

tolerate (v) to accept something unpleasant without complaining; to endure it

user-friendly (adj) easy for non-experts to use or understand

THEME 3

acceptance (n) the act of agreeing to or being willing to live with a situation or condition

acquaintance (n) a person that you know but is not a close friend

adequately (adv) in a way that is enough or satisfactory

addiction (n) the condition of being unable to stop using or doing something harmful

adaptation (n) the process of changing to suit new conditions or situations

accidentally (adv) by chance; not planned or intended

alienation (n) the feeling of being separated or disconnected from others

balance (n) a state where different things exist in equal or healthy amounts

balanced (adj) having the right amounts of different things for good health

breathing exercises (n phr) activities that help control breathing to relax or reduce stress

breathe (v) to take air into and out of the lungs

colleague (n) A person you work with, especially in the same job, workplace, or project

a community member (n) A person who belongs to a group, neighbourhood, school, club, or local community

conscious (adj) awake and aware of what is happening

confidence (n) belief in your own abilities or qualities

conflict (n) a serious disagreement or argument

confusion (n) a state of not understanding something clearly

consult (v) to ask a professional for advice or information

a consultant (n) a doctor who is an expert in a particular area of medicine

contribute (v) to give help or support to a shared activity or purpose

cure (v) to make a person healthy again after an illness

depression (n) a mental health condition causing long-lasting sadness or low mood

disappointment (n) a feeling of sadness because something did not happen as expected

empathy (n) the ability to understand and share another person's feelings

a fever (n) a high body temperature caused by illness

heal (v) to become healthy again or make something healthy again

healthcare (n) services provided to care for people's health

an herb (n) a plant used for medicine or flavouring food

an infection (n) a disease caused by bacteria or viruses entering the body

an injury (n) damage to the body caused by an accident or impact

instantly (adv) immediately; without delay

interact (v) to communicate or spend time with others

isolation (n) the state of being alone or separated from others

a joint (n) a place where two bones meet in the body

a lung (n) one of the organs used for breathing

loneliness (n) the feeling of being alone or without companionship

maintain (v) to continue something at the same level or condition

a mentor (n) an experienced person who gives guidance or advice

mental health (n phr) a person's emotional and psychological well-being

mindfulness (n) the practice of focusing on the present moment calmly

operate (v) to perform surgery on a patient

participate (v) to take part in an activity or event

a pill (n) a small round piece of medicine that is swallowed

recovery (n) the process of becoming healthy again after illness or injury

relaxation (n) the act of resting and becoming calm

relief (n) a feeling of comfort after pain or stress is reduced

relieved (adj) feeling happy because a problem or pain has ended

severe (adj) very serious or strong

severely (adv) in a very serious or extreme way

strictly (adv) in a very controlled or exact way

strengthen (v) to make something stronger

suffer (v) to experience pain or illness

support (v) to help or encourage someone

a surgeon (n) a doctor who performs operations

a surgery (n) a medical operation to treat illness or injury

a symptom (n) a sign of illness or disease

therapy (n) treatment to improve physical or mental health

terribly (adv) very badly or to a great degree

a treatment (n) medical care given to cure or manage illness

trust (n) belief that someone is honest or reliable

a vitamin (n) a substance needed for normal growth and health

volunteer (v) to offer to help without being paid

THEME 4

- adjust (v)** to change something slightly to make it work better
- altogether (adv)** completely; totally
- apartment (n)** a set of rooms in a building where people live
- apology (n)** a statement that you are sorry for something you did
- assist (v)** to help someone
- attic (n)** a room or space under the roof of a house, used for storage
- basement (n)** a room or area below ground level in a building
- blame (n)** responsibility for a mistake or problem
- bond (n)** a close connection between people
- bungalow (n)** a house with one floor (storey)
- cellar (n)** an underground room, often used for storage
- charming (adj)** pleasant and attractive
- chimney (n)** a structure that carries smoke from a fire up through the roof
- communication barrier (n phr)** something that makes communication difficult
- connect (v)** to join or link; to form a relationship with someone
- connection (n)** a relationship or link between people or things
- contribute (v)** to give something (time, money, or effort) to help a person or a cause
- cooperation (n)** working together to achieve something
- criticism (n)** comments that say what is wrong or bad about something or someone
- disagreement (n)** a situation where people have different opinions and do not agree
- dispute (n)** an argument or disagreement, especially a serious one
- duplex house (n phr)** a two storey house divided into two separate living units
- emotional distance (n phr)** a lack of close feelings or warmth between people
- exclusion (n)** the act of leaving someone out; not including them
- family dynamic (n phr)** the way family members behave and relate to each other
- family value (n phr)** a belief about what is important for family life
- fall out (with someone) (phr v)** to have an argument and stop being friendly with someone
- generation gap (n phr)** differences in attitudes and ideas between young and older people
- get on well (with someone) (phr v)** to have a friendly relationship with someone
- hut (n)** a small, simple house, often made of wood or other basic materials
- interrupt (v)** to stop someone while they are speaking or doing something
- lack of personal space (n phr)** not having enough privacy or room for yourself
- luxurious (adj)** very comfortable and expensive
- misunderstanding (n)** a situation where people do not understand each other correctly
- negotiate (v)** to try to reach an agreement by discussion
- neglect (n)** the failure to give someone or something the care or attention they need

noise conflict (n phr) a problem or argument caused by too much noise.

parent-child conflict (n phr) disagreement or tension between a parent and a child

parental pressure (n phr) strong influence from parents that makes a child feel stressed

promote (v) to support something and encourage people to do it or accept it

quarrel (n) an angry argument, often about something small

shared responsibility (n phr) a duty that people share and take care of together

single-family house (n phr) a house designed for one family to live in

skyscraper (n) a very tall building with many floors

slum (n) a very poor area of a city where houses are in bad condition

tension (n) a feeling of stress or disagreement between people

terrace (n) a flat outdoor area next to a building, often used for sitting outside.

traditional and modern beliefs (n phr) old and new ideas about how people should live and behave

triplex house (n phr) a three floor house divided into three separate living units

two-storey house (n phr) a house with two floors

volunteer (v) to offer to do something without being paid

welcome (v) to greet someone in a friendly way and make them feel comfortable

THEME 5

analyst (n) an expert who studies data and gives professional advice

authentic (adj) real and true to local culture

benefit (n) an advantage or positive result gained from something

budget (n) the amount of money available for a plan or project

charming (adj) pleasant and attractive in a special way

citizen (n) a person who lives in a city or country

commercial (adj) related to business, offices, and trade

committee (n) a group of people working together to plan or decide something

community life (n phr) relationships and activities shared by people in a neighbourhood

concern (n) a feeling of worry or interest about an issue or situation

construction (n) the act or process of building something

contrast (n) a clear difference between two things

council (n) a group of people managing local government decisions

crowded (adj) full of people; having too many people in one place

develop (v) to grow or improve over time

district (n) an area of a city or town

eco-friendly (adj) not harmful to the environment

environmental awareness (n phr) understanding how human actions affect nature

fast-paced (adj) moving or changing quickly

impact (n) a strong effect or influence
immigration (n) the movement of people into a new country or area
improve (v) to make something better
innovative (adj) introducing new ideas or methods
local business (n phr) shops or services owned and run by people in the area
lively (adj) full of life, activity, and energy
neighbourhood relations (n phr) the way people in a neighbourhood interact
opinion (n) what someone thinks or believes
overpopulation (n) too many people living in one area
pedestrian zone (n phr) an area where only people can walk, not vehicles
predict (v) to say what will probably happen in the future
public institution (n phr) a building or organisation that serves the public
public space (n phr) areas open for everyone to use (parks, squares, streets)
renewal (n) the act of improving or rebuilding something old
resource management (n phr) careful use and control of natural or financial resources
shelter (n) a safe place for people to stay, especially in emergencies
suggestion (n) an idea offered to help improve something
tranquil (adj) calm, quiet, and peaceful
transport (n) systems for moving people or goods from one place to another
urban (adj) related to cities or towns
urban renewal (n phr) improving existing city areas instead of expanding outward

THEME 6

affordable (adj) cheap enough for most people to buy; not expensive
apparently (adv) used to say something seems true, although it may not be certain
appropriate (adj) suitable or right for a particular situation or purpose
balanced (adj) healthy and having the right amounts of different things (such as food or ideas)
beneficial (adj) having a good or helpful effect on something or someone
broadcast (v) to send out programmes or information on television, radio, or the internet
cheer (v) to shout loudly to show support, happiness, or encouragement
chop (v) to cut food into small pieces using a knife
civilisation (n) a highly developed society with its own culture, traditions, and systems
combination (n) a mixture of different things joined together
conservation (n) the protection of nature, environment, and natural resources
consumption (n) the act of eating, drinking, or using something
dairy (adj) foods made from milk, such as cheese or yoghurt; related to milk products
dominate (v) to be more powerful, important, or noticeable than others
entertaining (adj) interesting and enjoyable to watch or listen to

equip (v) to provide someone or something with the necessary tools or equipment

fame (n) the state of being known or recognized by many people

flavour (n) the taste of food or drink

genuinely (adv) in a real, honest, or sincere way

inherit (v) to receive something from earlier generations, such as traditions or customs

legend (n) a traditional story that is believed by many people but may not be true

marathon (n) a long-distance running race; also used for any long or tiring activity

medal (n) a small metal disc given as a prize in sports competitions

mixed (adj) made of different types or elements together

myth (n) a traditional story used to explain beliefs, history, or natural events

nutrition (n) the process of eating the right food to stay healthy

opponent (n) a person or team that you compete or play against

organic (adj) (food) produced without artificial chemicals

parade (n) a public event where people walk or march to celebrate something

pitch (n) the playing field where a football or sports game takes place

portion (n) the amount of food served to one person

preference (n) the act of liking one thing more than another

precious (adj) very valuable or important, often emotionally

protein (n) a nutrient found in food that helps the body grow and stay strong

rapidly (adv) very quickly; at a fast speed

referee (n) the official who controls a sports game and makes sure rules are followed

representative (n) a person chosen to speak or act for a group; showing typical qualities

risky (adj) dangerous or likely to cause problems

skilled (adj) having the ability and experience to do something well

spectator (n) a person who watches an event or sports match

spice (n) a plant substance added to food to give flavour

swallow (v) to make food or drink go down the throat

universal (adj) shared by or true for everyone

venue (n) the place where an event or activity happens

widespread (adj) happening or existing in many places or among many people

THEME 7

aid (n) help or support given to people in need, especially in difficult situations

anticipate (v) to expect something to happen and prepare for it

anxious (adj) feeling worried or nervous about something

avalanche (n) a large mass of snow that suddenly falls down a mountain

cliff (n) a high area of rock with a very steep side

cope (v) to deal successfully with a difficult situation

cure (v) to make an illness or problem go away

desperate (adj) feeling a strong need for help or change because a situation is very bad

desperately (adv) in a way that shows great need or urgency

device (n) a piece of equipment made for a specific purpose

disorder (n) a situation in which things are not organised or controlled

dramatically (adv) in a sudden or noticeable way

duration (n) the length of time that something lasts

earthquake (n) a sudden movement of the ground caused by activity under the earth's surface

efficiently (adv) in a way that works well without wasting time or resources

erosion (n) the gradual destruction of land or rock by water, wind, or weather

erupt (v) to explode and send out lava, ash, or gas

firefighter (n) a person whose job is to stop fires

flood (n) a large amount of water covering an area that is usually dry

forecast (v) to say what is likely to happen in the future, based on information

habitat (n) the natural home of an animal or plant

harm (v) to cause damage or injury

heal (v) to make someone healthy again or to repair damage

healthcare (n) medical care given to people

homeless (adj) having no home to live in

hunger (n) the state of not having enough food

hurricane (n) a very strong storm with high winds and heavy rain

inevitable (adj) certain to happen and impossible to avoid

inevitably (adv) in a way that cannot be prevented

kit (n) a set of tools or equipment used for a particular purpose

landslide (n) the sudden movement of earth or rock down a hill or mountain

likewise (adv) in the same way or similarly

maintain (v) to keep something in good condition or at the same level

miserable (adj) feeling very unhappy or uncomfortable

obtain (v) to get something, especially with effort

overcome (v) to succeed in dealing with a problem or difficulty

panic (n) a sudden feeling of fear that makes people act without thinking

pity (n) a feeling of sympathy for someone in a difficult situation

primarily (adv) mainly or mostly

progress (v) to improve or develop over time

recovery (n) the process of becoming better after difficulty or damage

rescue (v) to save someone from danger

ruin (v) to damage something so badly that it cannot be used or enjoyed

severe (adj) very serious or strong

shortage (n) a situation in which there is not enough of something
species (n) a group of animals or plants that share the same characteristics
strengthen (v) to make something stronger or more effective
survival (n) the ability to continue living despite danger or difficulty
survivor (n) a person who continues to live after a difficult experience
tornado (n) a violent storm with strong winds that move in a circle
trading (n) the activity of buying and selling goods
tragedy (n) a very sad event that causes suffering or loss
tragic (adj) involving great sadness or loss
tsunami (n) a very large sea wave caused by activity under the ocean
urgent (adj) needing immediate attention or action
unfortunate (adj) having bad luck or causing sadness
volcanic eruption (n) an event in which a volcano sends out lava, ash, or gas
widespread (adj) affecting a large area or many people
wildlife (n) animals and plants that live in natural conditions
wise (adj) showing good judgement and understanding

THEME 8

advance (v) to develop or improve something and move it forward
aircraft (n) a vehicle that can fly, such as a plane or helicopter
alien (n) a living being from another planet
artificial (adj) made by humans; not natural
astronomer (n) a scientist who studies space and the stars
attempt (v) to try to do something, especially something difficult
beyond (prep/adv) further than a particular limit or place
carbon (n) a chemical element found in many substances, including living things
civilisation (n) a society with its own culture, organisation, and way of life
colony (n) a group of people living in a new place, often far from their original home
curious (adj) interested in learning about things
database (n) an organised collection of information stored on a computer
detect (v) to discover or notice something, especially something that is not easy to see
distant (adj) far away in space or time
dynamic (adj) active and changing
efficient (adj) working well without wasting time or energy
elsewhere (adv) in another place
essential (adj) necessary; very important
essentially (adv) used to say what something is mainly or basically
estimate (v) to guess a number or amount using the available information

existence (n) the state of being real or alive

exploration (n) the activity of travelling or searching to learn more about something

external (adj) connected with the outside of something

globe (n) the Earth; the world

implement (v) to start using a plan or system

inhabitant (n) a person or animal that lives in a particular place

install (v) to put equipment or a system in place so it can be used

interact (v) to communicate or work with others

interplanetary travel (n phr) travel between planets

launch (v) to send a rocket or spacecraft into space

massive (adj) extremely large

mission (n) an important task or journey, especially one with a clear goal

mysterious (adj) difficult to explain or understand

navigation (n) the process of finding the way from one place to another

observation (n) the act of watching something carefully

observe (v) to watch something carefully, especially to learn more about it

outer (adj) on or towards the outside

oxygen (n) a gas in the air that people and animals need to breathe

potential (adj) possible in the future; likely to develop into something

potentially (adv) possibly; used to say something may happen or be true

privacy (n) the state of being free from being watched or having personal information shared

radiation (n) a form of energy that can be harmful in large amounts

rocket (n) a vehicle that travels into space

satellite (n) an object sent into space to move around the Earth or another planet

settle (v) to start living in a place and make it your home

solar (adj) related to the Sun

sophisticated (adj) advanced and complex, often using modern technology

space mission (n phr) a planned journey into space for a specific purpose

transform (v) to change something completely

universally (adv) in a way that is true or accepted everywhere

unknown (adj) not known; not discovered or understood yet

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