

UPPER SECONDARY EDUCATION

UPTONE

YEAR 9 (After Prep)

STUDENT'S BOOK

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

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

Dalgalar 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

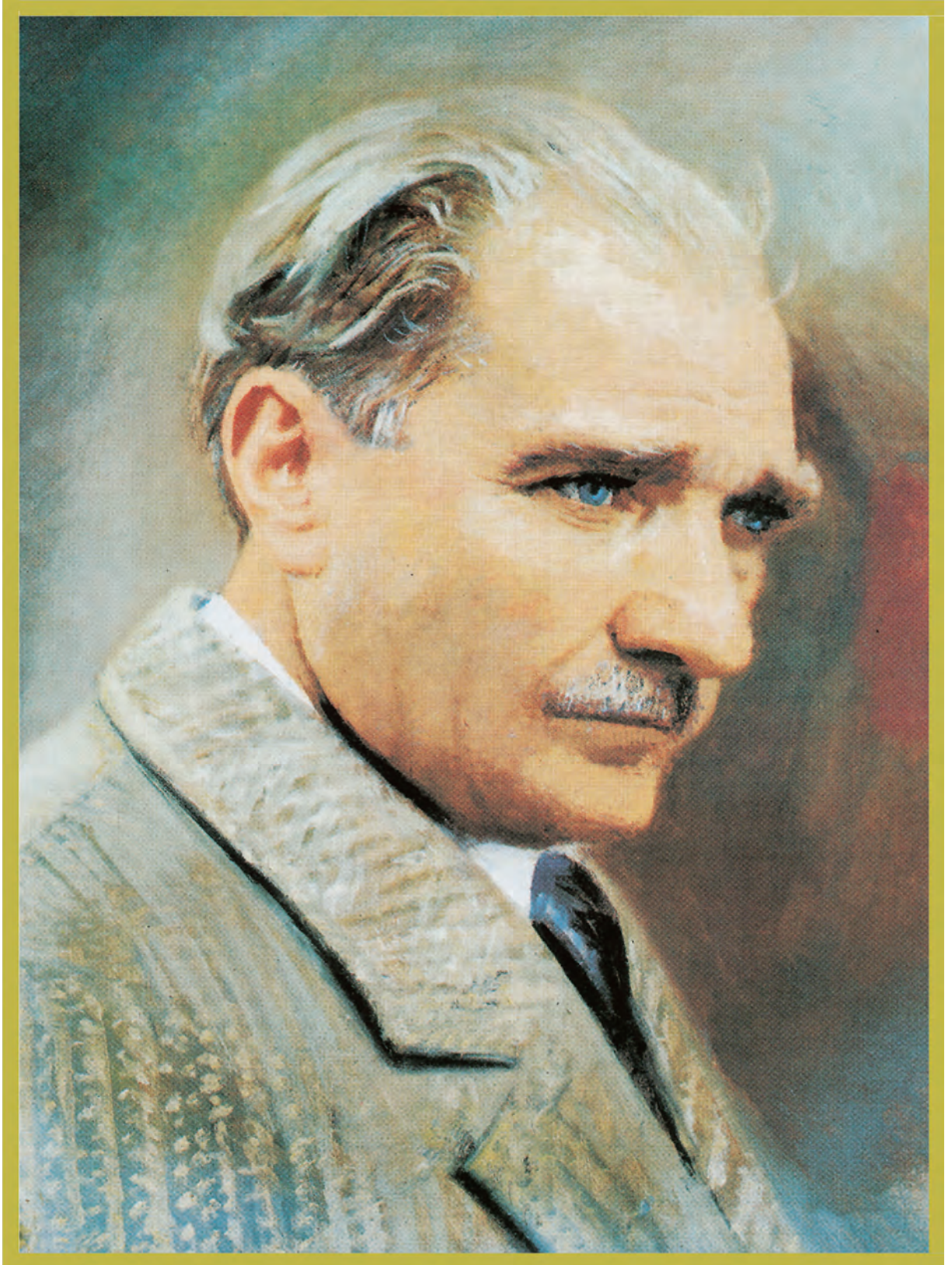
GENÇLİĞE HİTABE

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 namûsait 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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THEME 1 SCHOOL LIFE & EDUCATION	- Comparing different local and international school systems and educational systems - School traditions, events, and celebration activities - National days and celebrations	- Contrasting what usually happens with what is happening now (The Simple Present Tense vs The Present Progressive Tense) - Expressing school routines and activities - Discussing students' participation frequency (Adverbs of Frequency) - Giving and responding to polite requests (may, might, can and could) - Confirming or clarifying information (Question Tags in Present Tenses) - Providing information about the specificity and countability of nouns (Articles and Quantifiers) - Offering or proposing politely (shall)	Vocabulary for; - comparing different local and international school systems and educational systems - school traditions, events, and celebrations - national and religious days - festivals and celebrations	Intonation in positive statements, negative statements, questions, and tag questions	Listening and watching the digital story and other audio-visual sources as the context; - to identify and recognise sub-themes including school life and education, including different school and education systems, events, and celebrations. - to identify and recognise the use of target vocabulary about school life and education, including different school and education systems, events, and celebrations. - to identify and recognise the use of target grammatical items. - to identify and recognise the use of target social language expressions.
THEME 2 CLASSROOM LIFE & LEARNING	- Favourite school subjects - Learning activities - Study tools and innovations	- Describing scheduled future events fixed with timetables (The Simple Present Tense for the Future) - Describing arranged future actions (The Present Progressive Tense for the Future) - Describing actions that cause irritation (The Present Progressive Tense with <i>always</i>) - Describing to what extent some things happen (Adverbs Made from Adjectives) - Confirming or clarifying information (Question Tags for Related Tenses) - Describing the thing or situation that causes the feeling (Adjectives with <i>-ed</i> vs <i>-ing</i>) - Describing two alternatives (<i>either ... or, neither ... nor</i>) - Giving brief answers to avoid unnecessary repetition (<i>So do I, I hope so</i>)	Vocabulary for; - favourite school subjects and learning activities - favourite learning activities - favourite study tools and innovations	Intonation for: - positive statements, - negative statements, - questions, and - question tags	Listening and watching the digital story and other audio-visual sources as the context: - to identify and recognise sub-themes about classroom life, including favourite school subjects, learning activities, and study tools and innovations - to recognise the use of target vocabulary about classroom life, including favourite school subjects, learning activities, and study tools and innovations - to identify and recognise the use of target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
• Reading about education systems in Finland and Singapore • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of different school and education systems around the world • Understanding the general topic of the text • Finding specific information about the text • Understanding the details in the text • Developing comprehension on different school and education systems of the world	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on different local and international school and educational systems; school traditions, events, and celebration activities; national days and celebrations • Interacting with others by exchanging and reconstructing information on the target content	• Writing a text about school traditions, events, and celebrations and communicating ideas about it • Writing a short text comparing different school systems and communicating ideas about them • Writing a Frequently Asked Questions (FAQ) page about school life and education and communicating ideas about it • Improving written work to communicate ideas about comparing different local and international school systems and educational systems; school traditions, events, and celebration activities; national days and celebrations	• Reading a text about famous teachers and philosophers • Discussing the philosophies of the thinkers and preparing a poster about them	• Preparing a multimedia presentation about school life and education in different countries	• Expressing challenges, strengths, and improvement goals related to school life and education in group work • Self-reflection and collaborative reflection • Using rubrics to reflect on school life and education	• Using checklists for the evaluation of individual and collaborative work
• Reading a dialogue about feelings before music rehearsal & Reading a student's journal entry about a literature class project • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of different favourite school subjects, learning activities, study tools and innovations	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on favourite school subjects; learning activities; study tools and innovations through speaking activities • Interacting with others by exchanging and reconstructing information on the target content	• Writing a journal entry about a favourite school subject and activity and communicating ideas about them • Writing about feelings and motivation related to classroom life • Improving written work to communicate ideas about favourite school subjects; learning activities; study tools and innovations	• Reading a text about Kazakhstan • Designing a mini-poster about the classroom life in a different country	• Preparing a project about an ideal classroom and learning environment	• Expressing challenges, strengths, and improvement goals about classroom life and learning in group work • Self-reflection and collaborative reflection • Rubrics about classroom life and learning	• Using checklists for the evaluation of individual and collaborative work

THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION AND USE	PRONUNCIATION SELECTION AND USE	LISTENING & WATCHING-COMPREHENSION
THEME 3 PERSONAL LIFE & WELL-BEING	- Personal well-being with physical health (body and illnesses) - Personal well-being with mental and emotional health - Personal well-being with social health	- Describing an action that was interrupted by another event (The Past Progressive Tense vs The Simple Past Tense) - Describing an ability in the past (could for ability) - Describing past habits or routines (used to/would) - Asking for specific information (Wh-questions) - Confirming or clarifying information (Question Tags with Related Tenses) - Indicating relationship among the components of a sentence (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of) - Clarifying the details in the sentence about the cause, direction, manner, time, and location.	Vocabulary for; - personal well-being with physical health (body and illnesses) - personal well-being with mental and emotional health - practices and actions with mental and emotional health - personal well-being with social health - social relationships	Intonation for: - positive statements, - negative statements, - questions, and - question tags	Listening and watching the digital story and other audio-visual sources as the context: - to talk about past habits, routines, and abilities - to describe an action interrupted by another event - to give short, natural responses - to describe feelings and situations - to recognise the use of target vocabulary about personal life and well-being - to identify and recognise the use of target social language expressions
	- Housing diversity in the world - Intergenerational issues and family problems on daily conflicts and sharing the same house - Relationships between the family and the community	- Discriminating between ongoing activities that began in the past and are still happening now and activities that recently stopped (The Present Perfect Tense with <i>for, since, yet, already, never, ever, just, recently</i> vs The Present Perfect Progressive Tense) - Describing objects, and/or situations, and comparing people and objects (irregular adjectives) - Saying the subject performs an action on itself (Reflexive pronouns) - Asking about the duration of an action or event (How long)	Vocabulary for; - housing diversity in the world - intergenerational issues and family problems on daily conflicts and sharing the same house - relationships between the family and the community	- Vowels: - a: (/aɪ/, /ə/, /aː/, /eɪ/, /aː/, /a/, /ɔː/, /eə/) - e: (/eɪ/, /iː/, /ə/, silent /e/) - Consonants: - b: (/b/), silent /b/) - c: (/sɪ/, /k/, /tʃ/, /z/, silent /c/) - d: (/d/), silent /d/)	Watching a digital story as in the main context; - to identify and recognise housing diversity, family life and intergenerational issues - to recognise the use of target vocabulary about housing diversity, family life & intergenerational issues - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
• Reading a text about personal well-being with physical, mental and social health in ancient times • Reading a text about past habits and routines. • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; and personal well-being with social health	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating on personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; and personal well-being with social health • Interacting with others by exchanging and reconstructing information on the target content	• Writing a blog post about changing habits and communicating about them • Writing ideas about healing methods in ancient times and communicating about them • Writing a paragraph about staying physically, mentally and socially healthy and communicating about them • Improving written work to communicate ideas about personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health	• Reading a text about the healing effects of music on health • Making a short playlist and expressing feelings about the songs	• Preparing a journal about how to keep balance in physical, mental, emotional, and social health	• Expressing challenges, strengths, and improvement goals about personal well-being with physical, mental, emotional, and social health in group work • Self-reflection and collaborative reflection • Using rubrics to reflect on personal well-being with physical health (body and illnesses); personal well-being with mental and emotional health; and personal well-being with social health	• Using checklists for the evaluation of individual and collaborative work
• Reading a text about family life, intergenerational issues and family problems on daily conflicts and sharing the same house • Reading a text about comparing past and present daily life of a person • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; and relationships between the family and the community	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; and relationships between the family and the community • Interacting with others by exchanging and reconstructing information on the target content	• Writing a paragraph about experiences on solving family problems and communicating ideas about them • Writing a dialogue about family issues and communicating about them • Writing a blog post on family home, life and values and communicating about it • Improving written work to communicate ideas about	• Reading and discussing how relationships shape in different communities	• Preparing a short role-play and written script about a real-life or imaginary family situation	• Expressing challenges, strengths, and improvement goals about family life issues in group work • Self-reflection and collaborative reflection • Rubrics about family life and home	• Using checklists for the evaluation of individual and collaborative work

THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION AND USE	PRONUNCIATION SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
THEME 5 LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE	- City development and infrastructure - Urban and rural lifestyles - Future of cities	- Discriminating planned actions from unplanned actions and spontaneous decisions (The Simple Future Tense vs The <i>be going to</i> Future Tense) - Clarifying the relationship between the ideas about life in the neighbourhood and social life (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, in spite of)	Vocabulary for; - city development and infrastructure - urban and rural lifestyles - future cities	- Vowels: i: (/aɪ/, /ɪ/, /i:/) - Consonants: f: (/f/) - g: (/g/, /dʒ/, silent /g/) - h: (/h/, silent /h/) - j: (/dʒeɪ/, /dʒ/) - k: (/k/, silent /k/)	Watching a digital story as in the main context; - to identify problems and solutions in urban settings - to recognise target vocabulary, grammar, and functional language
THEME 6 LIFE IN THE WORLD & CULTURE	- Global cuisines, food habits & cultures - Cultural diversity & international sports, films and musical events - Impact of globalisation on everyday life	- Expressing probability and speculation (can, could, may, might, must) - Expressing lack of probability (can't, couldn't) - Expressing deduction (could, must, can't, might, may) - Expressing obligation and necessity (must, have to, need) and obligation in the past (had to) - Expressing lack of obligation (don't have to, don't need to, needn't) - Expressing prohibition (must not, can't) - Expressing lack of prohibition (can, may, could) - Expressing advice and recommendation (should, ought to, had better, could) - Expressing ability (to be able to, will be able to)	Vocabulary for; - global cuisines, food habits and cultures - cultural diversity and international sports events - impact of globalisation on everyday life	- Vowel: o: (/əʊ/, /o/) - Consonants: l: (/ɛl/, /l/, silent /l/) - m: (/ɛm/, /m/) - n: (/ɛn/, /n/, silent /n/) - ng: (/ng/) - p: (/pi:/, /p/, silent /p/)	Watching a digital story as in the main context; - to identify and recognise global cuisines, food habits and cultures, cultural diversity and international sports, films and musical events, impact of globalisation on everyday life - to recognise the use of target vocabulary about life in the world & culture - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
• Reading texts about neighbourhood life and urban development • Understanding cause-effect • relationships about urban life and rural life • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of city development and infrastructure; urban and rural lifestyles, and future of cities	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on city development and infrastructure; urban and rural • lifestyles, and future of cities • Expressing opinions, agreeing/disagreeing, making suggestions for urban improvement • Interacting with others by exchanging and reconstructing information on the target content	• Writing descriptive paragraphs about neighbourhoods and city life and communicating about them • Writing suggestions and proposals for improving public spaces and communicating about them • Improving written work to communicate ideas about city development and infrastructure; urban and rural lifestyles; future of cities	• Exploring urban planning, sustainability, and community culture • Discussing city life in different cultures and countries	• Preparing a project comparing micro-living models in two different cities	• Expressing challenges, strengths, and improvement goals about city and social life issues in group work • Self-reflection and collaborative reflection on community awareness and social responsibility • Rubrics about city life and neighbourhood	• Using checklists for the evaluation of individual and collaborative work
• Reading texts about globalisation and cultural identity • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Comparing perspectives on how global trends influence local culture and everyday life • Discussing how globalisation shapes personal habits, tastes, and cultural identity • Developing comprehension of cultures; cultural diversity & international sports, films & musical events; and the impact of globalisation on everyday life	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about personal food preferences and food experiences from around the world • Describing national dishes and cultural events/festivals • Talking about and communicating opinions on global cuisines, food habits & cultures; cultural diversity & international sports, films and musical events; and the impact of globalisation on everyday life • Interacting with others by exchanging and reconstructing information on the target content	• Writing texts about global cuisines, cultural events, and the impact of globalisation on everyday life and communicating ideas about them • Writing a restaurant/café review and communicating ideas about it • Writing a short reflective text about being global and local at the same time and communicating ideas about it • Improving written work to communicate ideas about global cuisines, food habits & cultures; cultural diversity & international sports, films and musical events; and the impact of globalisation on everyday life	• Reading a text on Gioachino Rossini and how food and music reflect culture and emotions • Discussing how food and music express culture and emotions and designing a mini "Rossini Menu" card combining food and music • Writing a short creative food idea and explaining the ingredients and reasons	• Preparing a cultural portfolio about how one country's culture connects to the world through food, sports, the arts, and globalisation	• Expressing challenges, strengths, and improvement goals about global learning experiences in group work • Self-reflection and collaborative reflection • Rubrics about life in the world and culture	• Using checklists for the evaluation of individual and collaborative work

THEMES	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION AND USE	PRONUNCIATION SELECTION AND USE	LISTENING & WATCHING - COMPREHENSION
THEME 7 LIFE IN NATURE & GLOBAL PROBLEMS	- Natural disasters and their impact on nature - Natural disasters and their impact on humans - Impact of technology on global issues (AI, data, healthcare, recovery)	- Identifying and describing people, things, and events (Defining & Non-defining Relative Clauses) - Referring to objects or things by providing essential information that identifies them (Defining & Non-defining Relative Clauses) - Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence (Defining & Non-defining Relative Clauses)	Vocabulary for; - natural disasters and their impact on nature - natural disasters and their impact on humans - impact of technology on global issues	- Vowel: u: (/ju:/, /ʌ/, silent /u:/, /u:/) - Consonants: q: (/kju:/, /k/); r: (/r/, /ɑ:/, silent /r/); s: (/s/, /z/, silent /s/); t: (/t/, silent /t/); th: (/θ/)	Listening and watching the digital story and other audio-visual sources as the context: - to identify and recognise natural disasters and their impact on nature and humans - to identify and recognise cause-effect relationships related to natural disasters - to recognise the use of target vocabulary about nature, disasters, and global problems - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions
THEME 8 LIFE IN THE UNIVERSE & THE FUTURE	- Universal issues in the future - Search for habitable planets - Space and technology	- Describing general truths, facts, and habits-situations where the result always happens if the condition is met (Zero Conditional) - Describing realistic situations in future that are likely to happen and/or cause-and-effect relationship between a condition and its probable outcome (Conditional 1) - Describing imaginary, unlikely, and unreal situations in the present or future and their results (Conditional 2) - Describing regrets, desires, and/or unreal situations about the present, future and the past (Wish clauses)	Vocabulary for; - life in the universe - habitable planets - for space and technology	Consonants: v: (/vi:/, /v/); w: (/w/, silent /w/); x: (/eks/, /ks/, /gz/); y: (/wai/, /j/, /i/, /i:/); z: (/zed/, (Br), /zi:/)	Watching a digital story as in the main context; - to identify and recognise life in the universe and the future and space technology - to recognise the use of target vocabulary about life in the universe and the future - to identify and recognise target grammatical items - to identify and recognise the use of target social language expressions

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PERFORMANCE ASSIGNMENT	REFLECTION	EVALUATION
• Reading about a severe snowstorm and its impact on humans and nature • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Exploring the relationship between human courage and nature's power • Developing comprehension of natural disasters and their impact on nature; natural disasters and their impact on humans; and the Impact of technology on global issues (AI, data, healthcare, recovery)	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Describing environmental changes and fragile ecosystems • Expressing feelings, reactions, and concerns related to natural disasters • Discussing how technology supports environmental recovery • Sharing opinions about protecting nature and using technology • Talking about and communicating opinions on natural disasters and their impact on nature; natural disasters and their impact on humans; and the impact of technology on global issues (AI, data, healthcare, recovery) • Interacting with others by exchanging and reconstructing information on the target content	• Writing texts about natural disasters and their impact on nature and humans and communicating ideas about them • Writing texts about global problems and technological solutions and communicating ideas about them • Writing posters, banners, or captions about environmental awareness and communicating ideas about it • Improving written work to communicate ideas on natural disasters and their impact on nature; natural disasters and their impact on humans; and the impact of technology on global issues (AI, data, healthcare, recovery)	• Reading short texts on geographical wonders shaped by natural disasters • Discussing the role of technology in monitoring natural disasters and protecting ecosystems • Preparing a digital poster about a natural wonder and its impact on our world	• Preparing a multimedia presentation about how natural disasters affect people and the environment, and how technology helps people reduce their impact	• Expressing challenges, strengths, and improvement goals about life in nature & global problems in group work • Self-reflection and collaborative reflection • Rubrics about life in nature & global problems	• Using checklists for the evaluation of individual and collaborative work
• Reading a text about space technologies we use in daily life • Understanding the general topic of the text • Finding specific information in the text • Understanding the details in the text • Developing comprehension of universal issues in the future; search for habitable planets; and space and technology	• Taking part in speaking activities such as asking-answering questions, acting out, discussion, exchanging information, and giving oral presentations • Talking about and communicating opinions on universal issues in the future; search for habitable planets; and space and technology • Interacting with others by exchanging and reconstructing information on the target content	• Writing texts and questions about life in the universe communicating ideas about it • Writing a letter for future generations and communicating about it • Improving written work to communicate ideas on universal issues in the future; search for habitable planets; and space and technology	• Reading a text about science and art • Preparing a poster about universal issues in the future and communicating on it	• Preparing a journal about life in the universe	• Expressing challenges, strengths, and improvement goals about life in the universe in group work • Self-reflection and collaborative reflection • Rubrics about life in the universe	• Using checklists for the evaluation of individual and collaborative work

MAP OF THE STUDENT'S BOOK

Uptone 9 is designed with a modular and student-centred approach that develops learners' communicative competence through real-life themes, interactive tasks, and integrated digital content. Uptone 9 systematically builds language skills while fostering values education, intercultural awareness, and 21st-century skills such as collaboration, critical thinking, reflection, and creativity. Each theme revolves around an engaging theme, supported by recurring instructional components and different activities that provide consistent learning routines, meaningful and communicative practice.

Close-Up serves as a theme map, helping students preview the thematic content through visual prompts, general theme, sub-theme categorisation, and key ideas. It includes the recurring **Warm-up/Well-being** activity, designed to help students feel relaxed, joyful, and ready for learning through short, game-like activities and fun challenges.

Looking at the Big Picture section introduces a unique digital story with a scripted scenario and a double-page picture. The double-page picture aims to activate students' background knowledge and present the target vocabulary and sub-themes through a visual overview.

The digital story helps students engage with real-life scenarios and raises awareness of communicative goals by presenting a context in which target vocabulary, structural items, and social language are used communicatively.

Both elements offer rich and comprehensible practice through versatile listening and watching activities, allowing students to perceive, recognise, and understand the target content, supported by speaking and expression tasks.

Flashback, a pre-watching activity to activate prior knowledge and encourage students to recall related vocabulary and functional language items before viewing the digital story.

Watch and Notice focuses on active viewing of the digital story. During the first viewing, learners carry out noticing tasks, identifying and recognising target vocabulary, grammatical items, and social language. Afterwards, they take part in collaborative practice based on real-life dialogues.

Tune Your Language focuses on pronunciation, stress, and intonation, helping learners develop natural spoken English through dialogues, repetition, and practice with peers.

Vocabulary Hub presents and practises target vocabulary in theme-based contexts, centred on the "guess the word from context" technique, supported by selecting, clue-finding, matching, categorising, contrasting, exemplifying, and defining tasks carried out collaboratively.

Language in Action explores the functions of grammatical items for effective use through guided inductive discovery tasks, while Toolbox summaries display and clarify their meaning, use, and form.

Reading Corner offers accessible and engaging reading texts (emails, articles, stories) with contextualised topics, comprehension and vocabulary activities.

Write It Right develops writing skills with model texts, guided planning, and peer sharing. Learners use target structures and vocabulary to write about real life.

CLIL & Culture encourages learners to access different disciplines and develop intercultural thinking and comparisons through CLIL texts and communicative classroom tasks.

Consolidation revises target vocabulary, grammatical items, and social language in use through a picture strip story, supported by creative tasks such as role-plays and communicative activities.

Wrap It Up includes project-based learning, self-assessment, and reflection on individual and collaborative work, helping learners consider their performance and progress.

Digital Integration

QR Codes provide instant access to **digital stories**, **audio tracks**, and **interactive online tasks**. Learners can listen, watch, and review anytime, supporting hybrid and autonomous learning environments.

Digital Stories feature short, captivating films with specific scenarios that introduce the theme and provide authentic language in context. Students watch to understand the theme and then engage in receptive and productive activities to develop all language skills and enhance overall engagement.

Games are incorporated within each theme to make learning dynamic and interactive. These games provide a fun and collaborative environment for students to practise and consolidate their language skills, transforming challenging concepts into enjoyable challenges.

REVISION 1A

1 a Work in pairs. Read the school rules below to discuss which ones are more important to you.

- 1 Be punctual for every lesson.
- 2 Respect your teachers and classmates.
- 3 Keep phones away in lessons.
- 4 Never cheat in exams.
- 5 Raise your hand to speak.

b Now, add one more rule.

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

- ☐ 1 Ms Carter says that most school rules are different from last year.
- ☐ 2 A student who arrives at 8:35 will probably miss the first bell.
- ☐ 3 Students are allowed to use their phones during lessons if they are quiet.
- ☐ 4 Gale needs to talk to the student council before starting the chess club.
- ☐ 5 Arthur seems to care about improving the library.
- ☐ 6 Ms Carter advises students to focus on lessons only and avoid taking part in school activities.



Revision
Audio 1.1

3 Fill in the blanks using the words below.

punctual

library

participate

assembly

student council

- 1 We have a/an _____ every Monday in the school garden.
- 2 Students should be _____ so the lesson starts on time.
- 3 Each student should _____ actively in group work.
- 4 The _____ listens to students' ideas and concerns.
- 5 Our teacher often takes us to the _____ to do research for projects.

4 a Complete the dialogue using the sentences below. One is extra.

- a we have to raise our hands to speak.
- b Yeah! We must wear our school uniforms.
- c we had to be at school before 8:30.
- d I hope the librarian adds some new novels.
- e Yes! I'm happy we can use them at break time.

Maya Hey, Tom! Did you listen to the school radio show yesterday?

Tom Yeah, I did. It was really cool. Sally and Arthur were great hosts.

Maya True! And Ms Carter was the guest. She talked about the school rules.

Tom Right. She said (1) _____ I'm always late...

Maya Then, you have to wake up earlier. She also said we mustn't cheat in exams.

Tom Of course. And in class, (2) _____

Maya I liked Jenny's question about mobile phones.

Tom (3) _____

Maya And Gale's chess club idea was nice. Do you want to join?

Tom Maybe. I'm not very good at chess, but it sounds fun.

Maya I liked Arthur's request too. More books in the library!

Tom Same here. (4) _____

Maya Me too. Ms Carter's last message was good: respect, kindness, and being active.

b Now, act out the dialogue in class.

REVISION 1A

5 Look at the title of the text below. Tick (✓) three ideas you think will be in the text.

- ☐ a noisy classroom
- ☐ a new classroom rule campaign
- ☐ a jar on the teacher's desk
- ☐ a sports competition
- ☐ a library reward
- ☐ a new school uniform

6 Read the text quickly to match the words to their meanings. One is extra.

- | | |
|--|---|
| ☐ 1 campaign | a to take part in an activity |
| ☐ 2 responsibility | b to make noise or interrupt someone |
| ☐ 3 disturb | c an organised action to change something |
| ☐ 4 participate | d an idea for what to do |
| ☐ 5 suggestion | e something you must do or take care of |
| | f to give extra support to something |

Save Our Minutes

Class 9B has a secret enemy: the *Minute Thief*. It is not a real person, of course. It is the noise in the classroom that steals their time. When students talk while Mr Grant is giving the lesson, the class loses minutes. To make this visible, Mr Grant keeps track of the lost time. At the end of each lesson, he writes a number on the board under the heading: *Minutes Lost Today*.

One Monday, the number is twelve, and that is a lot. Mr Grant knows something has to change. He wants everyone to take responsibility, so he starts a classroom campaign called *Save Our Minutes*.

As the first step, he places a small jar on his desk. He calls it the *Minute Jar* and explains how it works. If the class stays calm and does not disturb others, they earn one token from the jar. However, if the class gets too noisy, they earn nothing.

After that, Mr Grant asks students to work in groups and share suggestions to support the campaign. One group proposes a clear speaking rule: Raise your hand and wait for your turn to speak. Another group suggests a quiet signal: When Mr Grant lifts his hand, everyone stops talking within five seconds. A third group sets a goal for the class: When the jar reaches twenty tokens, the class will have a special reading break in the library.

Two weeks later, Mr Grant checks the board again. The number is much smaller now, and the jar is almost full. Students still participate actively, but they speak more respectfully and listen more carefully. Class 9B is proud because they can feel the difference.

7 Read the text and complete the chart.

What is the problem?	What is the campaign tool?	What is the class reward goal?

8 Read it again to underline the sentence in the text that shows...

- a the problem is serious
- b the campaign has a clear goal

9 Imagine your class starts a campaign like *Save Our Minutes*. In your notebooks, write a campaign description. Include the points below.

- ▶ the problem in your classroom
- ▶ the campaign tool (e.g., a jar, chart, points, stickers)
- ▶ two rules using *must/mustn't/have to*
- ▶ the reward goal (When..., we get...)

REVISION 1A

10 Listen to the podcast and write if the statements are true (T) or false (F).

- ☐ 1 Elif's brother is trying a new sport today, but it's not the one he usually plays after school.
- ☐ 2 Can's mum is spending her free day doing something she likes in the kitchen.
- ☐ 3 Mert's behaviour today reflects his usual level of responsibility at home.
- ☐ 4 Deniz's grandma is baking an apple cake because some of their relatives are visiting them today.
- ☐ 5 Deniz's cousin is about to begin a job that requires a university degree.



Revision
Audio 1.2

11 Listen to the podcast again to choose the correct answer.

- 1 What can we guess about Elif's brother, Kaan?
 - a He plays football with his friends after school every day.
 - b He is open to new experiences and likes trying different sports.
- 2 Why is Selin surprised about Mert vacuuming?
 - a He normally avoids helping around the house, so cleaning is unusual for him.
 - b She doesn't like how he vacuums because he does it wrong.
- 3 What can we infer from Can's comment about his mum's cardigan?
 - a She's fashionable and always wears colourful clothes.
 - b Her clothing reflects her calm and peaceful personality.
- 4 What does Deniz's grandma value most?
 - a keeping family traditions alive and celebrating meaningful moments
 - b spending time alone and enjoying quiet mornings by baking an apple cake



Revision
Audio 1.3

12 Listen again to give short answers to the questions.

- 1 What is Kaan wearing right now? _____
- 2 What is Kaan going to practise today? _____
- 3 What is Can's mum's favourite recipe? _____
- 4 Where is Selin's cousin at the moment? _____
- 5 Who is very important in Deniz's family? _____



Revision
Audio 1.4

13 Work in pairs or small groups. Choose a family member and record a 40-second audio podcast as if you are a guest on the *Real Talk Around the World* podcast. Use the questions below to plan what to say.

- ▶ Who are you going to talk about? (e.g., *your sister, your uncle, your cousin*)
- ▶ What is s/he doing right now?
- ▶ What does s/he usually do in everyday life?
- ▶ What makes him/her special?
- ▶ What is s/he wearing? Does it go with his/her personality or mood?

E.g.

Hi! I'm Ali from Bursa. Today, I want to talk about my grandad. He usually reads the newspaper in the morning, but right now, he's in the garden, and he's watering the plants. What makes him special is that he's very helpful and full of amazing stories from the past. He's easy to get along with and always makes everyone smile. He's wearing his old brown hat. It's his favourite, and it really suits his warm and friendly personality.

REVISION 1A

14 Read the email quickly to complete the table below with the required information.

Family Member	Who?	What does s/he look like?	What is s/he like?
father			
mother			
daughter			
son			
grandfather			
grandmother			



Subject: My Turkish Host Family

Dear Jessica,

I'm writing this email from my cosy room in Ankara. I'm sitting at my desk and sipping warm apple tea. I want to tell you about my host family in Türkiye. They are so kind, and they truly make me feel at home.

I'm staying with the Acar family. Mr Acar is middle-aged. He's quite tall with short grey hair and deep brown eyes behind his glasses. At the moment, he's reading a newspaper in the living room. He is a maths teacher, and he always helps me with my maths homework. He's very patient and really smart.

Mrs Acar has a gentle smile that shows she has a heart of gold. She's of medium height, with wavy brown hair and hazel eyes. She's friendly and hardworking, and she always speaks softly. Right now, she's cooking lunch in the kitchen. On Saturday, she's going to take me to the local bazaar to buy fresh vegetables and spices. I'm really excited about that.

Their daughter, Dilek, is 15 years old. She has shiny, long black hair, big brown eyes, and a small nose. It's her relaxation time now, so she's listening to music in her room and drawing in her sketchbook. She's very creative. On Sunday, we're going to visit her grandparents together.

Her grandfather, Metin, is tall and slim with a grey moustache. He looks brave, and Dilek says he always helps people in need. Her grandmother, Nuriye, has wavy grey hair and wears glasses. She is very kind. Both grandparents are so understanding and warm-hearted.

They also have a little son called Emre. He's 7 years old, with short curly hair, chubby cheeks, and bright eyes. Right now, he's playing with his toy cars, and I can hear his cheerful voice from his room. He's so energetic and talkative.

Friday is family day, and next Friday I am going to cook your special pasta recipe for them. I hope they will like it. This is my new life, and I'm quite happy here.

Write to me soon.

Love,
Mandy

15 Read the email carefully to write the plans of Mandy.

Friday _____
Saturday _____
Sunday _____

16 Write an email to a friend abroad about your family using the questions below.

- ▶ Where are you now, and what are you doing?
- ▶ Who are your family members?
- ▶ What do they look like?
- ▶ What are their personality traits?
- ▶ What are they doing right now?
- ▶ What are you going to do together at the weekend?

REVISION 1B

- 1 Listen to the quiz show and write what it is mainly about.



Revision
Audio 1.5

- 2 Listen to the quiz show again and choose the correct option.

- 1 What is the name of the oldest underground transport system?

a the metro b the Tube c the subway d the tram

- 2 Where is the largest pedestrian square in the world located?

a Moscow b London c Beijing d Tokyo

- 3 Which city can you travel across two continents using public transport?

a Cairo b London c New York d İstanbul

- 4 How long is the Charles Kuonen Bridge?

a 284 metres b 394 metres c 494 metres d 594 metres

- 5 Which country has the most UNESCO World Heritage Sites as of 2024?

a Italy b China c Egypt d France



Revision
Audio 1.6

- 3 Listen to the quiz show again to write if the statements are true (T) or false (F).

- ☐ 1 Sophie knew the answer to the first question without any difficulty.
☐ 2 Umut answered the question about the biggest pedestrian square correctly.
☐ 3 Sophie answered correctly about the city between two continents.
☐ 4 Umut answered the UNESCO World Heritage question correctly.
☐ 5 Sophie and Umut had the same number of correct answers.



Revision
Audio 1.7

- 4 Work in pairs. Take the roles as the host and contestant. Choose 3 questions from the list below. Take turns asking and answering, and change roles after each question. Then, write a new question to ask your peer.

- ▶ What is the longest river in Türkiye?
- ▶ Where can people see fairy chimneys in Türkiye?
- ▶ How many continents are there in the world?
- ▶ Where is the Eiffel Tower?
- ▶ What is the capital city of Australia?
- ▶ Who built the pyramids in Egypt?

REVISION 1B

5 Read the travel blog quickly and complete the table below with the required information.

Name	City & Country	What did they do?	What did they eat?	How did they travel?
Gamze				
Faris				
Lucas				

Barcelona, Spain

Hi! I'm Gamze from Türkiye. Last month, I travelled to Barcelona with my classmates for a cultural studies project. Barcelona is a vibrant and colourful city, full of street performers and art. We took the metro to the city centre and walked along Las Ramblas, which was full of music and flowers.

My favourite place was Park Güell. We climbed a hill to get there, and Gaudí's buildings looked like they were from a fairytale. I took many pictures. For the first time, I ate paella and drank Cacaolat, a popular cold chocolate milk drink in Barcelona. It was sweet and refreshing, and I didn't want the day to end.



Tokyo, Japan

Hello! I'm Faris from Morocco. This summer, I travelled to Tokyo with my older sister, and it was one of the most exciting trips of my life.

Tokyo was fast, colourful, and full of lights. We took the train to Shibuya and saw the famous crossing where people walk in every direction.

Later, we visited Harajuku, and I walked down Takeshita Street. I saw people in colourful clothes, and some were even in anime costumes. I tried sushi and matcha ice cream. I had never used chopsticks before, so it was difficult at first but fun. When we got lost, a kind woman helped us, and this trip made me love Japanese culture even more.



Cape Town, South Africa

Hi! I'm Lucas from Brazil. During the winter holiday, I travelled to Cape Town with my cousins. It was an amazing experience. Cape Town has mountains, beaches, and colourful buildings. We travelled around by minibuses and taxis. On the second day, we visited Table Mountain and went to the top by cable car. I had never seen a mountain so close to the sea before.

I tried bobotie, a local dish, and drank rooibos tea for the first time. I really liked its warm, sweet flavour and I hope to go back one day.



6 Read the blogs again and complete the sentences.

- 1 Gamze _____ Las Ramblas.
- 2 She _____ paella before.
- 3 Faris _____ with chopsticks before.
- 4 He _____ Takeshita Street in Harajuku.
- 5 Lucas _____ rooibos tea for the first time in his life.
- 6 He _____ a mountain so close to the sea before.

7 In your notebook, write a blog about a trip, real or imaginary. Use the questions below to guide your writing.

- ▶ Where is the city located?
- ▶ What does the city look like?
- ▶ What's something new you've tried or seen?
- ▶ What did you do there?
- ▶ What did you eat?
- ▶ Do you want to go there again? Explain why.

REVISION 1B

- 8 Look at the title and the photo below. What will the listening be about? Guess and write.

To Mars and Back



I think the interview will be about:

▶ _____

▶ _____

▶ _____

- 9 Listen carefully and decide if the sentences are true (T) or false (F).

- ☐ 1 Ece Türkoğlu wants to be Türkiye's first female astronaut.
- ☐ 2 The talk show host tells Ece she should stop climbing.
- ☐ 3 Ece mentions hurricanes and volcanic eruptions as natural disasters.
- ☐ 4 The journalist asked Ece about her family's opinion on her career.
- ☐ 5 Ece mentions using a map in space, not during the mountain climb.



Revision
Audio 1.8

- 10 Listen again and choose the correct option.

- 1 Where did Ece go climbing?
- a Mount Ağrı
- b The Taurus Mountains
- c The Black Sea Mountains
- 2 What will she measure on Mars?
- a water
- b soil
- c temperature
- 3 What is something she will take to space?
- a a pair of binoculars
- b a spacesuit
- c some food
- 4 What will happen if we don't protect Earth?
- a We will have more natural disasters.
- b People will go to space.
- c We will grow more trees.
- 5 Which of the following best summarises Ece's final message?
- a Always believe in your goals, no matter where they take you.
- b Be careful with nature because it's full of risks.
- c Stay on Earth; space is too dangerous.



Revision
Audio 1.9

- 11 Work in pairs. Complete the dialogue with the sentences given below.

- a But unless we protect nature here on Earth
- b If everyone takes care of the planet
- c I was camping in the forest with my family

Alex Hi Ezgi! What were you doing last weekend?

Ezgi Hey Alex! (1) _____. We were sitting near the tent when a thunderstorm started.

Alex Wow! That sounds exciting and a bit dangerous.

Ezgi You are right. (2) _____, it will be harder to live on this planet.

Alex For sure. That's why I always recycle and plant trees in my garden.

Ezgi Good job! (3) _____, we will have a better future.

- 12 Now, act out the dialogue in class.

REVISION 1B

13 Read the text quickly and match each time to the correct place.

	time	place
☐ 1	Ice Age	a Mars colony with glass domes
☐ 2	Volcano	b cold snowy land with mammoths
☐ 3	Future	c exploding mountain and lava

A Journey Through Time

Oliver was a young and curious scientist working in his lab. After many long nights, he finished building his secret invention: a time machine. If his calculations were correct, he could visit the past or the future. He pressed the red button, the machine shook, and Oliver began travelling through time.

First, he arrived in the Ice Age. The air was freezing, snow was falling heavily, and mammoths were walking across the white land. Oliver watched them with excitement and took notes. Suddenly, he heard a loud sound: an avalanche was starting. He hid behind a giant rock and waited until it stopped. "I must be careful near mountains in winter," he thought.

Next, the machine took him to a time of volcanic eruptions. Lava was flowing from a huge volcano, and the ground was shaking. Oliver wore his special heat suit and collected rock samples. When the volcano erupted violently, he realised it was time to leave and quickly returned to the machine.

Finally, Oliver travelled far into the future to a Mars colony. People were living inside glass domes, and robots were helping with daily work. Oliver joined a science class where students were learning about Earth's history. A teacher said, "Learning to live on Mars teaches us how important it is to protect the Earth." While walking through the base, Oliver saw a picture of himself on the wall: Oliver, the First Time Explorer. He realised that his journey had already changed history.

After the adventure, Oliver returned to his lab. His clothes were dirty, but his eyes were shining. Looking at the stars, he smiled and said, "The past teaches us. The future needs us."



14 Read the text carefully and write if the statements are true (T) or false (F).

- ☐ 1 Oliver built a machine to travel through space.
- ☐ 2 He saw an avalanche during the Ice Age.
- ☐ 3 The volcano was quiet when Oliver visited it.
- ☐ 4 On Mars, people were building houses with glass domes.
- ☐ 5 Oliver thinks we must protect Earth to keep our future safe.

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

- | | |
|-------------|--|
| 1 avalanche | ☐ a a person who travels to learn new things |
| 2 gravity | ☐ b a round building with a curved roof |
| 3 dome | ☐ c a violent explosion from a volcano |
| 4 explorer | ☐ d the natural force that pulls things down |
| | ☐ e a large amount of snow falling down a mountain |

16 Imagine you have a time machine like Oliver. In your notebook, write a paragraph about your experience using the Past Simple.

REVISION 2A

1 Work in pairs. Think of the answers to the following questions. Then, share your ideas in class.

- 1 What types of schools do you know in Türkiye?
- 2 What technological changes are taking place in schools?
- 3 Do you think technology makes school life easier or more stressful?

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

- ☐ 1 Ayşe says VR headsets are used in biology lessons.
- ☐ 2 In Daniel's school, exams are not held at all.
- ☐ 3 Ayşe's experiments are recorded with digital cameras.
- ☐ 4 Assignments in Daniel's school are written on paper and handed in physically.
- ☐ 5 In Daniel's school, relaxation sessions are offered to help students with stress.



Revision
Audio 2.1

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

- 1 At Ayşe's school, science projects are _____ by technology, especially with VR headsets.
- 2 Experiments are _____ with digital cameras so students can watch them again later.
- 3 In Daniel's school, lessons are _____ online and teachers meet students on a digital platform.
- 4 Assignments are _____ electronically, and feedback is given immediately.
- 5 School spirit is _____ through teamwork in extracurricular clubs.
- 6 Relaxation sessions are _____ before exams so that students can manage stress.



Revision
Audio 2.2

4 a Complete the dialogue with the sentences below. One is extra.

- a we have to finish our projects before the science fair next month
- b I sometimes feel stressed before exams
- c VR headsets are used in our biology lessons to make experiments more realistic
- d the new robotics club is open to everyone this year
- e students are encouraged to join at least one extracurricular activity
- f our parents have to help us finish our projects
- g counsellors are always available if we need support

Maya Hi, Tom! Did you hear what the head teacher said at the morning assembly today?

Tom Yes, I did. It was all about changes in our school life and technology.

Maya Right! She explained that (1) _____. I think that's great for teamwork.

Tom True. And she also mentioned that (2) _____. I can't wait to try it!

Maya Same here. She also talked about rules. For example, (3) _____. It sounds like a lot of work.

Tom Yeah, but it will be exciting. By the way, she reminded us that (4) _____. That's a good idea, don't you think?

Maya Definitely. Still, (5) _____. It makes me nervous sometimes.

Tom Me too, but luckily, (6) _____. That really helps us manage stress.

Maya You're right. Our school spirit is getting stronger with these new opportunities.

b Work in pairs. Act out the dialogue in class. Then, replace at least two sentences with your own ideas about your school life and technology.

REVISION 2A

- 5 Work in pairs. Look at the pictures and guess the topic of the text.



- 6 Read the text quickly and check your guesses.

Part 1 – Schools in a Digital Age

In recent years, schools have started to combine traditional lessons with modern technology. In Türkiye, as well as in many other countries, smart boards are installed in classrooms and assignments are submitted electronically. In science lessons, VR headsets are used to make experiments more realistic, and online platforms are used for group projects. These platforms help students share files and work together more easily. These changes make learning more interactive, but they also require students to adapt quickly. Some people believe that technology makes school life easier, while others think it creates new challenges.

Part 2 – Beyond Lessons: Activities and Support

School life is not only about lessons. Extracurricular clubs, such as robotics, debate, and environmental activities, are encouraged because they help students build creativity and teamwork. Competitions are organised each year, and many projects are prepared using digital tools. However, students sometimes feel anxious about exams and heavy workloads. To help them, counsellors are always available, and workshops are arranged before exam periods. Students are reminded of phrases like "It's a marathon, not a sprint!" or "One step at a time." This support shows that schools focus not only on academic success but also on students' well-being.

- 7 Read the text again to answer the questions below.

- 1 How are experiments in science lessons made more realistic according to the text?
_____.
- 2 What is one benefit of using online platforms for group projects?
_____.
- 3 Which extracurricular clubs are encouraged in schools?
_____.
- 4 What kind of support is given to students who feel anxious before exams?
_____.
- 5 What phrases are used to remind students that success takes time?
_____.

- 8 a Read the message quickly to find out what tasks and responsibilities are shared in organising a school event.

Hello everyone!

Our Class Culture and Technology Day is just around the corner. Let's make sure everything is ready. The classroom is going to be decorated by the art team. A robotics project will be presented by the science group. The food corner is going to be prepared by the parents' group. A welcome speech will be given by our class president. The activities are going to be recorded by the media team. Relaxation games will be organised by the counsellors. I'm sure we will all work together to make this day unforgettable.

See you soon,
Your Class Representative

- b Imagine you are the class representative preparing for a Class Culture and Smart School Day. In your notebook, write a reminder message to your classmates, as in exercise 8a.

REVISION 2A

9 Listen to the dialogue and write if the statements are true (T) or false (F).

- ☐ 1 Oliver hasn't been sleeping well recently.
- ☐ 2 Sophie's mother made her skip football practice.
- ☐ 3 Sophie wants to become a doctor in the future.
- ☐ 4 Oliver believes he is very ambitious.



Revision
Audio 2.3

10 Listen to the dialogue again to choose the correct answer.

- 1 What problem has Oliver been facing this week?
 - a a broken arm
 - b headaches and lack of sleep
 - c high blood pressure
 - d a sports injury
- 2 What did Oliver's mother insist on?
 - a that he should eat more vegetables
 - b that he should take a job abroad
 - c that he should apply for university earlier
 - d that he should skip football practice
- 3 What daily habit helps Sophie stay positive?
 - a watching television in the evening
 - b talking with her best friends
 - c writing down things to show gratitude
 - d exercising every afternoon
- 4 What is Sophie's long-term ambition?
 - a to become a doctor
 - b to open a gallery
 - c to travel the world
 - d to start her own business
- 5 How does Oliver feel about himself?
 - a He feels gifted and confident.
 - b He thinks he is very ambitious.
 - c He doesn't think he is ambitious.
 - d He feels proud and determined.



Revision
Audio 2.4

11 Work in pairs. Use the words below to complete the dialogue. One is extra.

capable

apply

qualifications

passionate

opportunity

experienced

occupation

goal-oriented

dedication

- Anna Have you heard about the internship in London? It's such a great (1) _____ to gain real work experience.
- Ben Really? That sounds amazing. I'm quite (2) _____ about graphic design, so it would _____ be perfect for me.
- Anna Yes, but remember you'll need certain (3) _____ like a portfolio before they accept your application.
- Ben That's fine. I'm very (4) _____ and I always set myself clear targets.
- Anna I can see that. Your (5) _____ to your projects is impressive. You never give up.
- Ben Thanks!
- Anna Maybe that comes from your family. What's your father's (6) _____?
- Ben He's a civil engineer. He always tells me to work hard and never waste chances.
- Anna Good advice.
- Ben I'll definitely (7) _____ for this internship tomorrow.
- Anna You should! I know you're (8) _____ of doing really well there.

12 Work in groups. Use the ideas below to write and act out a short dialogue. Remember to use at least four words from exercise 11 in your conversation.

- ▶ Think about your dream job or career.
- ▶ Give advice to a friend about studies, health, or future plans.
- ▶ Discuss how to balance ambitions and well-being.
- ▶ Mention a family member who inspired you.

REVISION 2A

13 Read the text quickly and circle what it is about.

☐ a a summer holiday by the sea

☐ b healthy habits and future ambitions

☐ c the history of an ancient city

In Türkiye today, many young people are passionate about their future goals, but teachers and doctors often remind them that well-being should never be ignored. Stress from exams, lack of sleep, and unhealthy food choices can easily harm the body and mind. If only students combined studying with healthy routines, they would feel more energetic and successful.

Sara, a high school student in Erzurum, dreams of becoming a doctor. She studies with great dedication and has already applied for a university scholarship. Moreover, she makes time for morning exercise. Her friends say she is always in high spirits because of her healthy lifestyle.

Her cousin Ahmet has different ambitions. He wants to study architecture and is capable of designing creative projects. However, he sometimes has little time left to rest. Last week, his father put his foot down and told him to recharge his batteries instead of spending every night on the computer.

For these young people, the lesson is clear: True achievement depends on both health and ambition.

14 Read the text again and complete the sentences with short phrases.

- 1 Sara is always in high spirits because _____.
- 2 Her dream is to study medicine and become _____.
- 3 Ahmet spends a lot of time on his computer because _____.
- 4 His father put his foot down and told him to _____.

15 Read the email quickly and tick (✓) the correct answer.

☐ a friendly email

☐ a complaint email

☐ a professional email

Send To: tourismeeventgroup.co.uk

Subject: Some Information About Me

From: aysegul.kaya@studentmail.com

Dear Sir/Madam,

As requested, here is some brief information about me. I graduated from the Faculty of Tourism and Hospitality Management with a strong focus on cultural events. I also completed an internship at Antalya City Tourism Office, where I gained experience in organising festivals. During my studies, I achieved excellent results and received a special award for my dedication to community projects.

I am fluent in English and currently taking Spanish courses. I am also confident in using digital tools for event planning and social media promotion. At present, I am volunteering at a local youth centre to improve my leadership skills.

My professional goal is to build a career in event management and contribute to promoting cultural heritage. I look forward to hearing from you.

Yours faithfully,

Ayşegül Kaya

Send

16 Imagine you are writing a short professional email for an event company. Write it in your notebook and give brief information about your education, experience, skills and goal, as in the email above.

REVISION 2B

- 1 Work in pairs. Look at the pictures and guess what they are mainly about. Then, listen to the radio programme and check your guesses.



Revision
Audio 2.5

- 2 Listen to the radio programme again. Tick (✓) the topics you hear.

- ☐ historical places
- ☐ festivals and celebrations
- ☐ local food and cuisine
- ☐ environmental problems
- ☐ solutions
- ☐ traditions and customs



Revision
Audio 2.6

- 3 Match the questions to the correct answers. One is extra.

- ☐ 1 When did the Mesir Macunu Festival first begin?
 - ☐ 2 Who asked for the paste to be shared with the public?
 - ☐ 3 Why do visitors try to catch the paste during the festival?
 - ☐ 4 What do children jump over during Nowruz?
 - ☐ 5 What does Nowruz Festival represent?
 - ☐ 6 What problem can overcrowding cause?
- a bonfires
 - b safety issues
 - c flying colourful balloons
 - d Hafsa Sultan
 - e the arrival of the new year
 - f People believe it brings good luck.
 - g in 1527

- 4 Work in pairs. Read the paragraph and ask and answer the following questions.

I would like to visit Beijing, the capital of China because it is full of history and culture. The Great Wall of China is a famous landmark that millions of tourists visit yearly. Visitors may notice cultural customs such as drinking tea during social visits and celebrating the Chinese New Year with lanterns and dragon dances. To prepare for a trip, I would recommend learning some basic Chinese phrases and reading about their customs, such as tea ceremonies or the Lantern Festival.



- 1 Why does the student want to visit Beijing?
- 2 What is a famous landmark there?
- 3 What cultural customs might visitors see?
- 4 How should a visitor prepare for the trip?

- 5 Work in pairs. Choose a capital city you would like to visit. Make notes for a paragraph about it including the answers to the questions in exercise 4. Then, present it to the class.

REVISION 2B

6 Read the text quickly and choose the best summary.

- a The text mainly explains how Paris attracts visitors and why its landmarks are admired.
- b The text focuses on colourful festivals and traditions, ignoring the daily problems of cities.
- c The text shows how different cities combine cultural events and landmarks with issues like pollution and traffic.

Cities, Cultures, and Challenges



Modern cities are full of contrasts. In Paris, thousands of tourists visit the Eiffel Tower every day. It is one of the most iconic landmarks in Europe, admired for its unique design. Visitors enjoy the view of the city, but long queues and overcrowding sometimes make the experience less pleasant.

In Mexico City, a very different challenge exists. Air pollution often covers the city in a grey cloud. Authorities say the problem can be reduced if more people use public transport. Recently, new cycling lanes have been built, and locals are encouraged to recycle more to create a cleaner environment.

Meanwhile, in Bosnia and Herzegovina, the city of Mostar comes alive during one of its well-known cultural festivals. Locals gather in the old town to enjoy music, traditional performances, and lively street events. The famous Mostar Bridge becomes a centre of celebration. The festival is not only a concert series but also a way to bring communities together and honour local heritage.

From landmarks like the Eiffel Tower to traditions such as the Mostar festival, and from environmental problems like pollution in Mexico City, cities around the world show us both beauty and problems. Culture, history, and daily life are always connected in surprising ways.

7 Read the text carefully. Decide if each sentence is true (T), false (F) or not given (NG).

- ☐ 1 Visitors sometimes wait in long queues to see the Eiffel Tower.
- ☐ 2 The Eiffel Tower is the tallest building in Europe.
- ☐ 3 Locals in Mexico City never use public transport.
- ☐ 4 The Mostar festival includes sports competitions.
- ☐ 5 The Mostar Bridge becomes a centre of celebration during the festival.

8 In your notebook, write a post for your school's travel blog about a capital city you would like to visit. Use the points below to guide your writing.

- 1 reasons for your choice
- 2 the landmarks you would admire
- 3 the cultural customs you might experience
- 4 advice for future visitors

REVISION 2B



9 Listen to the interview and choose what it is about.

- a a campaign to protect natural resources
- b the life of astronauts on space stations
- c a festival celebrating cultural traditions



Revision
Audio 2.7

10 Listen to the interview again and answer the questions below.

- 1 What had Nora and the team been doing before the floods hit?

- 2 According to her, what would have happened if people had recycled more?

- 3 What actions did her team take to protect the environment?

- 4 Why does she describe the project as "just the tip of the iceberg"?

- 5 What do some scientists suggest humans will have done by the year 2100?



Revision
Audio 2.8

11 Work in pairs. Look at the table. Discuss each problem, its cause, and the comment/solution.

problem	cause	comment/solution
forest fires	dry conditions and human activity	If people had been more careful, many fires could have been prevented.
water shortage	overuse of water and pollution of rivers	By 2050, scientists will have been developing new clean water technologies for decades.
space debris	too many satellites left in orbit	That's the tip of the iceberg! More action is needed to protect future space missions.

12 Work in pairs. Fill in the table, based on a problem about the environment or the future. Then, share the problem, its cause, and the comment/solution with the class.

problem	cause	comment/solution

REVISION 2B

13 Look at the pictures and guess what the text might be about.



14 Read the text quickly and check your guesses.

Humanity has always been fascinated by space and the universe. For centuries, scientists have used probes to collect data from distant planets, travelling on interplanetary missions to gather samples and images. One famous example is a space mission that travelled far beyond our solar system, continuing to send valuable data back to Earth.

While space inspires us, life on Earth continues to change. Urbanisation affects both the environment and human life. People live longer today, but pollution and limited resources create serious challenges. If humans had protected nature better, we might not face such difficulties today.

Despite these challenges on Earth, looking up at the sky can change how we see our place in the universe and reminds us that our planet continues to revolve around the Sun, just as it has for billions of years.

Future projects will focus on lunar bases. By 2100, humans will have built sustainable settlements there, using advanced technology. By 2050, scientists will have been testing interplanetary habitats for decades. To succeed, humanity must embrace innovation and improve the quality of life both on Earth and beyond it.

15 Read the text carefully. Write if the statements are true (T) or false (F).

- ☐ 1 Scientists have used probes to explore space for centuries.
- ☐ 2 A space mission has remained within our solar system.
- ☐ 3 Urbanisation affects both the environment and human lifespan.
- ☐ 4 The Earth continues to revolve around the Moon.
- ☐ 5 By 2100, humans will have built sustainable settlements on the Moon.
- ☐ 6 By 2050, scientists will have been testing interplanetary habitats for decades.

16 Read the opinion essay quickly to find out what it compares and share it with the class.

If humans do not protect natural resources, they will have to live in space in the future. In my opinion, this statement is sadly true. People have already been damaging forests, rivers and wildlife for decades. If they had recycled more and reduced their carbon footprint, our planet would have been much healthier today. Unfortunately, pollution and urbanisation are just the tip of the iceberg.

Scientists are now working on interplanetary projects, such as building lunar bases. By 2100, humans will have established sustainable settlements on the Moon. This is out of this world, but it also shows how serious the problem is on Earth.

To sum up, I believe that protecting our natural resources is the only way to secure our future. Space exploration is exciting, but it should enhance life on Earth rather than replace it.

17 Work in pairs. Study the essay and match the paragraphs to their content.

- Paragraph 1 _____ a gives the final opinion or summary.
- Paragraph 2 _____ b presents the topic and main question.
- Paragraph 3 _____ c offers solutions, and gives an example.

18 In your notebook, write a variation of the essay with the same title. Use the same structure and include your own views.

SCHOOL LIFE & EDUCATION

THEME 1



Theme 1

CLOSE-UP



SUB-THEMES

- ▶ Comparing different local and international school systems and educational systems
- ▶ School traditions, events, and celebration activities
- ▶ National days and celebrations

FUNCTIONS

- ▶ Contrasting what usually happens with what is happening now
- ▶ Discussing how often students participate or feel stressed
- ▶ Expressing how often school routines and activities occur
- ▶ Giving and responding to polite requests
- ▶ Introducing nouns and providing information about the specificity and countability of nouns
- ▶ Confirming or clarifying information
- ▶ Offering or proposing politely

SOCIAL LANGUAGE

- ▶ Education is the passport to the future.
- ▶ Teamwork makes the dream work!
- ▶ Stay curious, stay hungry for knowledge!
- ▶ We have different systems, but the goal is the same.

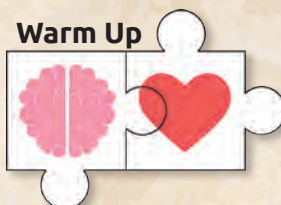
PRONUNCIATION

- ▶ Intonation in positive statements, negative statements, questions, and tag questions



Warm Up 1

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.



Flashback
Activity 1

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

b Now, watch Digital Story 1. Do the connections you found between the pictures and the story match your predictions?



Digital
Story 1





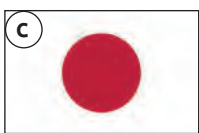
WATCH AND NOTICE

1 a Look at the flags. Match each flag to the correct country name. One is extra.

☐ 1 Japan

☐ 2 Norway

☐ 3 Azerbaijan

☐ 4 Italy


b Work in pairs. Read the clues to guess the country from the ones above.

In each city of this country, art and history play an important role in daily life.
Right now, people are taking photos around the Colosseum.

c Now, choose one of the countries and write similar clues. Then, let the other pairs guess it.

2 Watch Digital Story 1 quickly to find out and tick (✓) which school activity the student group is practising for.

☐ 1 a dance recital

☐ 2 a parade

☐ 3 a raffle

☐ 4 a song contest

☐ 5 a talent competition

☐ 6 a school performance

3 Watch Digital Story 1 carefully to complete the chart.

details	who	where
gives permission to perform		
talks about traditional dance		
plays the guitar		
fixes the microphone		
talks about diversity/teamwork		

4 Read the statements to write true (T) or false (F) for the statements.

☐ 1 A student plays the *bağlama*.

☐ 2 The headmaster says "no" to the students' idea.

☐ 3 A student writes songs.

☐ 4 The festival includes dance and drama.

☐ 5 The students are tuning the instruments.

☐ 6 A student does love designing school badges.

5 a Work in groups. Imagine your class is joining a school festival. Choose one activity from exercise 2 and discuss the following questions.

- ▶ What is your activity?
- ▶ Who does what?
- ▶ Where will it take place?
- ▶ When will it happen?
- ▶ What will you need?
- ▶ How will you organise it?

b Design a poster or flyer for your festival activity. Make sure your work includes the following items.

- ▶ the title of your show
- ▶ one picture or symbol
- ▶ a short slogan

c Now, present your poster or flyer to the class.

1 a Watch Scene 2 of Digital Story 1 and pay attention to the intonation of the sentences below.

- ▶ We have an idea for the Traditional Welcome Festival.
- ▶ It fits the festival perfectly, doesn't it?
- ▶ Normally, we don't give any responsibilities to students in their first year.
- ▶ Can we start rehearsing in the event hall?

b Repeat the sentences in exercise 1a as a class.**2 a Listen to the dialogue. Write falling (▼) or rising (▲) to show the correct intonation.**

- Gina Our school has different clubs, such as drama and robotics. 1 _____
- Mary That sounds exciting! 2 _____
- Gina I'm a sports lover. However, the sports club isn't very popular. 3 _____
- Mary Really? Do students prefer academic clubs instead? 4 _____
- Gina Yes, they do. Many students try hard to join the science fair every year. 5 _____
- Mary It's a great opportunity to present new ideas and experiments, isn't it? 6 _____
- Gina Exactly. It helps us improve our social skills as well. 7 _____



Audio 1.1

b Work in pairs. Read the dialogue aloud. Then, exchange roles and repeat.**3 Listen to the recording and mark each sentence with arrows (▼ / ▲) for the correct intonation.**

- 1 Our school organises an art exhibition every spring. _____
- 2 This year's ceremony isn't as long as last year's. _____
- 3 Do students in your school wear uniforms? _____
- 4 She's preparing for the debate competition, isn't she? _____



Audio 1.2

4 Choose the sentence with the different intonation pattern and explain why.

- 1
 - a Our school library is open every afternoon.
 - b We don't usually have exams in May.
 - c Do you celebrate Children's Day at your school?
- 2
 - a Was the graduation ceremony really inspiring?
 - b She is the new English teacher, isn't she?
 - c Are the posters ready for the national celebration?
- 3
 - a Can students adapt to international programmes easily?
 - b Teachers don't eliminate extracurricular activities.
 - c Does the curriculum differ from country to country?

5 Work in groups. Practise the statements below. Pay attention to the intonation.

- 1 Our school tradition includes a Republic Day parade.
- 2 This year's timetable isn't very flexible.
- 3 Do students participate in the opening day activities?
- 4 The festival was enjoyable, wasn't it?
- 5 Does it fit the festival perfectly?

6 Record three sentences you have practised. Then, exchange your recordings with your peer, and use the checklist below to give peer feedback on intonation. Then, check it with your teacher.

Pronunciation Feedback Checklist	Check
Falling intonation is used correctly in statements.	✓/✗
Rising intonation is used correctly in <i>yes-no</i> questions.	✓/✗
Intonation in tag questions is used appropriately.	✓/✗
The speech is delivered naturally and expressively.	✓/✗

1 a Watch Scene 3 of Digital Story 1 and tick (✓) the words/word groups you hear.

- | | | |
|------------------------------------|--|---|
| ☐ 1 curriculum | ☐ 2 global citizenship | ☐ 3 educational excursion |
| ☐ 4 schedule | ☐ 5 award ceremony | ☐ 6 comprehensive |
| ☐ 7 compulsory | ☐ 8 collaborative | ☐ 9 school badge |
| ☐ 10 diverse | ☐ 11 individual learning | ☐ 12 intense |

b Compare your answers with your peer and discuss the words that are familiar to you. Then, check the meanings of the unfamiliar words using a dictionary.

2 Read the speech bubbles. Use the clues in the sentences to match them with the correct phrases.

- | | |
|-----------------------|--------------------------|
| a compulsory modules | b distinct curriculum |
| c intense programme | d diverse group |
| e flexible curriculum | f collaborative learning |

☐ 1 Our schedule changes often, especially during project weeks.

☐ 2 There are forty students with different backgrounds and talents in our project.

☐ 3 The programme is very demanding, with long hours and a heavy workload.

☐ 4 This learning scheme is clearly different from others and has its own focus.

☐ 5 Some lessons are not optional. Every student must complete them.

☐ 6 Students work together, share ideas, and complete tasks as a team.



3 Read and complete the paragraph with the words given below. One is extra.

intense

compulsory

diverse

flexible

curriculum

collaborative

schedule

At Aurora Upper Secondary School, the most exciting week of the year is the Innovation Festival. The (1) _____ becomes even more exciting at this time. The (2) _____ is open to changes. Students have regular lessons, but they also join music shows, coding workshops, and street art. Some events are (3) _____, for example the science fair, while others are optional. The science exhibitions are (4) _____, full of energy and creativity. What makes the week unforgettable is the (5) _____ atmosphere. Students from (6) _____ backgrounds join forces to build projects, perform plays, or even design robots. The whole campus turns into a busy carnival where learning feels like a celebration.

4 Use the given phrases to complete the sentences below. Two are extra.

award ceremony

global citizenship

extracurricular activities

critical thinking

annual competition

multilingual education

flexible schedule

- 1 Students should learn to analyse ideas carefully.
➔ Students should develop _____ skills.
- 2 Our school offers many clubs after class.
➔ Our school has many _____ for students.
- 3 The school helps us understand different cultures and respect them.
➔ The school promotes _____ among students.
- 4 Every year the school organises a big contest for students.
➔ The school holds a/an _____ every year.
- 5 The school gives prizes to students at the end of the year.
➔ The school organises a/an _____ at the end of the year.

5 Read the statements below. Tick (✓) if they are true for your school. Explain your choice using the bold adverbs.

	true	partly true	not true
1 The schedule is quite flexible, but exams affect it critically .			
2 Our weekly schedule is considerably busy.			
3 We work extensively on projects during the term.			

6 Read the example below and write about your school in your notebooks. Use at least two phrases from exercise 4.

E.g. *In my school, we have a debate club. It helps us improve critical thinking because we learn how to argue and listen to others. It also has an international day to promote global citizenship.*

LET'S TALK!**1 Match the expressions to their meanings. One is extra.**

- | | |
|--|---|
| ☐ 1 Education is the passport to the future. | a Working together brings success. |
| ☐ 2 Teamwork makes the dream work! | b Schools differ, but learning is for all. |
| ☐ 3 Stay curious, stay hungry for knowledge! | c Learning is the key to success in life. |
| ☐ 4 We have different systems, but the goal is the same. | d Success not only comes with natural talent. |
| | e Never stop asking questions and learning. |

2 Work in pairs. Choose one of the expressions from exercise 1 and share your ideas with the class.

E.g. *Education is the passport to the future because learning opens new doors for us.*

GAME**SPEED CHAT**

Click or scan the QR code to play the game.



Game 1.1

1 Read the extracts from Scene 4 of Digital Story 1 below. Match them to their functions.

- ☐ 1 "The students **are gathering** outside." a shows a habit or general fact
☐ 2 "We **sometimes forget** small details." b shows an action happening now

2 Read the text carefully. Underline the verbs that show actions happening now, and **circle** the verbs that show actions that happen regularly.

(Transcript from Aiden's morning livestream on his school way in Vancouver)

The Seagull Attack

Hi, guys!

Breaking news: Seagull steals breakfast on the Vancouver ferry. You know, normally I take the ferry, put on my headphones, and scroll through videos. But right now... a seagull is stealing my fries like it owns the place.

They usually wait for crumbs near the railings. Today, this one is staring at me like I'm eating its lunch, and, as you see, it is sitting right next to me like we're travel buddies.

Normally, people mind their business. Now everyone is laughing, and someone is definitely recording us. Guys, I guess this is how viral videos start.

And yes, I do like sharing my fries, just not at breakfast and with birds. I am just praying it doesn't follow me into class. Actually... maybe it's a good idea if it does.

Hey, Josh!

Maybe it can eat the fries you never share with me.



Hi, guys! Breaking news: Seagull steals breakfast on the Vancouver ferry. You know, normally I take the ferry, put on my headphones, and scroll



3 Look at the verbs you underlined and **circled**. Discuss the questions below with your peer.

- Which verbs describe actions happening right now?
- Which verbs describe things that happen regularly or generally?
- Which verb is used to add emphasis, and how is this emphasis formed?
- What do you notice about the forms and meanings of these verbs?

TOOL BOX

Write Present Simple or Present Progressive in the blanks by using your ideas in exercise 3.

- ▶ We talk about habits and general facts by using _____.
- ▶ We talk about actions happening now/at the moment by using _____.
- ▶ Some verbs (e.g. *believe, know, like*) are used in _____.
- ▶ We add emphasis by using do/does + base verb in _____.

4 **Circle** the correct verb form.

- Aiden usually **takes** / **is taking** the ferry to school.
- Right now, a seagull **eats** / **is eating** his fries.
- People normally **are sitting** / **sit** quietly on the ferry.
- Today, everyone **laughs** / **is laughing** at Aiden's situation.
- Aiden **does** / **do** like sharing his breakfast.
- He **hopes** / **is hoping** the seagull doesn't follow him into class.

5 Read Josh's reply and complete it with *a/an, the, one* or *zero article (-)*.**The Seagull Showdown (Josh vs. Aiden)***(Transcript from Josh's livestream)*

Hey Aiden, I see you on (1) _____ ferry again, and guess what? (2) _____ seagull next to you is clearly winning this fight.

You say it's acting like (3) _____ owner of (4) _____ place, but honestly, I think you're just feeding it with fear and fries.

Don't you know (5) _____ seagulls love fries more than students love weekends? Now, you'll learn it in this viral moment for sure.

So next time, my friend, you know what to do. Buy two extra packs of fries, (6) _____ for me, and (7) _____ for your lovely bird buddy!

TOOL BOX

Now, complete the rule with *a/an, the, one* or *zero article (-)*.

- ▶ We use _____ before singular countable nouns when we talk about something for the first time.
- ▶ We use _____ with all forms of nouns when both the speaker and listener know what we are talking about.
- ▶ We use _____ with plural or uncountable nouns when we speak in general.
- ▶ We use _____ to mean a single item or another of the same kind.

TOOL BOX**1 Read the dialogue and pay attention to the words in bold.**

Julia Leo, you know that we **must** hand in our projects by tomorrow, **don't you?**

Leo Oh no, I haven't printed the photos yet.

Julia You **don't have to** print them, Leo. You **can** just show them on your tablet.

Leo Great. I'm ready then. We **don't have to** wait till tomorrow, **do we?**

Julia No, we **can** hand it in before we leave school.

2 Discuss the questions according to the dialogue in exercise 1.

- ▶ Which words show something *necessary*?
- ▶ Which ones show something *not necessary*?
- ▶ Which ones show *permission* or *possibility*?
- ▶ Why do you think Julia and Leo use question tags (short questions like *don't you* and *do we*)?

3 Now, fill in the blanks using your answers to make the rules.

- ▶ We express something necessary by using _____.
- ▶ We express something not necessary by using _____.
- ▶ We express permission or possibility by using _____.
- ▶ We check or confirm what we say by using _____.

GAME**GRAMMAR REPORTERS LIVE**

Click or scan the QR code to play the game.



Game 1.2

Mid-theme
e-activity 1



1 Look at the pictures and choose which idea suits you best.

- a I prefer studying in groups because sharing ideas with others helps me understand topics more deeply.
- b I like studying alone since it allows me to focus better and manage my own learning pace.

2 a Read the text quickly and tick (✓) the topics mentioned in it.

- ☐ age to start school
- ☐ exams and competitions
- ☐ projects and creativity
- ☐ festivals and cultural events
- ☐ technology in classrooms

b Compare your answers with your peer.

Education in Finland and Singapore

School systems differ around the world, but they all aim to support students through comprehensive learning processes. People often distinguish Finland and Singapore by their different approaches.

Finland: Less is More

In Finland, formal schooling starts at the age of seven; it **eliminates** the pressure of early education. School days are short, and homework varies according to students' needs. Teachers adapt lessons freely, **gather** ideas from their classes, and present them in creative ways. Instead of competing in endless exams, students focus on collaboration, creativity, and critical thinking. Schools also organise group projects and cultural activities, where learners perform tasks together, support one another, and **cheer** for success. This balance helps students adapt to challenges while staying motivated and happy.

Singapore: Excellence and Competition

People globally recognise education in Singapore for its focus on school success and fairness. The system expects students

to perform exceptionally well on high-stakes national exams. These exams determine their future educational paths. The system is highly competitive, and students must compete for spots in top schools. Beyond academics, students **participate in** a wide range of activities, from sports clubs to science research, which vary according to their interests. Schools **host** science competitions and cultural festivals among neighbourhood schools in order to give learners the chance to present their skills and volunteer in events.

3 Read the text carefully to complete the sentences using the highlighted words in the text. One is extra.

- 1 Our school will _____ an international sports tournament soon.
- 2 Students in Finland can _____ between playtime and study time easily.
- 3 The judges had to _____ half of the contestants based on their performance.
- 4 Students _____ information from different sources for their project.
- 5 Many schools encourage students to _____ sports competitions and clubs.

4 Answer the questions in pairs.

- 1 At what age do Finnish children start school?
_____.
- 2 How do teachers in Finland adapt lessons?
_____.
- 3 What is the main focus of Singapore's education system?
_____.
- 4 What are the high-stakes exams in Singapore used for?
_____.

5 Complete the sentence to explain which education system you prefer and why. Then, share your ideas with the class.

I prefer the education system in...
because... .

- 1 Read the Frequently Asked Questions (FAQ) page of the Cumhuriyet Upper Secondary School handbook to choose its topic.

a School Rules and Daily Life

b School Traditions and Events

Cumhuriyet Upper Secondary School Frequently Asked Questions (FAQ) for

- Q1 What national days does Cumhuriyet Upper Secondary School celebrate?
- A1 We celebrate 29 October Republic Day and 19 May Commemoration of Atatürk, Youth and Sports Day. The student council **primarily** organises these events, while students and teachers support the preparations so that everything runs **efficiently**.
- Q2 How do students behave during national celebrations?
- A2 The rehearsals are sometimes noisy. On the contrary, during the actual ceremonies, students behave **appropriately**.
- Q3 How do these celebrations differ from other schools?
- A3 During national day celebrations, our school organises concerts and art exhibitions. In contrast, many schools **generally** hold a formal assembly.
- Q4 How much time do students spend on preparations?
- A4 Preparations take a long time before national days. On the other hand, students enjoy the rehearsals and working together.

- 2 a Read the underlined expressions in the text. Pay attention to how they are used.

- b Work in pairs to match the sentences. One is extra.

- 1 Our school organises an annual science fair.
 - 2 Students take part in many outdoor activities.
 - 3 Some people think students don't enjoy rehearsals.
 - 4 Our school gives homework every day.
- ☐ a On the contrary, they love preparing for the celebrations.
- ☐ b On the other hand, in my sister's school it is only once a week.
- ☐ c In contrast, the neighbouring school focuses on art exhibitions.

- c Complete the sentences below with the words in bold in the text. One is extra.

- 1 Everybody should behave _____ during flag ceremonies at school.
- 2 The school administration _____ decides the programme for national days.
- 3 Students should answer the quiz questions _____, without wasting time.

- 3 Work in pairs. Brainstorm possible questions and answers about your own school. Then, complete your own FAQ page.

My School Frequently Asked Questions (FAQ) for School Rules and Daily Life

- Q1 How should students behave during assemblies?

A1 _____

Q2 _____

- A2 Students must always queue up in the cafeteria. In contrast, in some schools students take food without waiting in line.

- Q3 What are the rules about using mobile phones in lessons?

A3 _____

Q4 _____

A4 _____

Q5 _____

A5 _____

Check and Reflect

- Check your peer's FAQ and tick the boxes below.
- ☐ There are 5 clear questions and answers.
- ☐ There are at least 2 adverbs/adverbial phrases.
- ☐ There is information about school rules and daily life.
- Revise your FAQ based on the feedback.
- Reflect on your FAQ.
- 1 What part are you proud of?
 - 2 What can you improve next time?



CLIL & CULTURE

1 Can you name the famous teachers or philosophers you know?

Great Minds that Shaped Education



Confucius (551-479 BC), China

Confucius is one of the first thinkers who believes that everyone should receive education, not only the rich. He believes in equal learning opportunities. Respect, kindness, and discipline are his main teaching subjects. He thinks that education builds confidence, confidence builds hope, and hope builds peace.



Confucius is not the author of any books. His students collect his sayings in a work called *The Analects*.



Socrates (470-399 BC), Greece

Socrates has no written books. Instead, he asks questions to help his students think deeply. This approach is called the Socratic Method and people still use it in schools and universities today. He believes learning through dialogue and questioning is the best way to reach the truth.

Despite being one of the greatest philosophers in history, Socrates' view is "I know that I know nothing."



Al-Farabi (872-950), Islamic World

Al-Farabi is known as a philosopher and teacher whose ideas focus on logic, music, and politics. He believes education plays an important role in helping people become responsible citizens and live in harmony. In his works, he explains how schools should be organised to create better learning environments.

Al-Farabi is called the Second Teacher after Aristotle because of his great wisdom.



Maria Montessori (1870-1952), Italy

Maria Montessori is known for a new approach to education that focuses on the child. Her belief is children learn best when they are free to explore and choose activities on their own. Today, Montessori schools exist all around the world.

Montessori is the first woman in Italy to become a medical doctor.

2 Read the text to match the thinkers to their ideas. One is extra.

- | | |
|--|--|
| ☐ 1 Socrates | a education for all people |
| ☐ 2 Maria Montessori | b learning through questions |
| ☐ 3 Al-Farabi | c learning with freedom and choice |
| ☐ 4 Confucius | d education for harmony in society |
| | e education through Science and experience |

3 Work in four groups. Each group reads one paragraph of the text, discusses it together, and then one of you from each group explains your paragraph to the class in one clear sentence according to the example below.

E.g. *In our paragraph, Confucius is important because he thought everyone should have a chance to get an education, not only rich people.*

4 Choose one of the thinkers above and design a poster presenting their key ideas and influence on modern education. Include a picture, country of origin, a notable quote. Then, write a short explanatory paragraph.

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.
- 2 Complete the story with the statements below. Then, listen, check and act it out.

a Can I try the folk dance too?

b Yeah, we usually perform folk dances.

c Education is the passport to the future.

d Teamwork makes the dream work!

REPUBLIC DAY CELEBRATION



Ayşe Hey, Jack! On this Republic Day, we are trying to do something more special.

Jack That sounds cool! Back home, we do parades too, sometimes competitions or debates.

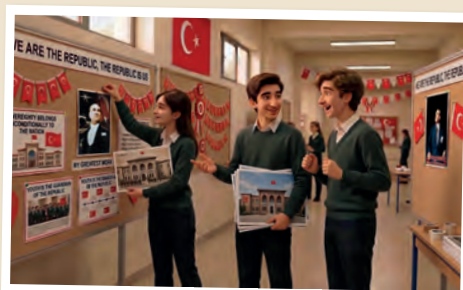
Ayşe Oh, nice! Could you tell us what your school does? It could be fun to try something new. (1) ____



Jack So, you do folk dance recitals here, don't you?

Emre (2) ____ We always sing some songs too.

Jack Sounds awesome. I like seeing everyone get involved.



Emre Jack, maybe you can help with the exhibition photos.

Jack Sure! Oh, and... (3) ____

Ayşe Haha, of course! Just don't step on anyone's toes. We'll help you.



Parent 1 You do work hard. I'm proud of you.

Jack's Mum Seeing this, I always say, (4) ____

Jack Wow... this feels amazing. Everyone's so happy together.

Ayşe Yeah, that's the best part. Seeing everyone smile makes all the preparations worth it.



Audio 1.3

- 3 Work in pairs. One of you tells the story from memory, and the other listens and corrects any missing details. Then, exchange roles.
- 4 Work in groups. Prepare a short presentation about one of your school's traditions. Explain what it is, when it happens, and why it is important.



PERFORMANCE ASSIGNMENT

Comparing School Systems and Traditions

Work in groups to prepare a multimedia presentation about school life and education in different countries. Follow the steps below.

- 1 Choose two schools: One from Türkiye and one from another country.
- 2 Compare their systems (structure, curriculum, teaching methods, etc.)
- 3 Research how schools celebrate national days, festivals, or events.
- 4 Prepare visual aids (e.g., poster, slides, short video), and add your own ideas.
- 5 Present your project in class. While watching other groups, use the rubric on page 171 to give peer feedback.



SELF EVALUATION AND REFLECTION

1 Can you use the correct vocabulary while comparing different school systems?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ Complete the sentences with the correct word given below. One is extra.

volunteer compulsory extracurricular

curriculum award ceremony

- a The Turkish school _____ is less flexible compared to many other countries.
- b Some schools offer more _____ activities depending on their facilities.
- c In my country, exams are _____ for all students.
- d Top students receive certificates at the _____.

2 Can you talk about what you usually do and what you are doing now correctly?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

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

- a Our school usually _____ (start) at 8:30, but today it _____ (begin) at 9:00 because of the ceremony.
- b I _____ (join) the science club this term, but I always _____ (take) part in art activities, too.
- c Students usually _____ (study) in classrooms, but now they _____ (prepare) posters in the schoolyard.

3 Can you describe school life by using expressions of obligations, permissions, and requests?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ Complete the sentences with a suitable modal.

- a Students _____ wear uniforms during national ceremonies.
- b _____ I join the debate club even if I'm in 9th grade?
- c We _____ take our raincoats with us for the school camp in case it rains.



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

2 Complete the following sentences.

- ▶ One thing I do well in pair/group work is _____.
- ▶ One thing I find difficult in pair/group work is _____.
- ▶ One way I can improve my contribution in group work is _____.



End-of-theme
e-activity 1

CLASSROOM LIFE & LEARNING

THEME 2



Theme 2

CLOSE-UP



SUB-THEMES

- ▶ Favourite school subjects
- ▶ Learning activities
- ▶ Study tools and innovations

FUNCTIONS

- ▶ Talking about scheduled future school events and timetables
- ▶ Expressing planned future actions
- ▶ Expressing irritation about repeated behaviour using always
- ▶ Confirming or clarifying information
- ▶ Giving brief answers avoiding repetition
- ▶ Describing feelings and situations
- ▶ Offering alternatives and making choices

SOCIAL LANGUAGE

- ▶ Mistakes are proof you're trying.
- ▶ Ask questions, grow smarter!
- ▶ This class is our learning playground.
- ▶ I meant to do it, but I totally spaced out.
- ▶ Let's ask the teacher, just in case.

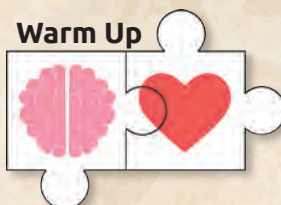
PRONUNCIATION

- ▶ Intonation for positive statements, negative statements, questions, and question tags



Warm Up 2

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

- 1 Click or scan the QR code to access and complete the flashback activity.

Flashback
Activity 2

- 2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

- b Now, watch Digital Story 2. Do the connections you found between the pictures and the story match your predictions?

Digital
Story 2**1 Favourite Subjects**

English



Maths



P.E.



Science & Technology

2 Learning Activities

Group Discussions



Brainstorming



Debates



Quizzes



Presentations



Project Work

3 Study Tools & Innovations

Smart Board



Laptop



Tablet



Projector



Notebook



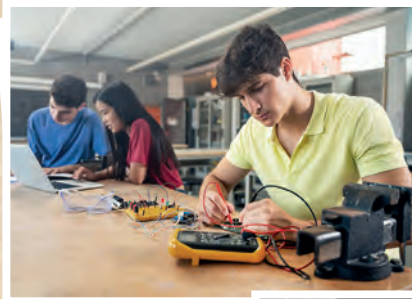
Dictionary



Educational Apps / Online Platforms



VR Headset



WATCH AND NOTICE

1 a Look around your classroom. Tick (✓) the study tools or innovative devices you see.

☐ notebooks	☐ dictionaries	☐ flashcards	☐ a smart board
☐ calculators	☐ a chalkboard	☐ a projector	☐ graphic organisers
☐ laptops	☐ tablets	☐ sticky notes	☐ reference books

b Which of these tools do you find most useful in your learning? Think and share your answer with your peer.

E.g. *I find online dictionaries most useful because they are quick and practical.*

2 Watch Digital Story 2 quickly to tick the topics mentioned.

☐ school subjects	☐ national celebrations	☐ daily routines
☐ learning activities	☐ educational innovations	☐ study tools

3 Watch Digital Story 2 carefully to choose the correct answer.

1 Where does the headmaster announce the project challenge?

- a** in the classroom **b** in the library **c** in the assembly hall

2 Which learning activity is sometimes more difficult than others?

- a** presentation **b** brainstorming **c** debate

3 What activities do they add to the board in the library?

- a** group discussions and brainstorming **b** field trips and national days **c** sports and hobbies

4 What do the students highlight about learning in their project?

- a** sports and competitions **b** curiosity and teamwork **c** holidays and fun

4 a Work in pairs and discuss the given questions.

- ▶ Which student's learning style in the digital story is most similar to yours? Why?
- ▶ Which activity from the story is the most engaging? Which tool is the most efficient?

b Imagine you are part of the project team for the school festival in Digital Story 2. Prepare a festival slogan and design it as a mini poster (big letters + simple visuals) to display in class.

E.g. *Learning is sharing ideas.*

5 Work in pairs and practise the mini dialogue. Then, make your own dialogue using the given words in the boxes and act it out.

school subjects	learning activities	adjectives
geography	a quiz competition	engaging
arts	creating a model	productive
history	field research	rewarding
biology	arts and crafts	satisfying
literature	a revision practice	educational
physics	doing a drill	practical



What's your favourite school subject?

English. I love storytelling and presentations.

I enjoy chemistry because experiments are inspiring. What about you?

That sounds wonderful!



- 1 Watch Scene 2 of Digital Story 2. Pay attention to how intonation changes in the sentences. Discuss with your peer.

- 2 a Listen to the extracts from Scene 2 and repeat them after the recording.



Audio 2.1

- b Now, practise the sentences using the same intonation and then tick (✓) the correct option.

- | | | |
|---|--------------------------------|---------------------------------|
| 1 "I love acting out dialogues and writing essays." | ☐ rising ↑ | ☐ falling ↓ |
| 2 "What about debates and quizzes?" | ☐ rising ↑ | ☐ falling ↓ |
| 3 "Debates aren't always easy." | ☐ rising ↑ | ☐ falling ↓ |
| 4 "They give everyone a chance to practise real-life skills, don't they?" | ☐ rising ↑ | ☐ falling ↓ |
| 5 "Do presentations really help us learn better?" | ☐ rising ↑ | ☐ falling ↓ |

- c Listen to the extracts again. Compare your intonation with the recording and circle the sentences you pronounced differently. Then repeat those sentences once more.



Audio 2.2

- 3 Read the sentences and complete the most common rules about intonation.

Positive statements	end with _____ intonation.
Negative statements	end with _____ intonation.
Yes-no questions	end with _____ intonation.
Wh-questions	end with _____ intonation.
Question tags (when you are not sure)	end with _____ intonation.
Question tags (when you are sure)	end with _____ intonation.

- 4 Work in pairs. Take turns reading a sentence card aloud.

- ▶ You must use the correct intonation, rising or falling, according to the sentence type.
- ▶ Your friend listens and says, "Correct" or "Try again".

I love working on science projects.

Does technology make learning easier?

Debates aren't always difficult.

I don't enjoy memorisation drills.

Are you ready for the presentation?

Let's try silent reading tomorrow.

Why are quizzes sometimes stressful?

The projector isn't working properly.

This explanation in the text is irrelevant, isn't it?

After-school clubs are at inconvenient times, aren't they?

- 5 a Record the three sentences you have practised in exercise 4. Then, exchange your recordings with your peer to give each other feedback by asking the given questions.

- ▶ Was your voice rising or falling in the right places?
- ▶ Which type of sentence was easier or harder to pronounce?

- b Complete the sentence about your experience.

Learning intonation helps me sound more natural because _____.

- c Then, check it with your teacher.

1 a Watch Scene 3 of Digital Story 2. While you watch, listen and tick (✓) the words you hear.

☐ physical education	☐ smart board	☐ educational app	☐ storytelling
☐ projector	☐ geography	☐ pairwork	☐ history
☐ doing an experiment	☐ laptop	☐ field research	☐ virtual reality headset
☐ group discussion	☐ literature	☐ quiz competition	☐ chemistry

b Then, compare your answers in pairs. Discuss the words and phrases that are new to you using your dictionaries.

c Now, write the words/phrases from exercise 1a under the correct column. Write your own answers in the blank spaces.

school subjects	learning activities	study tools & innovations
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 a Work in pairs. Read the extracts from Scene 3 and discuss the meanings of the words in bold.

"Some of them are really **efficient** and **user-friendly**, while others can be complicated to use or even out of date."

"Everyone can understand it quickly without getting **confused** or mixing things up."

b Find the clues for the words in bold and write their meanings to complete the chart.

sentence	clue	meaning
The new app is so accessible that everyone can use it easily.	everyone can use it easily	easy to reach
Chalkboards are really old-fashioned compared to modern smart boards.	_____	_____
Some apps are really user-friendly , with clear buttons and simple menus.	_____	_____

c Tick (✓) the options that help you understand the meaning of the words in bold.

☐ opposite ideas	☐ spelling	☐ examples	☐ syllables	☐ explanations
--------------------------------------	--------------------------------	--------------------------------	---------------------------------	------------------------------------

3 a Read the short text. Circle the words that describe study tools and underline the ones that describe students' feelings.

In our class, we often use laptops and tablets for our research. Furthermore, we often prefer using educational apps because they are efficient, user-friendly, and very practical. These tools make studying engaging and productive. We also do short repetition practices with these apps like repeating keywords and useful sentences. However, not every app is perfect. A few of them are complicated or out of date. Another problem is that these digital tools do not always work smoothly. Sometimes the internet connection fails, or the screen freezes in our class. At those times, we quickly feel frustrated and disappointed. But when everything works well, we are satisfied and encouraged to learn more.

b Compare your answers in pairs, and discuss the words that are new to you.

4 a Read what four students say about their experiences. Circle the words that describe the students' feelings, and underline the ones that describe the learning activities or tools.

Alp Quiz competitions are always satisfying and encouraging for us, and I feel motivated when I join them.

Amina Group projects are always engaging and rewarding, and I feel satisfied when we finish our tasks together.

Beth I often feel worried when lessons are confusing and tiring, and I feel frustrated when I cannot answer the teacher's questions.

Jack The internet in our classroom is often frustrating and exhausting, and I feel demotivated when I cannot complete my work on time.

b Fill in the blanks choosing the correct ending to complete the rule.

-ed **-ing**

- ▶ Words ending with **_____** describe how people feel.
- ▶ Words ending with **_____** describe things or situations.

c Complete the sentences on your own. Then, read your sentences to your peer and find one feeling you both share.

- 1 My favourite study tool is _____ because it is _____ and _____.
- 2 When I work hard and succeed in a project, I feel _____ and _____.

LET'S TALK!

1 Match the sentences to their meanings. One is extra.

- | | |
|---|---------------------------------------|
| ☐ 1 Mistakes are proof you're trying. | a Questions build knowledge. |
| ☐ 2 Ask questions, grow smarter. | b Learning here is fun. |
| ☐ 3 This class is our learning playground. | c Confirm with the teacher. |
| ☐ 4 I meant to do it, but I totally spaced out. | d Making errors shows effort. |
| ☐ 5 Let's ask the teacher, just in case. | e Keep trying harder. |
| | f I intended to, but I forgot. |

2 a Read the dialogue below and act it out in pairs.

Can I often spell some words wrong in English.

Lily Don't worry, mistakes are proof you're trying.

Can So you mean mistakes actually show I am learning?

Lily Exactly, they mean you are improving every day.

b Now, prepare a new dialogue using at least two expressions in exercise 1.

5 Think about what you have learnt in this lesson. Complete the sentences.

My Learning Journal

- ▶ The new words I've learnt today _____.
- ▶ The most engaging study tool for me is _____ because _____.
- ▶ The activity I've enjoyed most in this lesson was _____ because _____.

GAME

SAY IT WITHOUT SAYING IT

Click or scan the QR code to play the game.



Game 2.1

1 a Go to page 148 and read Scene 4 of Digital Story 2. Then, find and underline the sentences in the story that are similar to the ones below.

- a The science fair finishes at 5 p.m. tomorrow.
- b I'm meeting my teacher after class on Friday.
- c She's always leaving her notes on my desk.

b Compare your choices with your peer and discuss what each sentence talks about.

c Match the sentences in exercise 1a to their uses. One is extra.

- ☐ 1 describing actions that cause irritation
- ☐ 2 describing future events fixed with timetables
- ☐ 3 describing present habits or routines
- ☐ 4 describing planned future actions

TOOL BOX

Match the correct tense names to their functions.

a Present Progressive Tense (future)

b Present Progressive Tense (with always)

c Present Simple Tense (future)

- ▶ We talk about timetables and fixed schedules by using use the ____.
- ▶ We talk about future plans that are already arranged by using the ____.
- ▶ We express a repeated action that often irritates or surprises by using the ____.

2 a Read the short speech of the team leader and circle the correct option.

Hey team, tomorrow is our big day at the science fair. Our presentation (1) **starts / is starting** at 10:30 a.m., and we (2) **are meeting / meet** Ms Carlton at 9:45 to check the projector. The shuttle (3) **leaves / is leaving** at 9:15 from the main gate. Please be there by 9:05. And please, stop rushing, Muriel. You (4) **always forget / are always forgetting** something at home, and it drives me crazy every time. After lunch, I (5) **am visiting / visit** the lab to test our equipment for the experiment.

b Exchange your books with your peer to tell each other why the speaker uses each option.

3 a Go back to the script of Scene 4 of Digital Story 2. Find the sentences that use *either...or*, and *neither...nor* and **highlight** them.

b Discuss with your peer how these structures function in the sentences.

TOOL BOX

Fill in the blanks choosing the correct explanations to complete the rule. One is extra.

two negative alternatives

a positive result of both options

a choice between two options

- ▶ We express _____ by using *either... or*.
- ▶ We express _____ by using *neither... nor*.

4 a Read the sentence. Pay attention to the words in bold. Discuss with your peer what kind of meaning they add to the sentence.

The rehearsal begins tomorrow at 15:30. The students are arriving **punctually** and working **calmly** in the assembly hall.

b Go back to the script of Scene 4 of Digital Story 2. Find and circle two more sentences that have similar words. Compare your choices with your peer.

TOOL BOX

Circle the correct option to form the rule.

- ▶ We describe where, how, and when an action occurs by using **adjectives / adverbs / verbs**.
- ▶ They are formed by adding **-er / -ly / -est** at the end of adjectives. Some do not change (e.g., *fast* → *fast*, *early* → *early*).

5 Choose the correct option to complete the mini dialogues.

1 Mr Lee I need a volunteer to present the project in the hall tomorrow.

Yuki _____

Mr Lee Perfect, I'm writing your name on the list, Yuki.

a Either Hasan or I can present it, Mr Lee.

b Neither Hasan nor I can present it, Mr Lee.

2 Shin Do you have your Spanish workbooks with you?

Gary _____

Shin Then let's share with Lisa's group.

a Either Selen or I must have one.

b Neither Selen nor I have one.

6 Choose the correct option to complete the mini dialogues.

1 Teacher Can you explain the grammar rule to us?

İlayda Sure. I can explain it ____.

a clear

b clearly

2 Teacher How do you answer questions in class?

Steve I always answer ____.

a confidently

b confident

3 Teacher Can everyone hear you?

Bert Yes. I'm reading the text ____.

a loudly

b loud

7 a Go back to the script of Scene 4 of Digital Story 2. Find and underline two sentences with question tags.

b Compare your examples with your peer. Talk about what they are used for in these sentences.

TOOL BOX

Circle the correct option to form the rule.

- ▶ We ask for new information / confirm or check information by using question tags.
- ▶ They come at the **end / the beginning** of the sentence.

NOTE Intonation can be rising or falling depending on the speaker's purpose.

8 a Work in pairs and read the sample dialogues below while paying attention to the bold parts.

Sue How are you going to school tomorrow?

Mia I can **either** take the tram **or** the Tube.

Sue **Neither** the tram **nor** the Tube is working, so the bus is better.

Yula It's really hot today, **isn't it?**

Tan Yes, it is. And we are having PE outside, **aren't we?**

Yula Right! Don't forget your water bottle.

b Now, create your own short dialogues using the same structures in exercise 8a. Then, act them out in class.

GAME

**SCHEDULES DETECTIVES &
ANNOYANCE ALERTS**

Click or scan the QR code to play the game.



Game 2.2



Mid-theme
e-activity 2

- 1 Work in pairs and describe what you see in the picture.



- 2 Read the dialogue quickly to find what it is about.

- a stress before practice
- b emotions before rehearsal
- c feelings before lessons

Ms Dole Good morning, everyone! How are you feeling today before the rehearsal?

Aisha I feel excited. I always look forward to this class. **(a) The music room activates my passion and curiosity every time.**

Kenji I feel a bit nervous, Ms Dole. Today, I'm discovering a new melody on the guitar. Still, it's a struggle. I can't grasp the rhythm. And I think I'll fail if I continue like this.

Sofia Honestly, I have **frustration**. This part is too challenging! I'm losing interest, and I want to skip this piece. **(b) When it is difficult, I just want to give up and stop trying.**

Mateo Oh, no, Sofia. Everyone has **confusion** or **exhaustion** occasionally. **Success** comes step by step.

Sofia Maybe... But right now, I only experience **boredom** and demotivation.

Ms Dole I see, Sofia. But remember, every failure is a chance to learn. **(c) Avoidance is easy, but real confidence comes when you face the challenge.**

Aisha Exactly! Last year, I had a **reluctance** to play the piano in front of others, but now I feel satisfied every time we practise.

Kenji I agree. Sometimes there is tension and anxiety before a performance, but our **motivation** grows stronger when we play together.

Ms Dole That's the spirit. Music is not about perfection. It is about **inspiration**. You're complaining now, Sofia, but tomorrow I'm sure you'll succeed with this song.

Sofia Alright, I'll try again. I hope this struggle turns into success.

- 3 a Read the dialogue again and group the **highlighted** words as negative or positive in your notebook.

- b Work in pairs. Exchange your notebooks to check if you have the same words in each group.

- 4 Read the sentences in bold in the dialogue and match them to their closest meanings. One is extra.

- ☐ 1 Real progress comes only when students face their problems bravely.
- ☐ 2 More practice and support make students successful and confident.
- ☐ 3 I am filled with excitement and wonder whenever I visit the music room.
- ☐ 4 I feel tired and bored, so I prefer to escape instead of working harder.

- 5 Read the dialogue again carefully to complete the sentences with one word only.

- 1 Aisha enjoys the music room because it always activates her _____ to learn new things.
- 2 Mateo says it's normal to feel confused or tired; _____ takes time and patience.
- 3 Sofia wants to stop practising because she feels too much _____ with the piece.
- 4 According to Ms Dole, real _____ appears when students face their challenges directly.

- 6 Work in groups. Discuss the questions.

- ▶ Do you sometimes experience frustration or boredom when you study?
- ▶ What usually helps you to discover motivation again?

- 7 Write a sentence about your school life. Use at least two **highlighted** words from the dialogue. Share your sentences in the class.

E.g. *I often feel frustration in maths, but I gain motivation when I study with a friend.*

1 Complete the sentences about yourself using one verb/verb phrase below.

give up discover complain about
grasp lose interest in avoid ignore
activate tolerate look forward to
appreciate succeed in

- 1 I usually _____ group work when I feel shy.
- 2 I _____ new ideas when I read or watch something inspiring.
- 3 Sometimes I _____ the instructions, and I make mistakes.
- 4 I _____ lessons that are fun and interesting.
- 5 I _____ learning English because it helps me in the future.

2 Read Kaan's journal entry. Underline the examples for each structure below.

- ▶ verbs/verb phrases in exercise 1
- ▶ present simple for future
- ▶ present progressive for future
- ▶ present progressive with always
- ▶ *either...or/neither...nor*

Dear Journal,

My favourite subject is literature because it always activates my imagination. I discover new stories every week, and sometimes I try hard to grasp the hidden meanings behind the lines. Reading long texts can be difficult, and there are moments when I want to give up, but I appreciate how our teacher encourages us. In group work, I tolerate different opinions, even when Karia is always complaining about the details or Mia is always skipping parts of the task. Still, I don't lose interest, because together we usually succeed in finding the main idea. Tomorrow, we're presenting our project. Our presentation starts at 9 a.m., according to the school timetable. I am preparing the introduction, and Mia is designing the slides. Either we stay focused and become well-prepared for our presentation, or we will feel too stressed for tomorrow. Actually, I look forward to showing it to our teacher.

3 a Plan your own journal entry. Use the chart below.

prompts	notes
favourite subject	
favourite activity	
problems/challenges	
how to deal with them	
current project	
future plan	

b Now, write your journal entry using your notes in the chart in your notebook.

- ▶ Use at least 3 positive and 3 negative verbs in exercise 1.
- ▶ Include sentences with;
 - present simple for future
 - present progressive for future
 - present progressive with always
 - *either...or/neither...nor*

4 a Work in pairs. Exchange your journal entries. Read carefully and provide feedback.

- | | Yes | No |
|---|-----------------------|-----------------------|
| ▶ Did your peer use the verbs from the box? | ☐ | ☐ |
| ▶ Did s/he use the grammatical forms correctly for their functions? | ☐ | ☐ |
| ▶ Is the writing clear and meaningful? | ☐ | ☐ |

b Revise your own text according to the feedback.

5 Share your revised journal entry on the classroom board or the online class platform. Read at least 2 classmates' entries and write a brief comment to appreciate or suggest improvements.

E.g. *I appreciate how you used literature examples. You could add more details about your project.*

6 Answer these questions individually in your notebooks.

- ▶ What was the easiest part of writing a journal entry?
- ▶ What was the most difficult part?
- ▶ How do you usually avoid mistakes in your writing?
- ▶ What do you look forward to improving in your next writing task?



CLIL & CULTURE

1 **Circle** the options that are true for you. Then, share your ideas with your peer.

- ▶ Learning is more fun alone / in groups / with competitions.
- ▶ I would like to study one language / two languages / three languages.

2 **Read the text quickly. Underline** one fact about classroom life in Kazakhstan that surprises you. **Discuss in pairs.**

Classroom Life in Kazakhstan

- ☐ In Kazakhstan, many students switch between Kazakh, Russian, and English during their school day. Some upper secondary schools teach subjects like biology, chemistry, and Information Technology (IT) in English, so students frequently use multiple languages while studying together.
- ☐ Group projects, subject competitions like Olympiads, and after-school tutoring are a big part of student life. Classmates often stay at school longer to study in teams.
- ☐ Modern classrooms in cities use smart boards, laptops, and interactive lessons, while in rural schools students may still rely mostly on coursebooks and notebooks. Across the country, however, one shared element connects learners: the influence of the poet Abai Qunanbaiuly. Teachers often quote his ideas about curiosity, respect, and lifelong learning to guide students and remind them that education is more than just preparing for exams.
- ☐ Cultural traditions also shape students' experiences. Kazakh schools celebrate the spring festival Nauryz with food, dance, and music, creating a strong sense of community. Many schools also offer dombra clubs, where students learn the traditional two-string instrument. Through these celebrations and activities, cultural heritage becomes a natural part of students' learning journey.



3 **Match the headings to the correct paragraphs. One is extra.**

- a Learning Together
- b Tools for Learning
- c Modern Exams and Tests
- d Culture Meets the Classroom
- e A Multilingual Classroom

4 **Make a mini-poster called *Classroom Life Around the World*. Choose one country and show how classroom life looks there. Include the points below.**

- ▶ country name + flag
- ▶ how students learn
- ▶ classroom tools
- ▶ one cultural element
- ▶ visual design

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.
- 2 Complete the story with the statements below. Then, listen, check and act it out.

a I meant to do it, but I totally spaced out.

b This class is our learning playground.

c Let's ask the teacher, just in case.

d Ask questions, grow smarter.

LABORATORY SCIENCE PROJECT



Audio 2.3



Alp Everyone, put on your safety goggles first.
Hira Right, I have mine here.
Mia Oh, no! I forgot mine at home. (1) ____
Alp Don't worry, there are extra ones in the storage cabinet.



Mia I don't really understand this step. Can you explain?
Alp That's fine. (2) ____
Mia So, do we add the liquid slowly or all at once?
Hira Slowly, with the graduated cylinder.



Hira Look, it's starting to bubble up!
Mia Whoa, that's so cool.
Hira (3) ____
Alp Let's take notes to share this experience.



Alp Did we mix the right amounts?
Mia I think so, but I'm not completely sure.
Alp Let's check with the procedure sheet.
Hira (4) ____

- 3 Work in pairs. Look at the expressions from the strip story. Choose one and make a new dialogue about a different classroom situation (e.g., a maths problem, a history project, or a PE class). Share your short dialogue with the class.
- 4 Work in groups. Discuss the given questions.
 - Which social expression from the story is most useful for your real classroom? Why?
 - What classroom activity feels like a learning playground for you?



PERFORMANCE ASSIGNMENT

My Ideal Classroom

Work individually to prepare a project about your perfect classroom life and learning environment. Follow the steps below.

- 1 Think about your favourite school subjects, learning activities, study tools, and innovative devices.
- 2 Set a budget. Choose 3 tools/innovations for your class and write an estimated price for each. Calculate the total.
- 3 Explain why these choices make learning enjoyable or effective for you.
- 4 Suggest improvements for the parts of classroom life you don't enjoy.
- 5 You can present your project as a written report, a creative poster, or a short video.
- 6 While listening to your classmates' projects, use the rubric on page 171 to give peer feedback.



SELF EVALUATION AND REFLECTION

- 1 **Can you talk about your favourite school subjects, learning activities, and study tools?**

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ **Complete the sentences using the words given below. One is extra.**

debate struggle curiosity

innovation motivation

- a Students feel more _____ when they do activities they enjoy.
- b Using tablets and VR headsets in lessons is a kind of _____ in schools.
- c Teachers always try to activate our _____ in class.
- d Sometimes learning a new subject is a real _____.

- 2 **Can you talk about future actions and repeated behaviour by using the present simple and the present progressive tenses correctly?**

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ **Complete the sentences with the correct form of the verbs in brackets.**

- a Our English class _____ (start) at 10:00, but tomorrow it _____ (begin) at 09:00 because of the project presentation.
- b I _____ (work) on my science project tonight, and I _____ (meet) my group tomorrow afternoon.
- c Mehmet _____ (always/forget) his notebook in class, and it _____ (always/make) him nervous.

- 3 **Can you describe feelings, attitudes, and learning preferences?**

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ **Complete the sentences with a suitable word or expression.**

- a I feel _____ when I succeed in a difficult activity.
- b My classmate always says, "This project is _____ because it is interactive."
- c When I fail, I try again because _____ is important in learning.



REFLECTIONS ON COLLABORATION

- 1 **Can you participate actively in pair and group discussions and projects?**

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- 2 **Complete the following sentences.**

- ▶ One thing I do well in pair/group work is _____.
 ▶ One thing I find difficult in pair/group work is _____.
 ▶ One way I can improve my contribution in group work is _____.



End-of-theme
e-activity 2

PERSONAL LIFE & WELL-BEING

THEME 3



Theme 3

CLOSE-UP



SUB-THEMES

- ▶ Personal well-being with physical health (body and illnesses)
- ▶ Personal well-being with mental and emotional health
- ▶ Personal well-being with social health

FUNCTIONS

- ▶ Talking about completed and interrupted actions in the past
- ▶ Describing past abilities
- ▶ Talking about past habits and routines
- ▶ Asking for specific information
- ▶ Confirming or clarifying information
- ▶ Expressing time, place, and relationships
- ▶ Clarifying details

SOCIAL LANGUAGE

- ▶ Healthy mind, healthy life!
- ▶ Self-care isn't selfish!
- ▶ You're stronger than you think!
- ▶ I just need a break today!
- ▶ Let's chill for a bit!

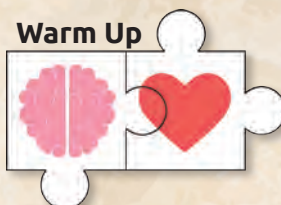
PRONUNCIATION

- ▶ Intonation for positive statements, negative statements, questions, and question tags



Warm Up 3

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

- 1 Click or scan the QR code to access and complete the flashback activity.



Flashback
Activity 3

- 2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

- b Now, watch Digital Story 3. Do the connections you found between the pictures and the story match your predictions?



Digital
Story 3





WATCH AND NOTICE

1 a Look at the pictures and match them to the correct type of well-being. One is extra.


☐ 1 social

☐ 2 physical

☐ 3 financial

☐ 4 mental and emotional

b Discuss with your peer how these people take care of themselves.

2 a Read the words below. Tick (✓) the ones you think you will hear in Digital Story 3.

☐ balance

☐ consultant

☐ healthcare

☐ conscious

☐ self-awareness

☐ relief

☐ recovery

b Write the words in exercise 2a next to the correct well-being type.

▶ Physical well-being _____

▶ Mental and emotional well-being _____

▶ Social well-being _____

3 Watch Digital Story 3 to tick (✓) the topics mentioned.

☐ physical health and recovery

☐ social connection and friendship

☐ teamwork and diversity

☐ mental and emotional well-being

4 Watch Digital Story 3 carefully to choose the correct answer.

1 How does Leyla define well-being?

a a balance of physical, mental, and social health

b only physical strength and energy

2 What does Mateo realise about physical health?

a Training harder brings success.

b Resting makes you stronger.

3 What helps Anna find mental and emotional balance?

a studying longer hours

b being open and breathing

4 What does Leo learn about confidence?

a It grows through support and connection.

b It is something you are born with.

5 Watch it again to match the extracts to the correct names.

☐ Mateo

☐ Anna

☐ Leyla

☐ Leo

1 "I learned to be honest about my emotions. "

2 "Balance means listening to yourself and others. "

3 "Confidence grows through experience. "

4 "Rest and recovery are part of strength."

6 Work in pairs. Ask and answer the questions below.



Whose story inspired you the most?

Which character are you most similar to? And why?



7 Choose one theme (body/mind/relationships) and write a sentence and a slogan as in the example below.

E.g. *I used to skip breakfast, but now I eat well to feel strong. Healthy mind, healthy life.*

- 1 Watch Scene 2 of Digital Story 3. Pay attention to where the voice rises (↑) or falls (↓). How does this change the feeling? Discuss with your peer.
- 2 Listen again to the following extracts from the scene and repeat after the recording. Then, tick (✓) whether the speaker's intonation is rising or falling.

		rising ↑	falling ↓
1	I used to believe more training meant more success.		
2	Running longer and pushing harder, that sounded like discipline, right?		
3	But it wasn't.		
4	Rest is not weakness; it's part of strength.		
5	It knows better than I do, doesn't it?		



Audio 3.1

Remember

When your voice goes up ↑, it shows curiosity or uncertainty. When it goes down ↓, it shows certainty, confidence, or closure.

- 3 Complete the chart with the missing intonation patterns.

sentence type	intonation pattern
Positive statements	_____ ()
Negative statements	_____ ()
Yes-no questions	_____ <i>rising</i> (↑)
Question tags (when you are not sure)	_____ ()
Question tags (when you are sure)	_____ <i>falling</i> (↓)

Remember

Intonation is not only about melody but also about emotion, attitude, and awareness in a speaker's voice.

- 4 Work in pairs and take turns to act out the mini scenes below.

Dialogue 1

Can I used to think that sleeping less meant working harder.

Elsa Oh, I've said that too many times!

Can Now, I protect my sleep the way I protect my goals.

Dialogue 2

Kaan I used to skip breakfast all the time.

Ella Really? Doesn't that make you tired?

Kaan Totally. Food is my morning fuel now.

Dialogue 3

Ben I used to train for hours without a break.

Sara And did it help?

Ben Not at all. A community member reminded me that balance beats burnout.

Pro-Tip

When your voice rises (↑), you sound curious, unsure, or surprised. When it falls (↓), you sound confident, calm, and complete.

- 5 a Choose one dialogue from exercise 4. Read it aloud with your peer and record your voices. Then, exchange your recordings and give feedback to each other using the checklist below. Then, check it with your teacher.

Pronunciation Feedback Checklist	Check
Did the rising (↑) and falling (↓) tones sound natural?	✓/×
Could you hear the tones in their voice showing emotion (confidence, surprise, calmness)?	✓/×
Did the tone match the intended meaning of the sentences?	✓/×

- b Now, listen to your own recording again. Write one short sentence in your notebook about what you've learnt from this activity.

E.g. I learnt that my voice can show my feelings.

1 a Watch Scene 3 of Digital Story 3, listen and tick (✓) the words you hear.

☐ anxiety	☐ addiction	☐ relaxation	☐ infection
☐ therapy	☐ fever	☐ acceptance	☐ mindfulness
☐ injury	☐ trust	☐ empathy	☐ severe
☐ adaptation	☐ symptom	☐ relieved	☐ loneliness
☐ mentor	☐ surgery	☐ conflict	☐ joint

b Now, compare your answers with your peer. Discuss the words that are new to you.

c Work in pairs and group the words in exercise 1a next to the correct headings. Then, discuss why you put each word in that category.

PHYSICAL HEALTH *fever*, _____

MENTAL & EMOTIONAL HEALTH *anxiety*, _____

SOCIAL HEALTH *conflict*, _____

2 a Read the clues first. Then choose the correct word from your category list in exercise 1c to complete each sentence.

1 Clues **get better, operation** **Physical**

The doctor said my _____ would take about two weeks to heal.

2 Clues **breathing, focus** **Mental & Emotional**

Our teacher always encourages us to start the day with _____ to improve our concentration.

3 Clues **cold, health** **Physical**

Most people know coughing is a clear _____ of a cold.

3 Clues **disconnected, alone** **Social**

Social media overuse can lead to _____ and even isolation.

b Work in pairs. Tell your peer which clues helped you choose the right words by using the prompts below.

- ▶ The word _____ made me think of... .
- ▶ I realised it was the right word when I saw... .
- ▶ A clue that helped me was... .
- ▶ I chose this word because... .

3 a Read the readers' stories in this week's *Well-Being Weekly* magazine, and match them to the topics.

a building social connection

b recovering from illness

c managing emotions



**Strong Outside,
Strong Inside**

After my minor injury, I began reformer training to regain my strength. My doctor said my joints would heal quickly after the minor surgery, but I also realised recovery depends on my lifestyle. Staying active, eating well, and resting enough keep both my body and mind healthy and balanced.

(Aslı, Antalya, Türkiye)



**A Calm Mind
is Powerful**

When I felt under pressure before exams, I tried short mindfulness sessions. They helped me stay calm and gave me a sense of relaxation and focus. Now I know that building confidence in myself takes time, but every small step helps me feel balanced again.

(Amir, Casablanca, Morocco)



**We Grow Through
Connection**

Last year, I faced a conflict with a close friend, but through honest conversations we found acceptance. I also joined a local community as a volunteer and learned the value of empathy and real trust. A strong social circle keeps loneliness away and turns everyday life into a shared journey.

(Sofia, Lisbon, Portugal)

- b Read the stories again and **circle** the words you do not know in each text. Then, discuss your answers with your peer.
- c Read again and write one sentence for each person. What did you learn from their experience? Use at least one word you've learnt about well-being.
E.g. *I learnt from Asli that recovery needs patience and balance.*

4 Work in pairs. Take turns asking and answering the questions.

What helps you stay calm when you feel under pressure?

How can we show empathy when a friend is sad or upset?

5 Read the headlines of a health magazine, *Live Well*, and complete them with the correct words. One is extra.

Infection

Fever

Mentor

Addiction

Severe

Joints

Empathy

1 Doctors Explain How to Keep Your _____ Healthy and Flexible.

2 City Hospitals Report Rise in Throat _____ Cases.

3 High _____ Keeps Hundreds of People Home This Week.

4 Local Coach Becomes a True _____ for Young Athletes.

5 Experts Warn: Screen Time Turning into a Major _____.

6 Doctors Say Winter Flu Is More _____ This Year.

6 Write a short paragraph in your notebook about how you stay healthy: physically, mentally or socially. Use at least three words from the Vocabulary Hub.

E.g. *I've learnt that a healthy mind helps the body, too. When I feel panic, I take a deep breath and talk to someone I trust.*

LET'S TALK!

Work in pairs. Read the situations and match them to the expression that fits best. One is extra.

- ☐ 1 Your friend looks nervous before an exam and you want to encourage. You say...
- ☐ 2 A classmate says, "Resting is a waste of time." And you say...
- ☐ 3 You finish a long project with a colleague and want to relax. You say...
- ☐ 4 You fail a test and feel disappointed. You try to comfort yourself by saying...
- a I just need a break today!
- b You are stronger than you think!
- c Let's chill for a bit!
- d Healthy mind, healthy life!
- e Self-care isn't selfish!

GAME

THE WELLNESS JAM

Click or scan the QR code to play the game.



Game 3.1

1 a Go to page 149 and read Scene 4 of Digital Story 3. Then, find and underline the sentences in the story that are similar to the ones below.

- 1 My mother was talking to the doctor when I arrived at the healthcare centre.
- 2 I drank too much coffee yesterday, so I couldn't sleep at night.

b Compare your choices with your peer and discuss what each sentence talks about.

c Match the sentences in exercise 1a to their functions. One is extra.

- ☐ a describing an action in progress at a specific time in the past
- ☐ b describing a completed past action
- ☐ c describing an ongoing action interrupted by another

TOOL BOX

1 Complete the rules by writing the correct tense names in the blanks.

a Simple Past Tense

b Past Progressive Tense

- 1 We talk about an action that was in progress when another action interrupted it by using the _____.
- 2 We talk about completed actions or events in the past by using the _____.

2 Write one true sentence about your own daily life as in the example below.

E.g. *I was cycling when it suddenly started to rain.*

2 a Read Sare's blog post and tick (✓) why she decided to go offline.

☐ She wanted to focus on school work.

☐ She felt tired of social media.



www.healthsteps-journal.mystory

Disconnect to Reconnect

I used to wake up and check my phone before I even opened my eyes. Social media likes became my breakfast. I would fall asleep with the screen still glowing beside me. One morning, I realised I was tired of watching other people's lives instead of living mine. So I tried one weekend offline. The silence was strange but beautiful. I was lying on my bed when I noticed something simple: sometimes, you must disconnect to reconnect. The next morning, I was making my coffee when a message from an acquaintance popped up, but for the first time, I didn't rush to read it. It felt like I could finally breathe without checking anything first.

b Read it again to underline the word groups that show past habits, repeated actions, and abilities.

3 a Look at the word groups you have underlined. Discuss the questions below with your peer.

- 1 Which ones describe habits or routines in the past?
- 2 Which ones describe repeated actions using "would" in the past?
- 3 Which ones describes an ability in the past?

b Work in pairs. Go to page 149 of Scene 4 of Digital Story 3 to find the similar sentences as you have underlined in exercise 3b. Discuss your answers with your peer.

TOOL BOX

Complete the sentences with *would*, *used to*, *could* to form the rule.

- ▶ We talk about past habits or states that no longer happen now by using _____.
- ▶ We talk about repeated past actions (but not states) by using _____.
- ▶ We talk about past ability or something possible in the past by using _____.

REMEMBER

Used to, *would* and *could* are all followed by the base form of the verb (V1).

4 Write three true sentences about your old habits and how they changed.

- E.g. ▶ *I used to check my phone before breakfast, but now I don't even answer the calls..*
 ▶ *I would skip lunch when I was busy, but now I have a quick lunch at office.*
 ▶ *I could run only 10 minutes, but now I can run for half an hour.*

5 a Read the short dialogue and act it out with your peer.

Lily You look calmer these days.
 Arda Thanks! I took a short digital break last month.
 Lily Really? How many days have you stayed
 Arda For about three days. It felt like three weeks.

b Work in pairs. Ask and answer questions about things you did as shown in the example.

- E.g. *Student A How long did you study last night?*
Student B For two hours.

6 Read the dialogues and complete the sentences with the correct question tag.

Emily You were eating salad when I saw you at the café, (1) _____?
 Josh Yes, I'm trying to eat light lunches nowadays.
 Emily You used to love fries, *didn't you?*
 Josh I still do, but not every day anymore!

Mia Wait, you couldn't cook before, (2) _____?
 Tom That's right! I would just order pizza every time I was hungry.
 Mia You would! But you made that pasta yourself yesterday, (3) _____?
 Tom I did, and it was actually pretty good this time!

7 a Read the short dialogues and (circle) the appropriate response.

- 1 Aslı I drink herbal tea every night to relax.
 Sara So do I. / I hope so.
 2 Tim Neither stress nor worry helps our health.
 Emily I agree. / So can I.
 3 Lara I can either take a short walk or drink herbal tea to relax.
 Roy That sounds nice. / I hope so.
 4 Jim I don't think sleeping too late is healthy.
 Emma Neither do I. / So do I.

b Work in pairs. Make your own short dialogues using these expressions in exercise 7a to agree or disagree politely.**GAME****GRAMMAR SNAP**

Click or scan the QR code to play the game.



Game 3.2

Mid-theme
e-activity 3

- 1 a Look at the pictures of the ruins in Bergama, Türkiye. What do you think people did there thousands of years ago to feel better? Tick (✓) the ideas you agree with.



- ☐ received medical treatment
- ☐ relaxed in nature
- ☐ connected with the community

- b Discuss your choices with your peer. Which do you think helped people the most?

- 2 Read the text quickly to choose its topic.

- a ancient architecture
- b the history of medicine
- c healing of body and mind

The Askleion of Pergamon

Thousands of years ago, people **suffered from** illnesses that early medicine could not explain. In the city of Pergamon, they travelled to the famous Askleion, a shelter that aimed to rebuild mental and physical balance.

At this healing centre, visitors learnt to breathe deeply and shared their thoughts and dreams with experienced healers. These mentors **interacted with** the visitors kindly and helped them **heal from** the pain and illnesses through music, water, and sunlight. Instead of focusing only on medicine, they believed that true healing started with mental peace.

Each visitor used to participate in simple routines to maintain balance. Some would **volunteer for** cleaning duties or **support** others **with** encouraging words. The healers sometimes **operated on** patients in need of treatment, but mostly they tried to strengthen the spirit before the body.

The patients used to sleep in long tunnels under the ancient building, hoping that dreams could help them recover. This practice

was known as incubatio, a healing session where people believed their dreams could show the way to recovery. After waking up, they shared what they saw and discussed how those dreams could **contribute to** their healing.

Today, people still walk among the marble columns, feeling a quiet energy rising from the earth. The Askleion remains an example of how people can care for their well-being and live in balance.

- 3 Read the text again and complete the sentences using the correct **highlighted** words in the text. Two are extra.

- 1 People came to the Askleion because they sometimes _____ health problems.
- 2 Experienced healers _____ patients kindly to help them relax.
- 3 Some people _____ caring the sacred area.
- 4 The healers tried to _____ the harmony of visitors' bodies and minds.
- 5 Ancient doctors sometimes _____ patients who needed surgery.

- 4 Choose the correct option to complete the statements.

- 1 At the Askleion, patients mostly healed through... .
a medicine b music and rest
- 2 The mentors believed recovery started... .
a with inner peace b after surgery
- 3 Even today, people visit the Askleion to... .
a find balance and inspiration b look for modern doctors

- 5 a Work in pairs and discuss the questions below.

- 1 What impressed you most about the Askleion?
- 2 What helps you feel calm and balanced in your daily life?

- b Now, write about your own thoughts in your notebook. Use at least two of the highlighted words from the reading text.

E.g. *I think the Askleion was special because it cared for people's minds, not just their bodies, and supported them with spiritual treatments. I also relax by listening to music, just like they did.*

1 a Read the statements and match each one with the correct healthy habit.

a eating habits

b exercise

c sleep routines

- ☐ 1 I used to spend money carelessly, but now I save a small amount every month.
- ☐ 2 I used to skip breakfast, but now I eat adequately every morning.
- ☐ 3 I felt dizzy at school once, so I started going to bed earlier.
- ☐ 4 I started taking short walks every day to feel more energetic.

b Work in pairs and think about one change you've made to stay healthy and share it with your peer.**2 a Read Archie's blog post quickly to choose what it is mainly about.**

a developing study habits

b building a healthy routine

**Changing Habits****By Archie, 15, Nottingham**

There was a time when I didn't really care about what I ate or how I treated my body. No breakfast, no exercise, just fizzy drinks and snacks. Breakfast? I usually skipped it because I thought sleeping a few extra minutes was more crucial. One day, I **instantly** felt dizzy at school during P.E. class. My vision went blurry for a second, and my teacher quickly walked over. "You look pale," she said. That moment was a wake-up call. I felt **terribly** out of energy and started to think about my health. After that, I started to eat **adequately**, with fruit, yogurt, and whole grains in the morning. Nowadays, I **strictly** follow my plan to exercise twice a week; sometimes I dance at home, and sometimes I jog with my friend by the park. Now, I feel stronger and more confident, and even my mood is better. It's wonderful how a few small habits can completely change your energy in life.

b Read the blog post again. Decide if the sentences are true (T) or false (F).

- ☐ 1 Archie thought breakfast was more important than sleep.
- ☐ 2 He decided to change his habits after he felt dizzy during P.E. class.
- ☐ 3 Now, he jogs with his friend every day.

3 Complete the sentences below with the bold words in the blog post. One is extra.

- 1 I _____ burned my hand while I was cooking, but it wasn't serious.
- 2 You should eat _____ to get enough vitamins and stay strong.
- 3 My doctor told me to follow the treatment plan _____ for a faster recovery.

4 a Underline all the prepositions that show time and place in the blog post.E.g. in the morning, at school**b Write your own blog post in your notebook. Think of real moments that changed your habits. Which habits help you stay physically healthy? Use the prompts below.**

I used to..., but now I... .

I try to... because... .

I learnt that... .

It helps me feel... .

5 a Check your peer's paragraph using the checklist below.

- ☐ There are clear ideas and sentences. ☐ It includes at least 2 adverbs.
- ☐ It gives information about healthy habits.

b Revise your paragraph based on the feedback.**c Reflect on your paragraph.**

- ▶ What new habit are you proud of? ▶ What can you improve next time?



CLIL & CULTURE

- 1 Do you think music can help people feel better when they are sick or sad? Do you use music to relax or cheer up? Share your ideas with your peer.
- 2 Read the text and match each item (1-3) with the correct statement (a-d). One is extra.

Music as Medicine

Music does not only entertain us; it can also heal. Recent research shows that music can affect the parts of the brain connected to positive feelings. Music therapy is a scientific way of using sound and rhythm to support health. Doctors use it in hospitals to help patients feel calm, lower their heart rate, and even reduce pain. It can also reduce the level of stress hormones. When we listen to soft music, our bodies release natural chemicals that help us relax. Fast, energetic music can help people move and exercise better, while slow, gentle melodies can help them sleep and rest. Classical music is sometimes used in hospitals to help patients relax during recovery. For people with stress, depression, or memory problems, music helps the brain stay active and positive. The idea of using music as therapy is not new. In ancient Greece, people believed that music could heal the mind and body. They used flutes and lyres in healing places, especially for people with emotional problems. Later, during the Ottoman period, doctors used music therapy in *darüşşifas*, special hospitals for mental and physical healing. Different instruments and melodies were played to calm patients and create balance in their emotions.



- | | |
|----------------------|--|
| 1 Relaxing music | ☐ a can help patients reduce stress and pain. |
| 2 Music in hospitals | ☐ b helps your body slow down and your muscles relax. |
| 3 Music therapy | ☐ c changes your heartbeat, breathing, and brain waves. |
| | ☐ d uses sound to improve emotional and physical health. |
- 3 Work in pairs. Think about two different types of music: one calm and one energetic. How does your body react when you listen to them? Write your ideas in your notebook about your heart rate, breathing, and emotions. Then, share them with your peer.
E.g. *When I listen to soft piano music, I feel relaxed and my heartbeat slows down.*
When I listen to pop or dance music, I feel energetic and my heartbeat gets faster.
 - 4 What kind of music helps you the most when you feel tired or sad? Write one sentence in your notebook.
E.g. *Classical music helps me relax and feel peaceful because slow melodies calm my mind.*



Some doctors use Mozart's music during surgeries to help patients relax and even surgeons say they work better with music.

- 5 Work in pairs. Create a short playlist called *Music for Health*. Choose three songs that make you feel good, calm, or strong. Write one sentence in your notebook for each song to explain how it affects your mood or body.

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.
- 2 Complete the story with the statements below. Then, listen, check and act it out.

a Healthy mind, healthy life!

b Let's chill for a bit!

c Self-care isn't selfish!

d I just need a break today.

A WEEKEND RECHARGE



Ralph May, you've been staring at the same page for ten minutes.

May Seriously? My brain's working in slow motion. (1) ____

Greg Then, let's stop here. Coffee break, anyone?

Ralph You read my mind. We should go before May completely runs out of energy.



Greg You know, I always feel guilty when I'm not studying.

May Don't! (2) ____ Even laptops need to recharge, remember?

Ralph Exactly. You can't pour from an empty cup.

Greg Fine, you win. I'll chill... but only if there's cake.



Ralph This place is magic. Listen! Birds, water and the breeze, instead of notifications.

May (3) ____ My brain finally feels like it's breathing.

Greg We should do this every weekend. No stress, no rush, just vibes.

Ralph Deal. Balance club, anyone?



May Today was perfect. My energy's back online.

Greg Same here. (4) ____ Let's make this a weekly session.

Ralph Count me in! Next time I'm bringing snacks and a picnic playlist.



Audio 3.2

- 3 Work in pairs. Ask and answer the questions below. Then, share your ideas in class.

- 1 What's your favourite way to relax after a busy week?
- 2 How do you keep your mind and body healthy?
- 3 How do you stay positive when you feel stressed or tired?
- 4 What small habits make you feel happy every day?



PERFORMANCE ASSIGNMENT

My Well-Being Journal

Write a short Well-Being Journal to reflect on how you keep balance in your physical, mental, emotional, and social health. Follow the steps below.

- 1 Write short daily entries about your activities or habits that support each part of well-being.
- 2 At the end, write a short reflection paragraph that explains what you think and how you feel, and give your own suggestions for improving daily well-being.
- 3 Use target words and structures.
- 4 Present your journal in class. While watching your friends, use the rubric on page 171 to give peer feedback.



SELF EVALUATION AND REFLECTION

1 Can you talk about personal well-being and health habits?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ **Complete the sentences using the words below. One is extra.**

anxiety recovery awareness

therapy herbs

- a Attending _____ sessions helps people recognise and manage their feelings better.
- b Breathing exercises can reduce stress and _____.
- c Teas prepared with some special _____ are used for relaxation.
- d After a surgery, patients need rest for a quick _____.

2 Can you describe past routines and abilities correctly?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ **Complete the sentences with the correct form of *used to*, *would*, or *could*.**

- a When I was a child, I _____ run very fast without getting tired.
- b My grandfather _____ tell us stories about his youth every night.
- c People _____ spend more time outdoors before smartphones became popular.

3 Can you use question tags and prepositional phrases correctly?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ **Complete the sentences with a suitable prepositional phrase or question tag.**

- a You talked to your therapist, _____?
- b I joined a yoga group _____ the community centre.
- c We should be careful _____ mental and emotional balance.



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

2 Complete the following sentences.

- ▶ One thing I do well in pair/group work is _____.
- ▶ One thing I find difficult in pair/group work is _____.
- ▶ One way I can improve my contribution in group work is _____.



End-of-theme
e-activity 3

FAMILY LIFE & HOME

THEME 4



Theme 4

CLOSE-UP



SUB-THEMES

- ▶ Housing diversity in the world
- ▶ Intergenerational issues and family problems on daily conflicts and sharing the same house
- ▶ Relationships between the family and the community

FUNCTIONS

- ▶ Contrasting ongoing experiences with recent events
- ▶ Describing and comparing family situations and housing
- ▶ Expressing independence and self-reliance
- ▶ Asking about the duration of an action or event

SOCIAL LANGUAGE

- ▶ Family is life's greatest blessing!
- ▶ Love, laugh, and listen! This is our family motto!
- ▶ My little brother is really getting on my nerves!
- ▶ We argue, but we still care about each other as a family!

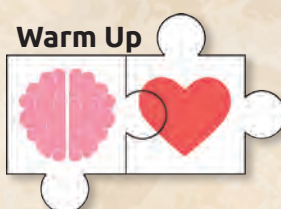
PRONUNCIATION

- ▶ balcony, cake, carpet, delicious, newspaper, Wednesday, ceiling, scissors



Warm Up 4

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

- 1 Click or scan the QR code to access and complete the flashback activity.



Flashback
Activity 4

- 2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

- b Now, watch Digital Story 4. Do the connections you found between the pictures and the story match your predictions?



Digital
Story 4



WATCH AND NOTICE

1 a Look at the pictures of different housing types. Match each type of house to its name.

One is extra.

☐ a single-family house ☐ b bungalow ☐ c slum ☐ d two-storey house

☐ e skyscraper ☐ f hut ☐ g triplex house



b Which one would you like to live in? Why? Discuss with your peer.

2 a Watch Digital Story 4. Tick (✓) the words or phrases that you hear or see in it.

1 _____

☐ cottage ☐ two-storey house ☐ triplex house ☐ tent ☐ skyscraper ☐ bungalow

2 _____

☐ freedom ☐ cooperation ☐ criticism ☐ bond ☐ distance ☐ quarrel

3 _____

☐ balcony ☐ attic ☐ cellar ☐ basement ☐ chimney ☐ terrace

b Now, match the titles to the word groups above. One is extra.

a Parts of a House

b Community Attractions

c Intergenerational Issues & Family Problems

d Housing & Housing Types

3 Watch Digital Story 4 carefully and tick (✓) the statements that are true.

- ☐ 1 Damla's friends have already visited her home several times.
- ☐ 2 They talk about different housing types around the world.
- ☐ 3 Ahmet has shown his toy car garage to Sofia and Anna in the sitting room.
- ☐ 4 Sofia helps Ahmet clean up his toys after playing.
- ☐ 5 None of the girls have faced conflicts in their family relationships up to now.
- ☐ 6 Damla's family has been living in their apartment since her father's illness.

4 a Watch Digital Story 4 again to think of the answers to the questions below. Then, ask and answer in turns.

- 1 What makes Damla's apartment special to her?
- 2 How do the girls solve small disagreements in their families?
- 3 What has Damla's family learnt from challenges?
- 4 What do the girls agree on about family life at the end?



b Now, tell your peer one thing you have learnt or how you have felt about family life from the story.

5 a Work in pairs. Think about the digital story you have watched. Discuss the questions below with your peer. Use the expressions below to begin your sentences.

E.g. *In my family..., We usually..., We feel close when..., I've learnt that...*

- 1 What kind of small disagreements or routines do you have at home?
- 2 How do you and your family solve problems when there is tension?

b Complete the sentence below with your own ideas.

This story reminded me that family means _____.

- 1 a Watch and read the script of Scene 2 of Digital Story 4 on page 151. and pay attention to the pronunciation of the words below.

balcony carpet ceiling design charming makes bigger
dad newspaper grandparents Wednesday garage cars scissors
bedroom climb chocolate delicious already

- b Now, repeat the words as a class by paying attention to the pronunciation.

- 2 Listen to the text and repeat the words in bold.

Family Life

Last **Sunday**, I had a wonderful time with my family. All the **children** in my family **were** at home, spending time in the bright garden. The **sofa** near the **balcony** was perfect for a **chat**, and my **dad** was fixing the broken **kettle** while everyone was eating my mother's delicious **apple tart**. After eating the tart, my brother and I picked a **basket** of fresh **berries**, and my **cousin** helped my mother **decorate** the **dining table**. Everyone was **laughing** and **sharing** their stories. Our **handsome** cat **Alex** showed us some amusing **scenes** from his playful tricks after dinner. Our **home** was warm and **welcoming**, full of **care** and **memories**.



Audio 4.1

- 3 Listen to the recording carefully to choose the word you hear in each sentence.

- | | | | |
|---|------------|-------------|------------|
| 1 | a muscles | b mussels | c muzzles |
| 2 | a match | b much | c mash |
| 3 | a beg | b bug | c bag |
| 4 | a coach | b couch | c clutch |
| 5 | a backpack | b backtrack | c backache |
| 6 | a excited | b exhausted | c expected |



Audio 4.2

- 4 a Underline the words that contain the sounds in the previous exercises.

- The traveller felt relaxed after reaching the palace garden.
- The scientist wrote a subtle code to analyse the bacteria samples in the city lab.
- The hiking group passed the field and the old bridge, then climbed a hill and had a sandwich break.

- b Now, practise saying the sentences aloud with your peer.

- 5 a Record yourself reading the text in exercise 2 at home. Listen to your recording and compare it with Audio 4.1.

- b Now, exchange your recording with your peer to give feedback. Then, check it with your teacher.

Criteria	Pronunciation Feedback Checklist	Check
Sound Accuracy	Are the sounds pronounced correctly in each word?	✓/×
Silent Letters	Are words with silent letters pronounced correctly?	✓/×
Intonation	Is intonation natural?	✓/×

1 a Watch Scene 3 of Digital Story 4. Tick (✓) the words or word groups you hear.

☐ parent-child conflict	☐ criticism
☐ neglect	☐ misunderstanding
☐ disagreement	☐ family value
☐ communication barrier	☐ cooperation

b Read the script of Scene 3 of Digital Story 4 on page 151. Underline the words that show conflicts and feelings among family members. Then, circle the word or phrase that you think is the most common cause/reason of family tension.

c Work in pairs. Discuss your choice with your peer. Give reasons.

2 Put the words into the correct category. Then, check your answers with your peer.

cooperation

neglect

misunderstanding

criticism

quarrel

apology

bond

family conflicts & problems	family values & solutions

3 a Read the text carefully. Pay attention to the words in bold.

Modern Home Dynamics

In modern families with Generation Z and Alpha, there can sometimes be a **generation gap** between parents and children. Youngsters often have different priorities influenced by technology and social media, which may lead to disputes during daily routines. When there is also a **lack of personal space**, tension rises at home. Parents try to encourage a **shared responsibility** for household chores and focus on maintaining a healthy **family dynamic** by respecting both traditional and modern beliefs. Most parents are also aware of **communication barriers** and **emotional distance**, which cause family members to drift apart. To overcome these obstacles, both sides should cooperate to maintain harmony and keep family values strong.



b Tick (✓) the phrases you don't know in the table below.

c Now, discuss the phrases you marked with your peer, find the clues in the text, and check their meanings using a dictionary.

phrases	I don't know.	clues	meaning
generation gap			
lack of personal space			
shared responsibility			
family dynamic			
communication barrier			
emotional distance			

4 Use 4 of the phrases from exercise 3c to complete the sentences. Then, compare your answers with your peer.

My father says:

- 1 When grandparents and teens disagree about values, it shows a _____.
- 2 Helping at home is part of a _____.
- 3 Many families try to avoid _____ by talking and listening to each other.
- 4 Big families often struggle with _____ when the house is small.

5 a Complete the interview with family coach Dr Lara Finch using the words or word groups given below. One is extra.

emotional distance

quarrel

family bond

communication barrier

generation gap

Reporter Families say small problems quickly turn into real conflicts. Why does this happen?

Dr Finch It usually starts with a real (1) _____. People stop hearing and understanding each other.

Reporter Yes, teenagers often say they feel misunderstood at home. What is the reason? Is that because of age differences?

Dr Finch Sometimes. One common cause may be the (2) _____. Different expectations usually create tension.

Reporter And what happens when it goes on like this?

Dr Finch Over time, (3) _____ begins to grow. Family members feel less connected.

Reporter Oh, how can families fix this and keep family relationships strong in the end?

Dr Finch By starting to talk and listen to each other again. Good communication and support help create a strong (4) _____.

b Work in pairs. Prepare a similar dialogue using the words or word groups in previous exercises.

6 Work in pairs. Ask and answer the questions below.

- 1 How can families reduce emotional distance and tension at home?
- 2 What family values are important for you?

LET'S TALK!

1 Match the expressions to their similar meanings. One is extra.

- ☐ 1 Family is life's greatest blessing!
- ☐ 2 Love, laugh, and listen! This is our family motto!
- ☐ 3 My little brother is really getting on my nerves!
- ☐ 4 We argue, but we still care about each other as a family!
- a We may disagree with our family members, we still love and respect one another.
- b Family is the most precious thing in life.
- c We should spend less time with our family.
- d Our family values joy, care, and communication.
- e Someone is annoying or irritating me.

2 Work in pairs. Choose one of the expressions from exercise 1 and use it in a sentence about your family. Then, share it with the class.

GAME

GUESS MY WORD

Click or scan the QR code to play the game.



Game 4.1

- 1 Look at the example sentences below. Then, watch Scene 4 of Digital Story 4. Write similar sentences in the second column.

example sentences	✓	sentences from the digital story
We have been living in this neighbourhood for ten years.		
She hasn't mentioned that before.		
We have just left the centre.		
Have you ever been to a foreign country?		

TOOL BOX

- 1 Work in pairs. Read the examples in the table and complete the functions using the words below.

continuing

actions

example sentences	meaning	function
We have lived here since 2020.	We started living here in 2020, and we are still living here.	We describe ongoing _____ from past to now.
We have been helping our grandparents for years.	We started helping them in the past, and we are still helping now.	We describe actions still _____.

REMEMBER

We use

just • already • yet • ever • never • so far with **Present Perfect Tense**,

and

since • for • how long with both **Present Perfect Tense & Present Perfect Continuous Tense**.

- 2 Work in pairs. Ask and answer the questions below.

- How long have you been living in this city? _____
- How long has your father worked in his job? _____
- What has your family done together recently? _____

- 3 a Read the paragraph below and pay attention to the words in bold.

Then and Now

When my grandparents were young, schools were much **further** away from home, so they had to walk every day. Life was sometimes **worse** because there were no modern devices. Today, things are **better**, and travelling is much easier. We can reach even the **furthest** places faster. Also, communication is easier thanks to technology, but as we are so busy with modern life, we don't find much time to spend with each other. That's why my grandfather always says, "The **best** things in life come from family and love, not from gadgets or screens." He believes that technology gives **more** comfort than before, but it also causes people to have **less** patience.

b Now, match the words in bold to their base forms below. Then, share one example from your own life using one of them.

little	good	far	much	bad
base form	comparative/superlative	base form	comparative/superlative	
	further/the furthest		less/the least	
	worse/the worst		more/the most	
	better/the best			

TOOL BOX

Complete the rules using the words below.

- than the change more completely
- ▶ These adjectives _____ their form _____.
 - ▶ We use the comparative form with _____ and _____, and the superlative form with _____ + adjective with a different form.

4 a Complete the dialogue using the sentences given below. One is extra.

- a I can take care of myself.
- b I'm proud that we've organised this dinner all by ourselves.
- c I'll handle the grill by myself.
- d She has already done it by herself.
- e Dave can set the table by himself, too.

Mother Okay everyone, let's get ready for tonight. We'll cook together, but please don't make a mess.

Father Don't worry, dear. (1) _____

Ella I think (2) _____

Mother That's great! Dave, please be careful with the glasses.

Dave Don't worry, Mum. (3) _____

Father Remember, we should help each other.

Mother True. And (4) _____

Dave Yes. We didn't even ask grandma for help this time.

b Work in groups to act out the dialogue above.

TOOL BOX

Choose the correct option to complete the sentence below.

We use Reflexive pronouns to... .

- a show that an action is repeated many times
- b say that the subject performs an action on itself
- c compare people or things

GAME

GRAMMAR CHALLENGE

Click or scan the QR code to play the game.



Game 4.2



Mid-theme
e-activity 4

1 Work in pairs to discuss the questions below. groups. Use the words you already know.

- 1 What usually causes arguments in families?
- 2 What can people do to solve family conflicts peacefully?

2 Read the article quickly and match each paragraph to its subtitle. One is extra.

- a Learning to adjust and move on
- b Everyday conflicts at home
- c Talking instead of shouting
- d Sharing the household chores



When Families Learn to Listen

(1) _____

Family life is full of affection, but it also includes small arguments. Parents and children sometimes quarrel over daily chores, screen time, or responsibilities. Most quarrels start with simple misunderstandings and grow when no one listens carefully. Sometimes, short disagreements can actually help families **connect** more deeply. They can even understand each other's limits and needs while discussing something.

(2) _____

After a quarrel, it's important to sit and negotiate. Instead of trying to win, each side should explain what they feel and what they need. In many cultures, families **volunteer** to organise regular family talk evenings to discuss problems calmly. It's important not to interrupt each other during these conversations because everyone deserves to speak and be heard. When children feel that adults truly listen to them, they become more open about their feelings and willing to talk. This naturally helps **promote** trust and understanding at home.

(3) _____

Solving problems is not only about talking; it's also about change. Families who learn to adjust their routines after conflicts often

become stronger. Adjusting may mean sharing responsibilities differently or giving each other more personal space. Parents and children can also **contribute to** harmony by helping one another, assisting with chores, or learning to **welcome** each other's opinions. After all, a peaceful home doesn't mean no problems; it means knowing how to handle them together.

3 Read the article carefully and choose the correct option.

- 1 What do most family quarrels begin with?
 - a rules
 - b misunderstandings
- 2 Why is negotiating better than trying to win?
 - a It helps people listen.
 - b It shows power.
- 3 Why should people avoid interrupting each other?
 - a to show respect
 - b to stop noise
- 4 What does adjust mean in the last paragraph?
 - a to blame
 - b to change and adapt

4 Match the highlighted words in the article to their meanings below. One is extra.

- a to support or take part in something to achieve a goal _____
- b to help someone do something _____
- c to make people feel closer or build a relationship _____
- d to invite or accept someone in a friendly way _____
- e to encourage or help something develop or grow _____
- f to help without being asked or paid _____

5 Work in pairs and discuss the questions below.

- 1 Which idea from the text do you find most helpful for your own family life?
- 2 What can you do to adjust better when conflicts happen?

6 In your notebook, write a short paragraph about how families solve problems. Use at least two of the verbs in exercise 4.

E.g. *When they quarrel at home, their parents ask them to talk instead of shouting. They can negotiate their tasks and adjust their schedule together.*

1 Work in pairs to discuss the questions below.

- 1 How long have you lived in your current home?
- 2 What do you like most about your home?
- 3 What values has your family taught you so far?

2 Read the blog quickly and match the paragraphs to the topics below. One is extra.

- a Family activities, conflicts, and relationships
- b Family values and lessons for life
- c Description of the home and favourite places
- d Importance of responsibilities



My Family, My Home – by Sara

(1) ____ I have been living in a two-storey house in a quiet neighbourhood in İzmir for almost ten years, and it has truly become a part of who I am. Our home has a bright sitting room, a cosy kitchen, a study, and a balcony full of flowers. I have spent countless mornings on the balcony, reading or drinking tea by myself. The study room has always been my favourite because I decorated it myself with paintings and photos of my family.

(2) ____ As a family, we **get on well** with each other, and we have shared so many memories together so far. We've cooked dinner, played games, and never missed birthday celebrations. Of course, we sometimes **fall out** over small things, especially because of a **noise conflict** between me and my brother when he plays the guitar too loudly. Still, we always try to solve problems by talking and listening to one another, and someone usually offers an **apology** in the end.

(3) ____ Living with my family has taught me a lot about life. I've learnt to trust myself and care for others. My parents have always encouraged us to help our neighbours; we've joined several community events together. Through these experiences, I've understood that kindness is one of the best values a family can teach. I truly believe that when a family learns to respect and support one another, they make society a better place for everyone.

3 Read the blog post carefully and complete the sentences. Find and write the correct person/people from the post.

- 1 _____ spends quiet mornings reading alone on the balcony.
- 2 _____ plays the guitar loudly, and it sometimes causes an argument.
- 3 _____ encouraged Sara to help neighbours and join community events.
- 4 _____ have played board games and celebrated birthdays.
- 5 _____ has learnt to take care of others thanks to family life.

4 Match the **highlighted** words/word groups in the blog post to their meanings. One is extra.

- a to have a small argument or disagreement _____
- b to live or work in harmony, to have a good relationship _____
- c completely, altogether _____
- d saying sorry to someone _____
- e a problem caused by loud or disturbing sounds _____

5 a Examine the chart below to plan a blog post.

part	what to include
my home	type, rooms, atmosphere, your favourite place
family life	what you do together, conflicts, feelings
family values	what you've learnt, what you've done for the community

b Write an online blog post. Write about your family and your home.

6 a Complete the sentence below to evaluate your blog post.

While writing this blog post, I have learnt that _____.

b Now, exchange your blog post with a friend and answer the questions below to give peer feedback.

- ▶ Does the blog follow a 3-paragraph structure?
- ▶ Are family values expressed clearly?
- ▶ Is vocabulary from the theme used correctly?



CLIL & CULTURE

1 Read the text and match the headings to the paragraphs. One is extra.

- a Balance and Independence
- b Respect through Silence
- c Modern Celebrations
- d Family Loyalty and Care
- e Warmth and Togetherness

Connections Beyond Borders

1 Japan _____

In Japan, relationships often depend on non-verbal communication. People tend to show affection through small acts of kindness rather than words. A simple bow, preparing tea, or sharing a quiet meal reflects deep respect. Even within families, saying "I love you" directly is rare, but care is expressed through responsibility and actions.



2 Brazil _____

Brazilians are known for their open and expressive relationships. Family members often hug, share laughter, and eat together. People visit friends without formal invitations, and being late is usually accepted as part of a relaxed attitude. For them, time spent together matters more than strict rules or punctuality.



3 Türkiye _____

In Turkish culture, solidarity and emotional closeness are at the centre of relationships. Helping relatives, sharing meals, or celebrating together are signs of loyalty. Respect for elders is also essential; young people often greet them by kissing their hand and then touching it to their forehead, which symbolises gratitude and affection.



4 Sweden _____

Swedish people value personal space and equality in relationships. Even in families, everyone has responsibilities, and independence is encouraged from an early age. Showing love means respecting each other's boundaries and giving time for personal growth, rather than being together all the time.



2 Read the text again and choose the correct option to complete the sentences.

1 In Japan, people show love mostly through... .

- a words b actions c gifts d rules

2 In Brazil, time is considered... .

- a very strict b disrespectful c unimportant d flexible

3 In Türkiye, young people show respect to elders by... .

- a sending gifts b kissing their hands c bowing d avoiding eye contact

4 In Sweden, families value... .

- a personal space b large gatherings c obedience d hierarchy

3 Discuss the questions below with your peer or group. Use examples from your culture.

- 1 Do you prefer a warm and close relationship style or a more independent one? Why?
- 2 What can we learn from other cultures about building healthy relationships?

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.
- 2 Complete the story with the statements below. Then, listen, check and act it out.

a Love, laugh, and listen! This is our family motto!

b You have been getting on my nerves lately.

c We argue, yet we still care about each other as a family.

d Remember, family is life's greatest blessing!

A TYPICAL SUNDAY AT HOME



Audio 4.3

Mum Can someone please set the table?
We are already late.
Daisy I did it yesterday. Can you do it, Gina?
Gina Why me?
Daisy Because it's your turn. (1) ____

Dad Come on, everyone, let's enjoy our breakfast together.
Mum No phones at the table, please.
(2) ____ So, pay attention.



Daisy Mum, I feel like we're always cleaning something. The dishes never end.
Mum Don't complain, sweetheart. (3) ____
Even these little moments together are special.
Gina You're right, Mum. I guess helping each other makes the house feel warmer.

Dad Look at that trip to the coast. Oh, how we argued about the tent.
Gina Yeah! (4) ____
Mum That's what has made our bond stronger in years.

- 3 Put the sentences in the correct order according to the scenes.

- ☐ a The family remembers an old holiday.
- ☐ b Everyone has breakfast together.
- ☐ c Daisy and her mum clean the kitchen.
- ☐ d Daisy argues with her sister.

- 4 Work in pairs. Discuss the following questions.

- 1 Which social expression do you agree? Why?
- 2 What's one saying or family motto in your own language that has a similar meaning?



PERFORMANCE ASSIGNMENT

My Family, My World: Role-Play & Writing Project

Create a short role-play and written script about a real-life or imaginary family situation that includes a conflict and its resolution. Use target expressions, words, and grammar structures you have learnt in this theme.

- 1 Plan your scenario. Decide on the family members, the setting, and the problem (e.g., *disagreement, noise conflict, shared responsibility*).
- 2 Write a short script. Include social expressions (e.g., *We argue, but we care about each other!*) and correct grammar.
- 3 Practise your roleplay with your group. Focus on tone, pronunciation, and showing empathy.
- 4 Perform it in class. Show how the family works together to find a solution.
- 5 Watch other groups and use the rubric on page 171 to give peer feedback.



SELF EVALUATION AND REFLECTION

1 Can you express family responsibilities and relationships?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ Complete the sentences with the correct words given below. One is extra.

bond

responsibility

arguments

respect

- a In a strong family, mutual _____ helps everyone feel valued.
- b Small _____ can always happen, but families can solve them together.
- c Shared _____ keeps the home peaceful and fair.

2 Can you describe how long something has continued or recently happened?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ Complete the sentences with the correct form of the verbs in brackets.

- a We _____ (live) in this apartment since 2010.
- b My parents _____ (know) each other for over twenty years.
- c I've just _____ (finish) cleaning my room.
- d We _____ (help) our grandparents all week.

3 Can you describe family situations by using reflexive pronouns?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ Complete the sentences using suitable reflexive pronouns.

- a My father organised the family dinner by _____.
- b My cousins blamed _____ for the misunderstanding.
- c Let's express _____ honestly during the family talk evening.



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

2 Complete the following sentences.

- ▶ One thing I do well in pair/group work is _____.
 ▶ One thing I find difficult in pair/group work is _____.
 ▶ One way I can improve my contribution in group work is _____.



End-of-theme
e-activity 4

LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE

THEME 5



Theme 5

CLOSE-UP



SUB-THEMES

- ▶ City development and infrastructure
- ▶ Urban and rural lifestyles
- ▶ Future of cities

FUNCTIONS

- ▶ Describing features of neighbourhoods, cities, urban and rural life
- ▶ Comparing urban and rural life styles
- ▶ Discussing advantages and disadvantages of urban and rural life
- ▶ Making suggestions about city/urban development and infrastructure
- ▶ Distinguishing future plans and planned actions from predictions and spontaneous decisions
- ▶ Clarifying social life relationships in neighbourhood, city, urban and rural life

SOCIAL LANGUAGE

- ▶ Let's meet up at the new café!
- ▶ It's quicker if we take the tram.
- ▶ There's a cool spot near the square!
- ▶ This city never sleeps!

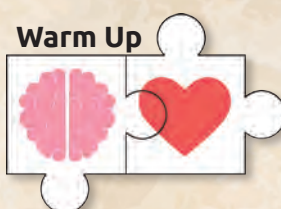
PRONUNCIATION

- ▶ life, city, street, flat, green, joyful, jaywalk, gym, sign, house, hour, cafe, knock



Warm Up 5

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

- 1 Click or scan the QR code to access and complete the flashback activity.



Flashback
Activity 5

- 2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

- b Now, watch Digital Story 5. Do the connections you found between the pictures and the story match your predictions?



Digital
Story 5



1 a Look at the snapshots of İstanbul. What do they show about life in the city?**b Now, picture your own city in your mind and describe what you see.**

E.g. *I can see a quiet street with small shops.*

There are tall buildings and lots of cars.

2 a Read the titles of the scenes in Digital Story 5. Number them (1-5) in the order you remember from the story.

- ☐ The Opening Day
- ☐ The Noise Next Door
- ☐ Seeing the Sign
- ☐ Chasing the Blueprints
- ☐ Voices from the Café

b Now, watch Digital Story 5 to check your answers in exercise 2a.**3 Watch Digital Story 5 again. Fill in the blanks using the words below to complete the summary. One is extra.**

neighbour

construction

information

curiosity

crowded

warning

photos

In the digital story, the students notice a new (1) _____ in their neighbourhood. At first, they feel surprised because the street looks (2) _____ and different. It feels busier than usual, and the noise and movement immediately catch their attention. They walk closer and see some (3) _____ signs around the area. At each step, they feel more curious about the project. One student takes (4) _____ for their school project, while another talks to a (5) _____ to learn more about what is happening. In the end, the group decides to find more (6) _____ about the project so they can understand how this change may affect daily life in their neighbourhood.

4 a Work in groups to discuss the questions below. Use the words you already know to explain your ideas.

- 1 Do you think the new building in the digital story is useful for the neighbourhood? Explain why.
- 2 How would you feel if something big was built near your own home?
- 3 What problems or benefits could a project like this bring to daily life?

b Now, prepare a mini-presentation as a group by following the steps.

- ▶ Choose a place from your neighbourhood.
- ▶ Think of the disadvantages of the place and suggest an idea to improve it.
- ▶ Explain why your idea is important for the neighbourhood.
- ▶ Present your idea to the class in one minute.

1 a Read and listen to the extracts from Scene 2 of Digital Story 5. Pay attention to the sounds written in bold letters.

- 1 "Green gallery, garden. It even sounds calm."
- 2 "Healthy homes, hopeful hearts."
- 3 "For the future, we need more free, friendly places."
- 4 "Wow! Cool science corners for kids."
- 5 "Sure, it always feels like a joyful journey."



Audio 5.1

b Practise saying each line with a peer. Focus on the letters in bold.

2 Listen to a short extract from a local radio programme about daily life in the city. Circle the word you hear in each pair.

- | | |
|--------------------|-----------------------|
| a green / grin | b cheating / checking |
| c feature / future | d city / seat |
| e keep / kip | f have / half |
| g energy / allergy | h cables / tables |
| i bride / bright | j being / begin |



Audio 5.2

3 a Listen to the names of the streets. Pay attention to the stressed vowel sound in each.

Hill Street

Bright Street

Green Street



Audio 5.3

b Read text below. Pay attention to the underlined adjectives. Decide and write the correct street name from 3a in each blank according to the same stressed vowel sound.

In our city, each street has its own character. Let me show what I mean by telling you about my favourites. Let's start with (1) _____ Street. It is always peaceful and clean, filled with people enjoying the early morning breeze. A few minutes away, (2) _____ Street feels busy and quick, with a brisk crowd moving toward the tram stop. But (3) _____ Street is lively and vibrant, and as you can guess from its name, it has colourful lights and music all the way. Together, these streets shape the moving rhythm of the city.

c Now, listen to the text and check your answers.



Audio 5.4

4 Choose one consonant sound: fit, great, hill, joy, kite or one vowel sound: big, deep, light. Create a short slogan about city life. Use the same sound at least three times in your slogan.

E.g. *Life in the city feels bright and lively.*
Joyful journeys bring joy to the city.

5 a Record your slogans like the ones in Audio 5.1. Listen to your recording and check your pronunciation.

b Now, exchange your recording with your peer to give feedback. Then, check it with your teacher.

Criteria	Pronunciation Feedback Checklist	Check
Sound Accuracy	Are the chosen target sounds pronounced clearly in the slogan?	✓/✗
Sound Repetition	Is each target sound clearly repeated at least three times?	✓/✗
Intonation	Does your peer use appropriate rising or falling intonation for the sentence type?	✓/✗

1 Watch Scene 3 of Digital Story 5 to tick (✓) the words you hear.

- | | | | |
|--------------------------------------|---------------------------------------|-------------------------------------|-------------------------------------|
| ☐ govern | ☐ heritage | ☐ district | ☐ commercial |
| ☐ sustainable | ☐ eco-friendly | ☐ strengthen | ☐ budget |
| ☐ innovative | ☐ rural | ☐ tranquil | ☐ fast-paced |

2 Do the quiz and go to pages 153-154. Read the script of Scene 3 of Digital Story 5 to check your answers.

- 1 A *pedestrian zone* in the script means... .
 - a a place where only bikes are allowed
 - b an area designed only for people to walk
 - c a street filled with traffic and buses
- 2 *Energy-efficient streetlights* are added because... .
 - a they use less power and help the city save resources
 - b they change colours and attract tourists
 - c they work only during special events
- 3 *Accessible city* in the script means a place... .
 - a that only tourists can enter
 - b where people can move freely and safely
 - c that requires special permission to visit
- 4 In Scene 3, *the committee behind the project* refers to... .
 - a a group of students helping with the performance
 - b a random group of people commenting on the construction
 - c a team of professionals organising and planning the city project
- 5 When Mr Kane says *urban renewal*, he means... .
 - a building new cities far away
 - b improving existing areas instead of constant expansion
 - c removing old buildings completely without reuse
- 6 When Axel says *the city feels vibrant*, he means it is... .
 - a full of life, activity, and movement
 - b noisy but boring
 - c old-fashioned and slow

3 a Read the paragraph by paying attention to the words in bold.

Analysts Review New Urban Plan

The city council asked a group of **analysts** to review the new urban plan. Last week, the committee presented its report, explaining how to use the limited **budget** to improve the old housing estate. The mayor also discussed the impact of **immigration**, saying the city must accommodate newcomers without causing **overpopulation**. Another team focused on resource management and recommended turning an abandoned building into a public institution that could serve as a temporary **shelter** during emergencies. As cities often attract people with better services and more job opportunities than rural areas, careful planning is becoming more important each year. With this plan, the council hopes to create a safer, more organised neighbourhood for everyone.



b Now, write the words in bold in the text next to their definitions below.

- 1 _____ too many people living in one area.
- 2 _____ the amount of money available for a plan.
- 3 _____ experts who study data and give professional advice.
- 4 _____ a safe place where people can stay in emergencies.
- 5 _____ the movement of people into a region.

4 Read the hotel guest requests. Fill in the blanks using the words below. Two words are extra.

tranquil charming commercial tropical efficient urban lively authentic



www.citystay.guestreviews

★★★★★

The interior design reflects the local culture; the furniture and decorations don't look like a standard chain hotel at all. It feels truly (1) _____.

★★

My room was right next to the stairs; people were going up and down all evening, talking, dragging suitcases... The hotel is way too (2) _____ for guests who want to rest.

★★★★★

I stayed in a room facing the inner garden. No traffic, no loud music, just birds and a small fountain. The atmosphere was incredibly (3) _____.

★★★★★

We checked in quickly, the staff answered our messages immediately, and served breakfast on time each day. The service here is really (4) _____.

★★

The hotel is surrounded by banks, offices, and stores. The area feels very (5) _____, not for nature lovers.

★★★★★

I loved the little details; fairy lights on the balcony, flowers on the tables and handwritten welcome notes. It's such a (6) _____ place.

LET'S TALK!**1 a Complete the dialogue with the statements in the box.**

- | | |
|--|-------------------------------------|
| a There's a cool spot near the square! | b This city never sleeps! |
| c Let's meet up at the new café! | d It's quicker if we take the tram. |

Tim Hey Sue, are you free this afternoon? (1) _____

Sue OK, but (2) _____ Maybe we can go there first.

Tim Yeah, good idea. (3) _____ anyway. We'll get there faster, and we can look around a bit.

Sue But honestly, that area needs some changes, like renovating the riverside steps and reinforcing the fence near the cliff.

Tim Hey, let's send these ideas to the city council. You know: (4) _____

b Now, think of a place in your neighbourhood to have a similar conversation in pairs. Use the statements in exercise 1a.

GAME

URBAN FIXERS

Click or scan the QR code to play the game.



Game 5.1

1 a Read the speech bubbles from Scene 4 of Digital Story 5. Pay attention to the bold parts.

They **are going to** finish it before the festival next week.

By the time school starts again, this street **will look** completely different.

I hope they **will announce** it soon.

And they **are going to rebuild** this zone for public use.

b Now, work in pairs to discuss the questions below. Explain your reasons.

- 1 Which ones happen because someone decided earlier?
- 2 Which ones are just what the speaker believes?

2 a Watch Scene 4 of Digital Story 5 carefully. Write PL (plan) or PR (prediction) next to each statement according to what you hear in the scene.

- ☐ 1 They talk about rebuilding the zone.
- ☐ 2 They talk about finishing the building before the festival.
- ☐ 3 Mr Kane comments on how the street will look soon.
- ☐ 4 They talk about restoring the museum.
- ☐ 5 Emma talks about how people feel in the new centre.

b Now, go to page 154 and read the script of Scene 4 of Digital Story 5 to check your answers with a peer.**3 Choose the correct future form for each situation given.**

- 1 The city council has already approved the project. They ____ add new bike lanes in Zone A.
 a will b are going to
- 2 Everyone expects big changes once the centre opens. The new community centre ____ attract a lot of visitors.
 a will b is going to
- 3 The maintenance team received the checklist for today. They ____ check the streetlights again.
 a will b are going to
- 4 People say the neighbourhood is changing fast. It ____ look much more vibrant after the renewal works.
 a will b is going to

TOOL BOX**Circle the correct options to make the rules.**

- 1 We use **be going to** for...
 a actions that are already planned or prepared
 b things we think or believe about the future
- 2 We use **will** for...
 a actions that are already planned or prepared
 b things we think or believe about the future

4 a Watch Scene 4 of Digital Story 5 again. Tick (✓) the linkers you hear.

contrast linkers	time linkers	cause-effect linkers
☐ but	☐ before	☐ because
☐ whereas	☐ by the time	☐ so
☐ although	☐ while	
☐ despite	☐ when	

b Go to page 154 and read the script of Scene 4 of Digital Story 5. Underline all the linkers and check your answers in exercise 4a.**5 Read the mini story. Pay attention to the **highlighted** words. Guess and discuss what they mean with your peer.****All For One, One For All**

Mr Jackson opened his grocery shop early this morning, **but** Milo wasn't waiting by the door. He rushed to the storage room to check Milo's basket. It was empty, **so** he really got worried.

He stepped outside with a LOST CAT poster **when** the butcher hurried over holding another one with the same cat. He pointed at it proudly, saying, "That's Tiger. I can't find her." The two men looked at the pictures **while** trying to understand why their cats looked identical.

A moment later, they saw the supermarket owner. She was taping a lost cat poster to the street wall. She insisted the cat was hers, **although** the other posters showed the same white face. "My poor Snowball," she cried.

At that time, Milo finally appeared on the bakery roof, stretching calmly. The three confused shopkeepers stared at one another for a moment. **Despite** the confusion, they decided Milo belonged to all of them.

**TOOL BOX**

Complete the rules using the **highlighted words in the story.**

- 1 We use _____ to show two different ideas.
- 2 We use _____ and _____ to show an unexpected difference.
- 3 We use _____ to show a result.
- 4 We use _____ when something happens at a certain moment.
- 5 We use _____ when two actions happen at the same time.

GAME**WHAT HAPPENS NEXT?**

Click or scan the QR code to play the game.

**Game 5.2****Mid-theme
e-activity 5**

1 Read the quotes. Discuss in pairs. What do they say about cities?

The city is a story that rewrites itself every morning.

-Italo Calvino

A city is not a place, but a process.

-Lewis Mumford

2 Read the projects (a-c). Match them to the sub-themes (1-4). One is extra.

- ☐ 1 Neighbourhood Relations & Community Life
- ☐ 2 City Development & Public Spaces
- ☐ 3 Exploring Urban & Rural Lifestyles
- ☐ 4 Environmental Awareness & Sustainable Living

Cities Never Sleep

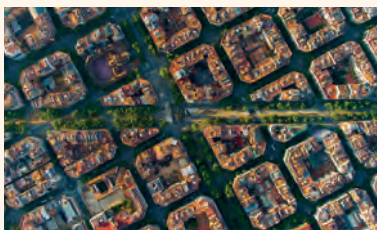
a New York Rooftop Beehives

In New York, many residents keep beehives on top of apartment buildings. This 'urban beekeeping' trend helps protect bee populations while bringing a bit of nature into the busy city. Some families even take short classes to learn safe beekeeping.



b Barcelona's Car-Free Superblocks

Barcelona is transforming whole neighbourhoods into 'Superblocks', where cars are not allowed. Streets that once belonged to traffic now belong to people, so children can play safely and neighbours can meet in open public spaces. Local cafés say the areas feel more lively than ever.



c Britain's Little Free Libraries

In several UK towns, tiny book boxes called Little Free Libraries have appeared on street corners. People leave books for others to take, and this simple idea is building stronger relationships between neighbours. Many residents say it encourages more conversation in the community.



3 Write the project names in the blanks to show what benefits they offer.

- 1 _____
bring people together.
- 2 _____
protect nature in the city.
- 3 _____
reduce traffic & make streets safer.

4 Circle the correct word to describe each project. Then, explain your reason in one sentence.

- 1 New York Rooftop Beehives
vibrant / eco-friendly / commercial
- 2 Barcelona's Car-Free Superblocks
fast-paced / developed / accessible
- 3 Britain's Little Free Libraries
local / global / distant

5 a Work in groups. Choose one of the projects in the text to apply in your neighbourhood. Prepare a short announcement for the residents following the steps below.

- ▶ Say what is going to happen.
- ▶ Explain why it will help or change the neighbourhood.
- ▶ Add one possible problem, although the idea is useful.
- ▶ Find a short slogan.

b Share your announcement with the class.

1 a Look at the people in the picture. Choose words from the box to describe them.

hardworking

noisy

tidy

lazy

relaxed

friendly

bookish

energetic

fussy



b Work in pairs to describe the neighbours in each window as in the example.

E.g.

Student A The man on the balcony seems quite energetic and lively to me.

Student B Yeah, maybe! I think he likes calling out from his balcony and watching the street.

2 Read the neighbours' complaints and match them to the correct person in the picture.

- ☐ a I think I now know almost the whole plot of your TV series. Please turn the volume down a little before we all become fans.
- ☐ b The birds probably enjoy your morning stories. Would it be possible to read silently in the mornings? I'm trying to sleep.
- ☐ c I love rain, but maybe not from the laundry line. Could we check the dripping together next time?
- ☐ d Your cat is adorable, and he seems to enjoy giving afternoon concerts. Could you check on him when he gets a bit too excited?

3 a Read the replies. Match each reply with the complaints from exercise 2. Write the correct letter in each box.

- ☐ 1 Oh no, sorry! I didn't realise my morning reading was that loud. I'll read silently or keep the window closed in the mornings.
- ☐ 2 I'm sorry for the trouble caused by the dripping laundry. I'll make sure it doesn't happen again.
- ☐ 3 Oh, sorry about the loud TV! I didn't notice the volume was that high. I'll keep it low after 10 p.m. Thanks for letting me know!

b One complaint has no reply. Imagine you caused the problem and write an apology below by using the expressions given.

Opening the Apology

- ▶ I'm really sorry about... .
- ▶ Sorry, I didn't realise... .
- ▶ Thanks for telling me about... .

Explaining (politely)

- ▶ I didn't notice it was that disturbing.
- ▶ I thought it wouldn't be a problem.
- ▶ The cat got out of control for a moment.

Offering a Solution

- ▶ I'll be more careful next time.
- ▶ I'll check on him.
- ▶ I'll keep the windows closed next time.

Closing Politely

- ▶ Thanks for understanding.
- ▶ Let me know if it happens again.
- ▶ Sorry again!

4 Work in pairs. Make a polite complaint and an apology. In your notebook, write a short dialogue as in the example.

E.g.

A Hi! Sorry to bother you, but I think the music from your flat was a bit loud last night. I had trouble sleeping.

B Oh, I'm really sorry about that. I didn't realise it was too loud. I'll keep the volume down tonight.

A Thank you, I really appreciate it.

B No problem. Let me know if it happens again.



CLIL & CULTURE

1 a Listen to the recording. Tick (✓) the icons of the sounds you hear.



Audio 5.5

b Work in pairs and discuss the questions.

- ▶ Which of these sounds do you hear most in your neighbourhood?
- ▶ Which sound would you like to hear less? Why?

2 Skim the text below to find out the colour code to read sound maps. Match the colours to the adjectives below.

☐ 1 purple

☐ 2 pink

☐ 3 green

a quiet

b medium

c very loud

All Ears to the City

Cities around the world sound different, and these sounds reveal hidden stories about how people live, move, and connect. In places like Tokyo, you may enter a busy train station and feel as if the volume button has been turned

down. People speak softly, phones stay silent, and the crowd moves almost like a quiet river. In contrast, a walk through Istanbul or Naples feels like stepping into a different world. It is a world of lively conversation: voices blend with music, vendors call out, children run past, and life flows with energy. These everyday sounds show culture, community, and the rhythm of city life.

However, urban soundscapes can sometimes become overwhelming, especially in busy areas with traffic or construction. To understand this, many cities create sound maps. They are visual diagrams that show noise as a kind of landscape. These maps highlight areas that feel louder or calmer to the ear. Busier zones appear in stronger, sharper tones on the map, while calmer zones appear in softer, gentler tones.



By reading sound maps, planners can see whether a neighbourhood feels peaceful, energetic, or overloaded. This helps them decide where to add parks, barriers, or walking paths. In this way, sound becomes something we share, not just something we hear.

3 Read the text and the statements below. Write true (T) or false (F).

- ☐ 1 Tokyo's train stations usually feel calm and quiet, even when they are crowded.
- ☐ 2 Istanbul and Naples sound similar to Tokyo because people avoid speaking loudly.
- ☐ 3 City soundscapes can show cultural habits and social connection, not only noise.
- ☐ 4 A sound map uses different tones or shades to show how sound changes across an area.
- ☐ 5 According to the text, sound maps are mainly designed for tourists to find quiet cafés.
- ☐ 6 The text says that understanding how a city sounds helps us understand its identity.

4 Work in pairs and discuss the questions below.

- 1 Which area do you think is the loudest in your neighbourhood, and why?
- 2 In which part of the city would you prefer to live? Give two reasons.
- 3 What could be done to make the red areas quieter?

1 Look at the title. In groups, guess and discuss what happens in the picture strip story.

2 Complete the story with the statements below. Then, listen, check and act it out.

a Back home, I need more steps just to reach the kitchen.

b I think wardrobes make you think summer is the only season here.

c This chart looks more complicated than a science diagram.

d I didn't expect a bed to test my mechanical skills.

A MICRO-LIVING ADVENTURE IN TOKYO



Alex Wow! Yuki, so this is it? It's really compact.
Yuki Yes. Everything is in one place in Tokyo. It's all about smart use of space.
Alex I see. (1) ___ I think I'm learning how much space I usually use without noticing.



Alex Oh, no! It's stuck. Did I break it?
Yuki No, no. You need to pull it a bit more. It locks if you stop halfway.
Alex Okay, that makes sense, but still, (2) ___



Alex Yuki, look at this. My poor jacket doesn't believe this is a wardrobe.
Yuki Come on Alex. It just needs a little folding.
Alex OK, now I can get why people own thinner clothes here; (3) ___



Alex And one more question, Yuki. Which bin does this bag go into?
Yuki Hmm, it depends. Is it something burnable, recyclable, PET waste, or mixed?
Alex I have no idea. (4) ___ I'm scared I'll choose the wrong bin and start a chain reaction.



Audio 5.6

3 Work in pairs and talk about micro-living. Use the questions below to guide your conversation.

- ▶ Do you think compact living is practical or challenging?
- ▶ Which part of micro-living would be the hardest for you? Give your reasons.
- ▶ What advice would you give Alex for his next day in Tokyo?



PERFORMANCE ASSIGNMENT

Micro-Living Around the World

Work in groups to prepare a project comparing micro-living models in two different cities. Follow the steps below.

- 1 Choose two cities to research.
- 2 Find examples of micro-living spaces in these cities.
- 3 Identify the reasons people prefer micro-living in each place.
- 4 Note at least 3 smart design solutions commonly used in micro-living.
- 5 Create your project as a poster or a short digital presentation comparing the two cities.
- 6 Present your work to the class. While listening to your classmates' presentations, use the rubric on page 171 to give peer feedback.

► Complete the sentences with **will** or **be going to** and the verbs in brackets.

- a The council _____ (create) more bike lanes next year.
- b I think our neighbourhood _____ (become) more energy-efficient soon.
- c We _____ (visit) the new riverside park this weekend; the plan is already made.
- d The mayor says the city _____ (introduce) strict rules to protect privacy.

3 Can you talk about city life by using linking words (contrast/cause & effect)?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

► Complete the sentences with a suitable prepositional phrase or question tag.

- a You talked to your therapist, _____?
- b I joined a yoga group _____ the community centre.
- c We should be careful _____ mental and emotional balance.



SELF EVALUATION AND REFLECTION

1 Can you describe changes, features, and problems in a neighbourhood or city?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

► Complete the sentences with the correct words. One is extra.

developed

sustainable

overpopulation

tranquil

- a Our new district is more _____ and offers better public transport.
- b Some people prefer a _____ lifestyle away from traffic and noise.
- c _____ is a major issue in cities with limited housing.

2 Can you talk about your plans and predictions for cities?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.



REFLECTIONS ON COLLABORATION

1 Can you participate actively in pair and group discussions and projects?

- ☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

2 Complete the following sentences.

- One thing I do well in pair/group work is _____.
- One thing I find difficult in pair/group work is _____.
- One way I can improve my contribution in group work is _____.



End-of-theme
e-activity 5

LIFE IN THE WORLD & CULTURE

THEME 6



Theme 6

CLOSE-UP



SUB-THEMES

- ▶ Global cuisines, food habits & cultures
- ▶ Cultural diversity & international sports, films and musical events
- ▶ Impact of globalisation on everyday life

FUNCTIONS

- ▶ Expressing possibility & speculation; lack of possibility
- ▶ Expressing probability & deduction; lack of probability & deduction
- ▶ Expressing obligation & necessity; lack of obligation & necessity
- ▶ Expressing advice & recommendation; lack of advice & recommendation
- ▶ Expressing prohibition
- ▶ Expressing permission; lack of prohibition
- ▶ Talking about ability (present & future)

SOCIAL LANGUAGE

- ▶ That's part of our tradition!
- ▶ Let me show you something from our culture!
- ▶ Different is interesting, not weird!
- ▶ Culture brings us closer!

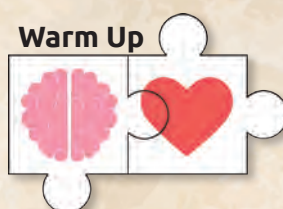
PRONUNCIATION

- ▶ narrow, hot, local, walk, mint, hungry, column, spice, raspberry, people



Warm Up 6

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

1 Click or scan the QR code to access and complete the flashback activity.



Flashback
Activity 6

2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

b Now, watch Digital Story 6. Do the connections you found between the pictures and the story match your predictions?



Digital
Story 6





WATCH AND NOTICE

1 a Look at the pictures. Match them to the correct headings. One is extra.



- ☐ a Traditional Food and Cuisines
- ☐ b Sports and International Youth Teams
- ☐ c International Friendships and Communication
- ☐ d Night-Time Street Music
- ☐ e Local Cultural Events and Performances

b Work in pairs and discuss the given questions.

- ▶ What international sports events, music festivals or food festivals do you know?
- ▶ What are they about?

2 Think about Digital Story 6 and match the scenes to the correct events. One is extra.

- | | |
|--|--|
| ☐ 1 Online meeting | a They enjoy global music and dance with people from everywhere. |
| ☐ 2 Arrival in Morocco | b They smell spices, taste food and watch a mini parade. |
| ☐ 3 Street food | c They meet online and plan to meet in Marrakesh. |
| ☐ 4 Stadium event | d They watch teams play and talk about fair play and unity. |
| ☐ 5 Concert night | e They struggle to find their hotel in the narrow streets. |
| | f They arrive at the hotel and explore the old town. |

3 Watch Digital Story 6 and number the events in the correct order.

- ☐ a The friends take a taxi to the old town.
- ☐ b They meet again in Morocco.
- ☐ c They watch a traditional mini parade in the market.
- ☐ d They talk online before the trip.
- ☐ e They explore the food market.
- ☐ f They join a night concert and enjoy dancing at night.

4 Watch again to write true (T) or false (F) for the statements.

- ☐ 1 The friends are excited because they are meeting again in Morocco.
- ☐ 2 Diego sees people drinking mint tea near an old column.
- ☐ 3 The chef is chopping vegetables slowly.
- ☐ 4 A leaflet says Moroccan recipes are inspired by ancient civilisations.
- ☐ 5 The team in red is definitely from Spain.
- ☐ 6 People from different cultures dance together in the concert square.

5 Think about Digital Story 6 again to answer the questions below. Then, ask and answer in turns.

- 1 Which part of the journey in Digital Story 6 did you find the most interesting? Give reasons.
- 2 How do the friends feel during their time in Morocco? Give examples.
- 3 What similarities do the friends notice between Moroccan culture and their own cultures?

6 Imagine your class is joining an international cultural festival. Create a festival flyer by following the steps below. Then, present it to your classmates.

- ▶ Choose a short slogan.
- ▶ Think of a local traditional food and a local cultural activity.
- ▶ Find a symbol of unity.

1 a Watch Scene 2 of Digital Story 6 and pay attention to the pronunciation of the words below.

narrow

hot

local

walk

mint

environment

find

column

hungry

spice

raspberry

peaceful

b Now, repeat the words as a class, paying attention to their pronunciation.

2 a Listen to the text and repeat the words in bold.

Morning at the Marathon Training Venue

Early this morning, a group of young athletes arrived at the international venue to prepare for a long-distance marathon.

Coaches opened the storage rooms to equip runners with water packs and protective gear because the route could be risky on the steep **hills**.

Before the practice began, a sports **psychologist** spoke to the team about staying **calm**, controlling their **breathing**, and keeping a **positive** mindset.

As the **autumn** breeze passed through the open track, one group continued doing **slow** warm-ups while others focused on long running sessions to build stamina.

Many runners apparently hoped to win a **medal**, but most simply wanted to enjoy the global spirit of the event and support one another.



Audio 6.1

b Listen to the text again to write the words in bold under the words with the same pronunciation pattern.

coach	shot	global	walk	moment	strong	solemn	receipt



Audio 6.2

3 a Listen to the sentences below to underline the words that contain the same sounds in exercise 2b.

- 1 A nutrition expert gave each athlete a small box of energy bites to support their stamina during the uphill drills.
- 2 The sports psychologist used a short briefing to limn the key movements in the athletes' minds.
- 3 The coach reminded the younger athletes not to talk during the briefing so everyone could hear the safety rules clearly.



Audio 6.3

b Practise the sentences above aloud with your peer.

c Work in pairs. Say one more sentence about marathon training using at least two words with target sounds from the previous exercises.

4 a Record yourself reading the sentences in exercise 3a at home, paying attention to pronunciation, word stress, and rhythm. Then, listen to your recording and compare it with Audio 6.3.

b Now, exchange your recording with your peer and give feedback using the checklist. Then, check it with your teacher.

Criteria	Pronunciation Feedback Checklist	Check
Sound Accuracy	Are the sounds pronounced correctly in each word?	✓/×
Silent Letters	Are the words with silent letters handled correctly?	✓/×
Intonation	Are the words stressed correctly and read smoothly?	✓/×

1 a Watch Scene 3 of Digital Story 6 and tick (✓) the words you hear.

☐ opponent	☐ leaflet	☐ civilisation	☐ fame
☐ protein	☐ legend	☐ conservation	☐ parade
☐ flavour	☐ portion	☐ spice	☐ applicant
☐ combination	☐ myth	☐ representative	☐ consumption

b Compare your answers with your peer. Discuss the words that are new to you. Then, check the meanings of the unfamiliar words using a dictionary.

c Now, write the words in exercise 1a next to the correct category.

Global Cuisines & Food Habits	
Cultural Diversity & International Events	
Impact of Globalisation on Everyday Life	

2 a Work in pairs. Read the extracts from Scene 3 of Digital Story 6 and discuss the meanings of the words in bold. Decide which type of clue in each sentence helps you understand the word. Tick (✓) the correct clue type and write the clue words.

extracts	Which clue helps?	clue words
"Look at this booth! They're preparing an organic lamb dish, completely natural and without harmful substances."	☐ examples ☐ contrast ☐ adjectives	
"This plate looks balanced and beneficial. Lots of protein, fresh herbs, and local spices."	☐ adjectives ☐ examples ☐ cause-effect	
"And the price is really affordable . You can eat well here without spending much."	☐ visual ☐ contrast ☐ cause-effect	
"It is said that many civilisations have inherited recipes from generation to generation for thousands of years."	☐ examples ☐ contrast ☐ adjectives	
"Oh look! They're making something with dairy sauce, it's made with milk and yoghurt."	☐ contrast ☐ examples ☐ time	

b Complete the sentences with the correct words in bold from exercise 2a. One is extra.

- This meal is rich in vegetables and protein, so it's very _____.
- Many families still cook _____ recipes passed down from their grandparents.
- You don't need to spend a lot of money here; the food is _____.
- The chef uses only _____ ingredients grown without harmful substances.

c Choose two words from exercise 2a and write one sentence for each. Share them.

E.g. I prefer affordable restaurants when I eat out with my friends.

- _____.
- _____.

- 3 a Read the short text. Underline the words that describe the events or the festival. Identify any words you do not know.**

At the Four Corners Culture Fest

Every year, the Four Corners Culture Fest brings people from different countries together. Visitors watch entertaining performances where dancers, musicians, and street artists work in highly skilled teams. The food area shows a mixed range of dishes from Africa, Asia, Europe, and the Middle East.

Organisers make sure every activity is appropriate for families, so both children and adults enjoy the event safely. The festival has become widespread. People say the festival creates a universal feeling of connection; everyone smiles, cheers, and celebrates their cultures together.

- b Compare your answers with your peer, and discuss the words that are new to you.**
- c Complete the sentences with the correct words from the text you underlined in exercise 3a. One is extra.**
- The show was really _____; I laughed and enjoyed every moment.
 - We tasted a _____ selection of dishes from different countries.
 - The acrobats were so _____ that everyone cheered loudly.
 - The festival became _____, and now people celebrate it worldwide.
 - The rules of the event are _____ for a family-friendly environment.

LET'S TALK!

- 1 Match the sentences to their similar meanings. One is extra.**

- ☐ 1 That's part of our tradition!
- ☐ 2 Let me show you something from our culture!
- ☐ 3 Different is interesting, not weird!
- ☐ 4 Culture brings us closer!
- a People become more connected when they share cultural things.
- b You want to introduce a cultural object, music, food, or activity to someone.
- c You feel proud when someone likes something from your culture.
- d Something may be unusual, but it's still fun and valuable.
- e A habit or practice belongs to your customs.

- 2 a Read the dialogue below and act it out with your peer.**

Liam That dish looks very different from what I'm used to. What is it?

Gülce This is Aşure, or Noah's Pudding. It has beans, grains, and fruit mixed together!

Liam Unusual! I've never seen that mix in a sweet dish.

Gülce Different is interesting, not weird! Would you like to try some?

Liam Yes, I'd love to!

- b Now, prepare a new dialogue using at least two expressions from exercise 1.**

- 4 Write a short paragraph in your notebook about how the world influences people through culture, food, or sports. Include at least three words you have learnt.**

E.g. *I think local products are **inherited** treasures because they help protect a culture by passing traditions from one generation to the next. When I travelled, the street food in Marrakesh was **affordable**, so everyone could try it. The dancers were so **skilled**.*

GAME

CATEGORY RELAY CHALLENGE

Click or scan the QR code to play the game.



Game 6.1

1 a Read the sentences from Scene 4 of Digital Story 6. Pay attention to the parts in bold.

- 1 There **must be** thousands of spectators here.
- 2 That team in red **might be** from Spain. Look at their flag!
- 3 That **can't be** Spain! Their uniforms are quite different.
- 4 The African team looks really confident. They **might** win today.

b Now, work in pairs to discuss the questions below. Explain your reasons.

- 1 Which parts show possibility/speculation and deduction?
- 2 Which parts show probability/deduction, and lack of probability/deduction?

TOOL BOX

Fill in the blanks with the correct function of the modals.

speculation

probability

deduction

lack of probability

- ▶ We use *may, might, could, must* to express _____.
- ▶ We use *can't, couldn't* to express _____.
- ▶ We use *may, might, can, could, must, can't, couldn't* to express _____.
- ▶ We use *must, can't, might, may, could* to express _____.

2 Read the situations and (circle) the correct modal to complete each sentence.

- 1 You see a long queue in front of the school cafeteria. Some people are holding sushi, tacos, and Moroccan tea.
 - a This **can't** / **might** / **must** be the regular school menu.
 - b The school **could** / **couldn't** / **can't** be having a Global Food Fair today.
- 2 In the park, you see a huge screen and posters of films from Korea, Italy, and Nigeria.
 - a There **may** / **mustn't** / **can't** be a multicultural film night tonight.
 - b The Korean film **must** / **could** / **couldn't** be very popular; the poster is the biggest one.

3 a Read the sentences and pay attention to the parts in bold.

- 1 Students **must** wear their school badges during international school events.
- 2 You **need to** arrive early to get a seat at the film festival.
- 3 You **don't have to** stay for the whole concert; you can leave after one performance.
- 4 Last year, participants **had to** follow strict security rules at the sports event.

b Now, work in pairs to discuss the questions below. Explain your reasons.

- 1 Which modals show present obligation/ necessity, and past obligation/necessity?
- 2 Which modals show lack of present obligation/ necessity, and past obligation/necessity?

TOOL BOX

Fill in the blanks with the correct function of the modals.

past obligation

lack of obligation

obligation & necessity

- ▶ We express _____ by using *must, have to, need to*.
- ▶ We express _____ by using *had to*.
- ▶ We express _____ by using *don't have to, don't need to, needn't*.

4 Read the sentences and write the number under the correct column.

- 1 You don't need to stay for the whole concert.
- 2 We must finish the poster before the cultural parade starts.
- 3 They had to wear traditional outfits last year.

obligation & necessity	lack of obligation	past obligation

5 a Read the sentences and pay attention to the parts in bold.

- 1 You **mustn't** use your phone during the school film screening.
- 2 You **can** bring your own snacks to the international sports festival.

b Now, work in pairs to discuss the questions below. Explain your reasons.

- 1 Which modal shows prohibition?
- 2 Which modal shows lack of prohibition /permission?

TOOL BOX

Fill in the blanks with the correct function of the modals.

prohibition

lack of prohibition/permission

- ▶ We express _____ by using mustn't, can't.
- ▶ We express _____ by using can, may, could.

6 a Work in pairs. Choose one event to write two rules of prohibition and two rules of permission using the modals.

Global Music Night

International Food Festival

World Film Day

E.g.

- ▶ *You must not block the aisles in the World Film Day.*
- ▶ *You may take photos in the open area in the International Food Festival.*

b Share your event rules with a peer.**7 a Read the sentences and pay attention to the parts in bold.**

- 1 You **should** try local dishes, even if your preference is for fusion food.
- 2 Visitors will **be able to** watch live matches online in the future.

b Work in pairs and discuss the questions. Explain your reasons.

- 1 Which modal shows advice?
- 2 Which modal shows present or future ability?

TOOL BOX

Fill in the blanks with the correct function of the modals.

advice

present or future ability

- ▶ We express _____ by using should, ought to, had better, could.
- ▶ We express _____ by using be able to.

8 Your school is organizing a trip to a festival next month. Read the dialogue and fill in the blanks by using *should, ought to, had better, could, or be able to* in the correct form to complete the sentences.

Teacher To get a visa on time, you _____ apply this week.

Lara I'm worried about the language. Will I _____ understand the native speakers?

Teacher Don't worry! You _____ download a language app to practice some common phrases before we go.

Lara What about the weather?

Teacher It's very rainy. You _____ pack a waterproof jacket, or you will get soaked!

GAME**MODALS IN ACTION**

Click or scan the QR code to play the game.



Game 6.2



Mid-theme e-activity 6

- 1 Look at the pictures and read the quotes. Then, think about the common priority of these two writers.



"We must find our own path through our national history."



"Embrace the world, but never lose your cultural identity."

- 2 Read the text quickly and choose the best title.

- a Becoming a Global Citizen
- b Losing Culture in the Modern Age
- c Balancing Local Identity and Global Life

We live in a fast-paced world. We eat burgers from America, watch anime from Japan, and use technology from Korea. This is called globalisation. It connects us, but it also brings an important question: While we are becoming global citizens, do we lose our own culture?

Two important Turkish writers, Kemal Tahir and Alev Alatlı, have a strong message for us about this issue. They believe that to be strong in the world, we must first know ourselves.

Kemal Tahir was a famous Turkish novelist who wrote about Turkish history, life, and society. In his novels and studies, he tried to understand how Ottoman-Turkish society developed in its own way, with social and cultural structures different from Western countries. He believed that this society did not follow the same historical path as Western world and therefore had its own conditions and traditions. For this reason, he argued that progress should be based on a country's own history and social reality. According to Kemal Tahir, being modern did not mean leaving one's roots behind, but building the future by understanding one's own people and past.

Alev Alatlı is another well-known writer. She studied in the United States and knows the Western world very well. However, she criticises the idea that "the West is always best." She argues that we should learn

about the world, but we should look at it through our own eyes. She emphasises intellectual independence. Alatlı believes that if we only consume global culture (like films, music, and ideas) without thinking critically, we may become "mental copies" of others. She advises young people to protect their own values and cultural codes while communicating with the world.

Globalisation is like the wind; it blows everywhere. Culture is like the roots. Kemal Tahir reminds us to keep our roots deep in our own soil. Alev Alatlı reminds us to stand tall and think for ourselves.

So, learn English, travel the world, and enjoy global diversity. But remember: A tree with weak roots falls in the wind. To be a true global citizen, you must first love and understand your local culture, traditions, and history.

- 3 Read the text again and write the names of the writers next to their ideas.

	idea	writer
1	Knowing history helps people stay strong.	_____
2	Global culture should be questioned.	_____
3	Every society has its own character.	_____
4	Thinking independently is important.	_____

- 4 Work in groups. Discuss the questions below.

- ▶ Why does Kemal Tahir emphasise history and tradition? Give reasons.
- ▶ What does Alev Alatlı warn young people about?
- ▶ According to the text, how can people become true global citizens?

- 5 Write a short paragraph in your notebook explaining how you can be both global and local at the same time, as in the example below.

E.g. I can be global by speaking English and using the internet to learn about different cultures. At the same time, I stay local by celebrating our local cultural days with my family. For example, I watch international videos online, but I listen to local music at home.

1 Look at the items below and choose what each one describes.

items	descriptions		
★ ★ ★ ★ ☆	a location	b restaurant decor	c overall rating
fusion restaurant	a a restaurant type	b price	c a type of dessert
Tantuni Wrap	a atmosphere	b menu item	c waiting time

2 Read the restaurant review below. Write one sentence from the text for each part.

parts	sentences
1 place & atmosphere	
2 food & portions	
3 service experience	
4 overall opinion	

City-Moon Fusion - Türkiye

★ ★ ★ ★ ☆

Last weekend, my friends and I visited City-Moon Fusion, a trendy fusion restaurant in Mersin. The atmosphere was modern and lively, with neon lights, electronic music, and an open kitchen. The open kitchen gave the place a spectator feel; you could watch the chefs at work.

We ordered a few dishes to share. My favourite was the Tantuni Wrap. It had a creative combination of beef and spicy flavours, and the portion was just right. My friend tried the Organic Fusion Bowl, which was colourful, balanced, and nutritious. For dessert, we chose the Künefe Brûlée. However, the service slowed down after the main course. We waited 25 minutes for the dessert, and when it finally arrived, it was slightly cold instead of warm. Also, the prices were a little higher than expected. We paid €18 for dishes and €9 for dessert in total.

Overall, City-Moon Fusion is a great place for modern global cuisine. They should improve the speed of service. I'd definitely come back, but maybe not when I'm in a hurry.

3 a Choose a restaurant or café you have recently visited. Before you write, organise your ideas by taking short notes in the table below. Make sure to think of some descriptive adjectives.

parts	what to include
introduction	
atmosphere	
food/price/service	
overall opinion	

b Now, use your notes from the table and write your own restaurant or café review in your notebook following the steps below.

- ▶ Use descriptive adjectives (e.g., *modern, lively, delicious, cosy*).
- ▶ Use modals to give advice or express possibilities (e.g., *should, could, might*).
- ▶ Link your ideas with transition words (e.g., *first, however, also, overall*).

4 a Work in pairs. Exchange your reviews. Provide feedback using the checklist below.

- ▶ The review has 4 main parts.
- ▶ At least one descriptive adjective is used.
- ▶ Modals are used.
- ▶ There is a final recommendation.

b Revise your review based on the feedback.

c Reflect on your paragraph.

- ▶ What was easy about writing a restaurant review?
- ▶ What was difficult?



CLIL & CULTURE

- 1 Do you think music and food can both express culture and emotions? Share your ideas with your peer.

Music and Flavours in One Life

Gioachino Rossini was one of Italy's most famous composers in the 19th century. He was born in Pesaro, Italy, in 1792 and became famous at an early age. His most popular opera, *The Barber of Seville*, is still performed all around the world and is genuinely considered a precious work of art.

Rossini was not only a musician but also a true gourmet. He loved cooking, fine food, and elegant dinner parties. After he stopped writing operas, he spent most of his time creating recipes and inviting friends to taste them.

One of the most famous dishes named after him is Tournedos Rossini, a steak served with foie gras (a luxury food made from the liver of a duck or goose), truffles, and a special sauce. People say Rossini often worked with top French chefs to design new flavours. Apparently, he could mix culinary traditions to create something elegant.

When asked about life, he once said: "Eating, loving, singing and digesting are, in truth, the four acts of the comic opera known as life." Rossini died in Paris in 1868, but his passion for both music and cuisine still inspires artists and chefs today.



DID YOU KNOW?

- Rossini composed over 30 operas before the age of 40.
- He stopped composing operas quite young but continued to produce "musical appetisers", small piano pieces inspired by food.
- He was called "The Mozart of Italy" because of his genius and sense of humour.

- 2 Read the text and match the beginnings and endings to form true sentences about Rossini. One is extra.

☐ 1 Rossini was born in	a music and food.
☐ 2 His most famous opera is	b Pesaro, Italy.
☐ 3 One of the most famous dishes is	c <i>The Barber of Seville</i> .
	d Tournedos Rossini.

- 3 Create a new recipe, think about the ingredients you will use and reasons. Write about your own creative food idea.

E.g. *My recipe would include fresh pasta, mushrooms, and a creamy cheese sauce because it combines energy and comfort.*

- 4 Design a mini "Rossini Menu" card combining food and music, such as *Pasta Symphony*, *Chocolate Sonata*.

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.
- 2 Complete the story with the statements below. Then, listen, check and act it out.

a That must be globalisation in one day.

b We're all connected more than we think.

c Be brave... in appropriate portions!

d Your playlist travels more than we do.

A DAY OF GLOBALISATION



Audio 6.4

Lyra Noor! Every morning starts with a new music surprise. I still can't get used to your global playlist, you know, little sister.

Noor I swear I didn't touch anything! It started with Korean pop, then jumped to Turkish rock. It's not my fault!

Lyra (1) ____

Noor Facts.

Lyra This breakfast looks like a world tour, Noor.

Noor Totally. The toast with hummus is genuinely good. You should try it.

Lyra Should I add wasabi too?

Noor (2) ____

Lyra Ok, next stop: Turkish olives!



Lyra Wow, everyone actually must be awake today.

Noor For now... it can be morning for some, midnight for others.

Lyra Global life, huh?

Noor (3) ____

Lyra Good morning! Merhaba! Bom dia!



Lyra We basically travelled the world without leaving the house today.

Noor Music from Asia, breakfast from everywhere, meetings across continents...

Lyra And now world news.

Noor (4) ____

- 3 Work in pairs and choose one global object (e.g., *smartphone*, *trainers*, *recipe*, *app*, *playlist*, *snack*) and make a short dialogue showing how this object connects people across cultures. Share your dialogue with the class.
- 4 Work in pairs. Discuss the following questions.
 - Which moment in the picture strip story best represents globalisation?
 - Which expression is the most meaningful to you? Give reasons.



PERFORMANCE ASSIGNMENT

My Cultural Portfolio

Work individually to prepare a project about how one country's culture connects to the world through food, sports, the arts and globalisation. Follow the steps below.

- 1 Choose one country to research (e.g., *Japan, Mexico, Italy, Brazil, Türkiye*).
- 2 Find information about its traditional cuisine and food habits, popular cultural events, and important contributions to global sports or the arts.
- 3 Explain how globalisation has influenced this country in terms of cultural exchange.
- 4 Create your cultural portfolio by using the target words and structures with visuals, simple comparisons, and a short reflection on which part of this culture inspires you the most.
- 5 Present your project as a written report, a creative poster, or a short video.
- 6 Give peer feedback while listening to your classmates' presentations, using the rubric on page 171.



SELF EVALUATION AND REFLECTION

- 1 Can you talk about global cuisines, cultural events, and how globalisation connects people?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ Complete the sentences using the words below. One is extra.

flavour tradition
 globalisation parade

- a Many dishes have a unique _____ that represents a country's culture.
- b A mini _____ often appears at festivals to celebrate music and dance.
- c Some recipes are part of a long-standing cultural _____.

- 2 Can you express probability, speculation, obligation, and lack of obligation by using modals?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ Use the correct modals below to complete the sentences. One is extra.

can't don't have to need to
 might should

- a This dish looks unusual, it _____ be a fusion of two cultures.
- b You _____ buy a ticket for the food area; entry is free.
- c We _____ arrive early for the concert, or we won't find good seats.
- d That team _____ be from Brazil. Their flag looks completely different.

- 3 Can you describe your feelings, attitudes, and thoughts about your global learning experiences?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- ▶ Complete the sentences with a suitable word or expression.

- a I feel _____ when I learn about different cuisines and cultures.
- b International sports and music events are _____ because they bring people together.
- c When I try a new dish, _____ helps me understand its story and cultural meaning.



REFLECTIONS ON COLLABORATION

- 1 Can you participate actively in pair and group discussions and projects?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- 2 Complete the following sentences.

- ▶ One thing I do well in pair/group work is _____.
- ▶ One thing I find difficult in pair/group work is _____.
- ▶ One way I can improve my contribution in group work is _____.



End-of-theme
e-activity 6

LIFE IN NATURE & GLOBAL PROBLEMS

THEME 7



Theme 7



CLOSE-UP



SUB-THEMES

- ▶ Natural disasters and their impact on nature
- ▶ Natural disasters and their impact on humans
- ▶ Impact of technology on global issues (AI, data, healthcare)

FUNCTIONS

- ▶ Identifying and describing people, things, and events
- ▶ Referring to objects or things by providing essential information that identifies them
- ▶ Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence
- ▶ Expressing ideas about natural disasters and their impact on nature and humans
- ▶ Expressing ideas about the impact of technology on global issues

SOCIAL LANGUAGE

- ▶ Let's not waste anything on this planet!
- ▶ We should do something for the Earth, even if it's small.
- ▶ That earthquake was scary!
- ▶ Small actions matter for our world!
- ▶ We have to protect what we've got on this planet!

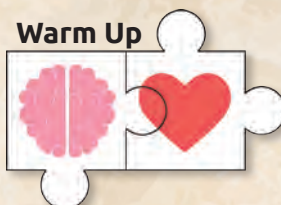
PRONUNCIATION

- ▶ earthquake, hunger, harm, ruin, species, island, disaster, tsunami, castle, earth, rescue, guess, eruption, truth



Warm Up 7

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

- 1 Click or scan the QR code to access and complete the flashback activity.



Flashback
Activity 7

- 2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

- b Now, watch Digital Story 7. Do the connections you found between the pictures and the story match your predictions?



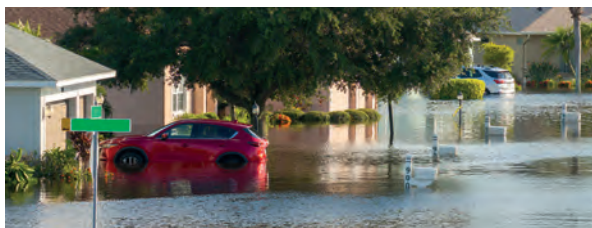
Digital
Story 7



WATCH AND NOTICE

1 Look at the pictures and discuss the questions below.

- ▶ Which disasters do you already know?
- ▶ Which disaster do you think is more dangerous? Give your reasons.

**2 a Watch Digital Story 7 and tick (✓) the words/phrases you hear.**

- | | |
|--|--|
| ☐ avalanche | ☐ flood |
| ☐ habitat | ☐ shortage |
| ☐ healthcare | ☐ rescue drones |
| ☐ tornado | ☐ erosion |
| ☐ survivor | ☐ device |
| ☐ tsunami | ☐ hurricane |
| ☐ volcanic eruption | ☐ tragedy |

b Now, check your answers with your peer.**3 Watch Digital Story 7 again and match the scenes (1–5) to their main ideas. One is extra.**

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

- a helping villagers recover after the flood
- b using technology to understand environmental changes
- c preparing for a sudden weather shift
- d learning emotional lessons from the journey
- e observing the sensitive ecosystem of the island
- f repairing damaged roads and building shelters

4 Watch Digital Story 7 again and write if the sentences are true (T) or false (F).

- ☐ 1 The team ignored the early warnings about the changing weather.
- ☐ 2 Some villagers had difficulty accessing clean water after the flood.
- ☐ 3 The drones were unable to scan the areas affected by the disaster.
- ☐ 4 The group repaired a solar-powered device to support the shelter.

5 Match each cause to its effect according to Digital Story 7. One is extra.

- a Heavy rainfall continued overnight.
- b The rising humidity signalled a possible storm.
- c The flood eroded the hillside.

- ☐ 1 The shelter had no electricity during the emergency.
- ☐ 2 The lower paths became muddy and slippery.
- ☐ 3 The lower trail was blocked.
- ☐ 4 The researchers became more cautious.

6 Work in pairs to discuss the questions. Then, share your ideas with the class.

- ▶ Why are natural areas like Stormcrest Island often more vulnerable to natural disasters?
- ▶ What responsibilities do people have towards the conservation of sensitive ecosystems like the one on Stormcrest Island?
- ▶ What human factors do you think play the most critical role in the resilience of communities following natural disasters, based on the Digital Story?

7 Prepare a banner about the effects of any natural disaster, as in the example. Then, present it to the class.

HURRICANES: POWERFUL STORMS THAT CHANGE LIVES

They can _____

- destroy homes and roads.
- force people to evacuate.
- harm wildlife and nature.

1 a Watch Scene 2 of Digital Story 7 and pay attention to the pronunciation of the words below.

quiet

islands

temperature

start

thunder

storms

often

increasing

humidity

stronger

guess

b Now, repeat the words as a class, paying attention to their pronunciation.

2 a Listen to an online article about natural disasters and technology, focusing on the words that have a letter in bold, and then repeat them.



The last earthquake, which happened on the **i**sland, damaged some buildings, including the old stone castle. Fortunately, there was only minor debris. After this **s**udden disaster, **s**cientists started to analyse safer and smarter ways to support rescue teams. They **d**esigned a virtual system that helps reduce danger and enables experts to locate survivors more **q**uickly. It also enables people to communicate more effectively and **s**afely during emergencies. Similar **t**ools are also used in areas where floods, **t**sunamis or volcanic **e**rupsions are common. Specialists **o**ften say that **s**uch technology is not only useful but also **c**rucial for our future **b**ecause it allows teams to stay safe, start rescue work sooner, and protect both people and nature.



Audio 7.1

b Read the text again and write the words that have a letter in bold into the correct column.

question	use	are	isle	system	music	understand	truth

c Read and circle the words which have a letter that you write but do NOT hear.

emergencies / survivors / danger / tsunamis / castle / because / tools / stone / often / buildings

3 Listen to the recording carefully to choose the word pairs you hear in each sentence.

1 a theme - cattle

b team - castle

c term - cancel

2 a treat - hurt

b that - word

c threat - Earth

3 a smart - build

b start - billed

c strong - bold

4 a rescue - disaster

b risky - designer

c rusty - December

5 a humid - Iceland

b humours - silent

c humans - island



Audio 7.2

4 a Practise the dialogue below in pairs, focusing on the pronunciation of the words in bold.

Sam Did you hear? The flood hit the **castle** on the **island**. The river overflowed, and the area was strangely quiet.

Lily Yes, it's **serious**. A **rescue team** is trying to send **supplies**, but the report **shows** the wind is rising.

Sam Then we should warn the **survivor camp**. A **tornado** could start soon.

b Now, prepare your own dialogue. Use at least three words from exercise 1a.

5 a Record yourself reading the text in exercise 2a at home. Listen to your recording and compare it with Audio 7.1.

b Now, exchange your recording with your peer to give feedback. Then, check it with your teacher.

Criteria	Pronunciation Feedback Checklist	Check
Clarity	The target sounds are pronounced clearly.	✓/✗
Rhythm	The rhythm sounds natural and smooth.	✓/✗
Fluency	The text is read fluently and confidently without long pauses.	✓/✗

1 a Watch Scene 3 of Digital Story 7 and tick (✓) the words you hear.

☐ earthquake	☐ urgent	☐ cliff	☐ recovery
☐ disaster	☐ hunger	☐ wildlife	☐ firefighter
☐ first-aid kits	☐ landslide	☐ duration	☐ survival
☐ panic	☐ trading	☐ disorder	☐ species

b Compare your answers with your peer. Then, check the meanings using a dictionary.

2 a Read the script of Scene 3 of Digital Story 7 on page 157 and tick (✓) what it is mainly about.

- ☐ effects of a natural disaster on people
☐ new technology and its role in modern city life
☐ daily life and routines in a village community

b Work in pairs. Find and underline the target words in the table below in the script of Scene 3 of Digital Story 7, and then complete the context clue table.

target word	What is happening?	Who/What is affected?	feeling/result
anxious	hearing bad news	Ava	worried
desperate			
homeless			
miserable			
tragic			
urgent			

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

word		meaning	
☐ 1	anxious	☐ 2	desperate
☐ 3	homeless	☐ 4	miserable
☐ 5	tragic	☐ 6	urgent
a	extremely sad	b	requiring immediate action
c	very unhappy	d	without a home
e	feeling proud	f	very worried
g	feeling hopeless		

b Now, circle the correct word to complete the news paragraph from a nature reporter's social media post.

A Tragic Night in Jakarta

After the storm that hit Jakarta last winter, the river overflowed and left many families feeling (1) **anxious / urgent** as they waited for rescue teams to arrive. Some became (2) **tragic / desperate** because they felt unsure when they would see their loved ones again. Despite this unfortunate situation, volunteers quickly organised food, blankets, and temporary support. At first, no one knew how many houses were destroyed. Later it became clear that dozens of families were (3) **homeless / anxious**. It was a truly (4) **tragic / urgent** scene. Even in these (5) **homeless / miserable** conditions, people showed remarkable strength, helping one another and remaining hopeful about rebuilding their community.



c Imagine you are a volunteer. Talk about how the families you meet are feeling after the storm. Use at least one of these words: anxious, desperate, homeless, tragic, miserable.

- 4 a** Read the text from a nature and adventure magazine. Focus on the **highlighted** words to find out what they mean.

The Man Who Skied Down Everest

Andrzej Bargiel is a Polish ski mountaineer who is known for pushing the limits of human endurance. He made history by becoming the first person to climb and ski down Mount Everest without using supplemental oxygen on September 22, 2025.

Because of icy **cliffs**, steep rock walls, and extreme blizzards, every step towards the peak was risky, and Bargiel faced serious challenges throughout his journey.



Before his success, he had already made several attempts and experienced **tragedies**, which include serious accidents and failure several times, but these experiences helped him learn how to cope with pressure and focus on **survival**. His brother, who was good at technology, was also with him and guided him using a modern technological **device**, a drone that helped during **widespread** snowstorms. With this technological support, Bargiel was able to make **wise** decisions, reduce risks, and maintain safety throughout the mission. In conclusion, Bargiel's success demonstrates how experience and technology can work together to overcome extreme challenges.

- b** Read the paragraph below to complete the missing parts with the suitable **highlighted** words in exercise 4a. One is extra.

Natural disasters continue to shape our planet. After a massive landslide, high (1) _____ collapsed into the sea, causing (2) _____ damage to nature. Rescue teams worked hard to protect people and support their (3) _____. Scientists are now developing a new (4) _____ that can predict such events earlier. These efforts show how humans can respond to nature's power in a (5) _____ way.

- c** Now, read Bargiel's story and tell it to your peer using as many **highlighted** words as possible.

LET'S TALK!

- 1 a** Read the expressions. Two have similar meanings; find and underline the sentences.

- ☐ 1 Let's not waste anything on this planet!
- ☐ 2 We should do something for the Earth, even if it's small.
- ☐ 3 That earthquake was scary!
- ☐ 4 Small actions matter for our world!
- ☐ 5 We have to protect what we've got on this planet!

- b** Now, match the expressions to their similar meanings. One meaning matches two expressions. One is extra.

- a Even little efforts can help make the world better.
- b It's important to save energy, water, and natural resources.
- c We must take care of the environment and not lose what we have.
- d That natural disaster was really frightening.
- e We need to be more careful with how we spend money.

- 2** Work in pairs. Choose the expression you agree with the most from exercise 1a and explain by giving reasons, then share it with the class.

E.g. *I agree the most with 'Small actions matter for our world!' because even small things like recycling or saving water can make a big difference when everyone does them.*

GAME

NATURE IN BALANCE

Click or scan the QR code to play the game.



Game 7.1

1 a Read the dialogue below focusing on the sentences in bold.

Laura The flood that hit our region last month destroyed many houses near the river.

Paul I know. My uncle, who lives near the valley, also had to leave his home.

Laura That's terrible. We helped the families that were in need, and we distributed aid kits to the survivors.

Paul You did a great job. I'm working on an AI-based project which can forecast heavy rainfall more accurately.

Laura Really? That kind of system, which could warn people earlier, would save so many lives!

Paul Exactly. The data we collect from satellites helps us predict floods before they happen.

Laura Technology that serves humanity like this gives me hope for the future.

Paul Me too. The volunteers who helped rescue people during the flood inspired me to continue working on this project.

Laura Yes, people who use their skills to protect others really make a difference.



b Work in pairs to examine the sentences in bold in the dialogue above and answer the questions.

- ▶ What do you notice about the sentences?
- ▶ Which words connect the two ideas in each sentence?

2 a Watch Scene 4 of Digital Story 7. Pay attention to the sentences that contain *who*, *which* or *that*.b Go to page 158 and read Scene 4 of Digital Story 7. Find and underline the sentences that contain *who*, *which*, *that*.

c Compare the sentences you underlined with your peer.

TOOL BOX

1 Choose the correct option to form the rule.

▶ We _____ by using sentences that include *who*, *which*, *that* (relative clauses).

- a refer to people or things by providing information that identifies them
- b compare people or things by providing information that shows differences

Note: *Who* and *which* link a relative clause to the main clause. We use relative pronouns to join clauses to nouns.

Scientists warn us about rising temperatures. They study climate change.

Scientists who study climate change warn us about rising temperatures.

2 a Complete the rule using *who*, *which* or *that*.

- ▶ We use (1) _____ for people and (2) _____ for things.
- ▶ We use (3) _____ for people and things.

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

- 1 There's a woman _____ is waiting for her son in the school garden.
- 2 The man sold his car _____ was broken last week.

3 Complete the text below using *who*, *which* or *that*. Then, compare your answers with your peer.

Last spring, a severe storm hit a small town (1) _____ was surrounded by steep hills. The heavy rain caused a flood (2) _____ destroyed many farms along the river. The soil (3) _____ covered the hills was washed away, leaving deep cracks on the land. Farmers (4) _____ depended on the fertile soil lost most of their crops. The river (5) _____ overflowed also carried mud and rocks into nearby houses. Engineers (6) _____ visited the area later built barriers to stop erosion from happening again.

4 a Work in pairs. Discuss the difference between the sentences below.

- ▶ I'll use the offline AI communication app which I downloaded for emergencies.
- ▶ I'll use the offline AI communication app, which is useful during disasters.

b Work in pairs. Answer the questions about the sentences above.

- ▶ In which sentence(s) do we use commas? Why do you think they are there?
- ▶ Which sentences give essential information, and which give extra information?

TOOL BOX**1 Circle the correct option to form the rules.**

- ▶ To refer to objects or things by providing essential information that identifies them, we use (1) *defining / non-defining* relative clauses.
- ▶ To refer to objects or things by adding extra, non-essential information without changing the core meaning of the sentence, we use (2) *defining / non-defining* relative clauses.

2 Complete the sentences using your own words to make one *defining relative clause*, one *non-defining relative clause*.

- 1 Scientists _____ are collecting data about soil erosion.
- 2 Scientists, _____, are collecting data about soil erosion.

5 Read the paragraph and complete it with *who*, *which* or *that* and add commas (,) where necessary.

A tsunami (1) _____ was caused by a strong earthquake destroyed several villages, leaving thousands of people in need of urgent help. Soon after, the rescue team (2) _____ arrived from Spain worked day and night to help the victims (3) _____ were trapped under debris. At the same time, local volunteers (4) _____ organised food and shelter supported families that had lost their homes. During the operation, Dr Lilly (5) _____ believes technology can prevent global problems played a key role in coordinating the response. As a result, the warning system (6) _____ sends messages to people before floods helped save many lives.

6 Work in pairs and practise the mini dialogue. Then, make your own dialogue using *defining* or *non-defining relative clauses* and act it out.

Have you visited Kula Fairy Chimneys, which are protected within a 37.5-hectare natural site?

So, is this protected area part of Kula Volcanic Geopark, which is Türkiye's first and only geopark?

Yes. The area that was registered as a natural monument in 2012 is kept safe from erosion.

Exactly. This geopark, which is listed as the 58th in Europe and the 100th in the world, uses modern monitoring technology.

**7 a Write two sentences: one with a *defining* and one with a *non-defining relative clause* about a natural disaster or a technology that helps people.**

b Now, share your sentences with the whole class.**GAME****SURVIVOR STORY CHAIN**

Click or scan the QR code to play the game.



Game 7.2

Mid-theme
e-activity 7

- 1 Work in pairs and describe what you see in the pictures. Then, share your ideas with the class.



- 2 Read the text quickly to tick (✓) the topics in it. Then, compare your answers with your peer.

☐ Natural disasters and survival

☐ Human strength and teamwork

☐ Environmental impact of storms

☐ Technological innovation in rescue operations



The Storm That Tested Human Strength

A strong snowstorm that struck the eastern slopes of Mount Everest on 5 October 2025 left hundreds of climbers trapped. The storm, which was stronger than experts had **forecast**, blocked several routes and damaged communication systems that connected rescue teams with climbers. Environmental specialists warned that the storm, which developed suddenly over the Himalayas, might harm fragile ecosystems that support rare species.

Rescue workers who were trained to cope with high-altitude conditions managed to rescue more than a thousand people. Medical teams worked to cure those who were affected by cold and exhaustion, while local authorities tried to **maintain** communication lines and **strengthen** coordination among emergency groups. Survivors who managed to **overcome** the disaster shared that teamwork and quick decisions helped them to **obtain** safety.

"Nature can easily ruin our plans," one climber said, "but it can also heal our spirits when we work together." "We need to **anticipate** such disasters and to **progress** in sustainable mountain tourism," one researcher explained.

Mount Everest, which remains the highest peak on Earth, once again reminded people of the balance between human courage and nature's unstoppable and inevitable power.

- 3 a Discuss the highlighted words in the text with your peer and share what you think they mean.

- b Read the text carefully to complete the paragraph using the **highlighted** words. One is extra.

When scientists (1) _____ a powerful tsunami that could hit the coastal areas, experts tried to (2) _____ which neighborhoods would flood first, and local authorities immediately took action to (3) _____ the safety measures around the villages. They worked hard to (4) _____ communication systems, and help people (5) _____ fear and panic. Thanks to the rescue teams, who coordinated efficiently, hundreds of survivors could (6) _____ food and medical aid in time. The disaster, which caused severe floods, reminded everyone of the importance of preparation and teamwork.

- 4 Read the text again to answer the questions below.

- 1 What caused the rescue operations to become difficult during the storm?
- 2 How did teamwork help the climbers survive?
- 3 What were the environmental consequences mentioned by the specialists?
- 4 What message does the story give about the relationship between humans and nature?

- 5 Complete the sentence to explain the lesson you learnt about human courage, teamwork, and our relationship with nature. Then, share your ideas with the class.

This story made me realise that _____.

1 a Read the article from a nature magazine and choose what it is mainly about.

- a The snowy mountains in Norway and how they change in winter
- b An avalanche in Roldal and how it affected people in the region

Nature & Science Magazine – March Issue

In January 2019, an avalanche occurred on a mountain road near Roldal in Norway. It **primarily** affected transportation and daily life in the region. Large amounts of snow that moved down the mountain **inevitably** blocked the main route, covered several vehicles, and made access to the area difficult for hours, so people had to wait **desperately** for the road to open.



Emergency teams immediately reached the area and worked to reopen the road, support local communities, and coordinate safety measures. Modern devices and communication systems helped experts observe weather changes and plan wisely to manage the situation.

This event, which reminded people of the importance of winter safety, showed how natural processes can **dramatically** influence both the environment and human activity. Small actions matter for our world!

b Complete the dialogues using the highlighted words in the article. One is extra.

- 1 **Grace** How was the lost hiker when the rescue team reached him?
Oliver He was waiting _____ to be rescued on the mountain.
- 2 **Jane** Did you see how quickly the weather changed this afternoon?
Ethan Yes, it shifted _____, and the whole area turned dark.
- 3 **Lion** They closed the highway again because of the heavy snow.
Sophie With conditions like this, that was _____ going to happen.

2 Now, write your own article for an international science and environment magazine.

- ▶ Describe a natural disaster and its widespread impact on both nature and humans.
- ▶ Present a technology solution that can help people cope more efficiently with such problems.
- ▶ Use 2 of the highlighted words from the article in exercise 1a.

The Global Reporter's Column

3 a Exchange your article with a peer and tick (✓) the boxes below to give feedback on his/her work.

- ☐ Does the text have two clear sections?
- ☐ Does it include vocabulary related to disasters and technology?
- ☐ Does the technological solution sound realistic and useful?

b After feedback, edit and rewrite your article. Then, create a digital version like a poster, blog post or class e-magazine page to present to the class.



CLIL & CULTURE

1 Look at the pictures of two places and match their names to the correct one. One is extra.



☐ a The Ring of Fire

☐ b Surtsey Island

☐ c The Great Rift Valley

2 Read the text and write the headings to the correct paragraphs. One is extra.

Nature's Newborn Land

The Zone Where Continents Collide

The Cradle of Humanity

The Frozen Continents

Great Geographical Wonders that Shaped Our Planet

From volcanoes that create new islands to rivers that carve valleys, our planet has always been in motion. These incredible geographical wonders not only formed the land we live on but also changed how humans survive and adapt.

The Ring of Fire – _____

The Ring of Fire, which surrounds the Pacific Ocean, is one of the most active volcanic zones on Earth. 90% of the world's earthquakes also happen there. It is a chain of volcanoes, ocean trenches, and tectonic movements that inevitably shape our planet. It includes countries like Japan, Indonesia, and Chile. Many islands that exist today were born from powerful eruptions that took place there.

The Great Rift Valley – _____

The Great Rift Valley, which stretches from Lebanon to Mozambique, is one of the most important geological features in the world. It is where some of the earliest human fossils were discovered. Scientists believe this region, which keeps moving slowly every year, might eventually split Africa into two separate landmasses in the distant future.

Surtsey Island – _____

Surtsey, which appeared after a volcanic eruption under the Atlantic Ocean in 1963, is one of the newest islands on Earth. No humans were allowed to live there so that scientists could study how life begins on fresh land. Within years, birds, insects, and plants started to arrive. Surtsey, which still grows slightly each year, helps us understand how ecosystems recover after natural disasters.

3 Answer the questions below.

1 Which one is still growing today?

2 Which one is important for understanding early human life?

3 Which ones show how volcanoes can create new land?

4 Work in pairs. Discuss how humans can protect natural places from global problems.

5 Create a digital poster using an app or a website titled *A Natural Wonder That Shapes Our World*. Then, present it to the class.

1 Look at the title. In groups, guess and discuss what happens in the picture strip story.

2 Complete the story with the statements below. Then, listen, check and act it out.

a Nature often adapts, even after major changes.

b So, that kind of technology helps communities plan recovery more efficiently.

c Small actions matter for our world after all.

d The volcano, which had been quiet for years, surprised many people.

SMALL ACTIONS, BIG IMPACT



Ruth Look at this. There was a volcanic eruption last week.

James Oh, is that the one which scientists had been monitoring for a long time?

Ruth Yes. (1) ____



James This area near the volcano has habitats that support a lot of wildlife.

Ruth Really? I didn't realise so many species live around it.

James They do. (2) ____



Ruth Actually, this app uses satellite data to track volcanic activity.

James Right, and experts who analyse this data can forecast changes earlier.

Ruth (3) ____



James It's interesting how an event connects nature, people, and technology.

Ruth Yeah, it makes you think a bit more about everyday choices.

James Exactly. (4) ____

3 Work in pairs. One of you tells the story from memory, and the other listens and corrects any missing details. Then, exchange roles.

4 Work in groups and talk about what people can do before, during, and after a natural disaster to stay safe.



Audio 7.3



PERFORMANCE ASSIGNMENT

Exploring Natural Disasters and Technology-Based Solutions: Multimedia Presentation

Work in groups to prepare a multimedia presentation about how natural disasters affect people and the environment and how technology helps reduce their impact. Follow the steps below.

- 1 Choose one natural disaster (e.g., *earthquake, flood, wildfire, volcanic eruption*).
- 2 Search for information about its causes and effects on humans and nature, and how technology (AI, data systems, early warning devices, etc.) helps reduce its impact.
- 3 Suggest innovative, eco-friendly solutions or preventive actions for disaster preparedness and recovery.
- 4 Design a poster, slideshow or short video showing how science and technology support sustainable life on Earth using the target words and structures.
- 5 Present your work to the class. While listening to your classmates, use the rubric on page 171 to give peer feedback.

- 2 Can you describe how technology helps solve global problems like disaster prediction or healthcare?

☐ Yes, I can. ☐ I think I can.

☐ I need more practice.

- Complete the sentences with the correct words below. One is extra.

forecast device rescue

- a The firefighter used a new _____ to locate people under the ruins.
- b AI systems can _____ natural disasters before they happen.

- 3 Can you identify people or things or add extra information about them in your project using *who, which* or *that*?

☐ Yes, I can. ☐ I think I can.

☐ I need more practice.

- Complete the sentences with the correct words, *who, which, and that* (relative pronouns) and write defining (D) and non-defining (ND).

- a The firefighter _____ rescued the injured people worked all night.
- b Mount Etna, _____ is one of the most active volcanoes in the world, erupted again last year.



SELF EVALUATION AND REFLECTION

- 1 Can you explain the effects of natural disasters on humans and nature?

☐ Yes, I can. ☐ I think I can.

☐ I need more practice.

- Read the statements and choose the correct impact.

- 1 Habitats can be affected.
 - a impact on humans
 - b impact on nature
- 2 Access to basic services can be limited.
 - a impact on humans
 - b impact on nature



REFLECTIONS ON COLLABORATION

- 1 Can you participate actively in pair and group discussions and projects?

☐ Yes, I can. ☐ I think I can.

☐ I need more practice.

- 2 Complete the following sentences.

- One thing I do well in pair/group work is _____.
- One thing I find difficult in pair/group work is _____.
- One way I can improve my contribution to group work is _____.



End-of-theme
e-activity 7

LIFE IN THE UNIVERSE & THE FUTURE

THEME 8



Theme 8

CLOSE-UP



SUB-THEMES

- ▶ Universal issues in the future
- ▶ Search for habitable planets
- ▶ Space and technology

FUNCTIONS

- ▶ Describing universal facts and general truths
- ▶ Describing future possibilities and scientific predictions
- ▶ Talking about imaginary/unreal situations
- ▶ Expressing wishes and regrets about the present, future, and the past

SOCIAL LANGUAGE

- ▶ What do you think the future will be like?
- ▶ Would you go to space if you could?
- ▶ Sounds like sci-fi, but maybe not!
- ▶ The future is closer than we think!
- ▶ Big ideas start with small questions!

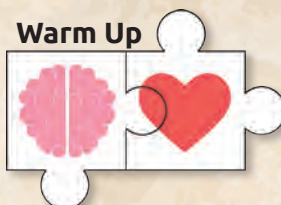
PRONUNCIATION

- ▶ byte, exist, oxygen, plan **Z**, system, technology, voyage, whole, world, year, zero, **y**-axis, **X**-factor



Warm Up 8

Warm Up



well-being

Click or scan the QR code and do the warm up activity.

FLASHBACK

- 1 Click or scan the QR code to access and complete the flashback activity.



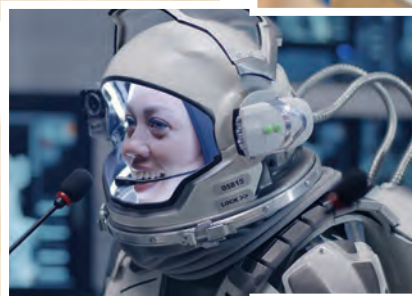
Flashback
Activity 8

- 2 a Look at the pictures. What do you think they are about? Talk in pairs or groups. Use the words you already know.

- b Now, watch Digital Story 8. Do the connections you found between the pictures and the story match your predictions?



Digital
Story 8



WATCH AND NOTICE

1 Look at the pictures. Guess and match them to the correct options. One is extra.


☐ a International Space Station (ISS)

☐ b satellite

☐ c gravity experiment

☐ d ground station dish

☐ e radio communication

☐ f the Earth from space

2 Work in pairs. Tick (✓) the topics you remember from Digital Story 8.

☐ life in space

☐ how astronauts communicate

☐ everyday routines on Earth

☐ technology and teamwork

☐ travelling to other planets

☐ learning about biology

3 a Choose the best heading for each category in the table below. One is extra.

☐ a Social Issues on Earth

☐ b Communication & Cooperation

☐ c Space Technology & Tools

☐ d Life & Daily Routines in Space

1 ____	2 ____	3 ____
☐ solar panels	☐ floating bubbles	☐ live radio call
☐ satellite	☐ sleeping bag	☐ sharing tasks
☐ control module	☐ catching things	☐ stand by
☐ waveform	☐ crumbs	☐ mission briefing
☐ antenna	☐ boiling water	☐ disagreement

b Now, watch Digital Story 8 to tick (✓) the items you notice in the table above.

4 Watch Digital Story 8 again to match each idea to the correct speaker.

☐ 1 living without gravity

☐ a Maya

☐ 2 working in teams

☐ b Commander Hayes

☐ 3 organising the radio test

☐ c Ms Ellis

☐ 4 wondering about the view

☐ d Alex

5 Read the statements inspired by Digital Story 8. Tick (✓) the ones you agree with. Then, explain your reasons to your peer as in the example.

☐ 1 Space exploration teaches us more about Earth than other planets.

☐ 2 If we protect our world better, we won't need to search for new planets.

☐ 3 Curiosity is the first step to solving global problems.

E.g. I agree with statement 2 because protecting Earth is more realistic than finding a new planet.

6 Work in pairs. Imagine you could ask Commander Hayes one more question. Write a sentence like the example below and include your reason. Share your ideas with the class.

E.g. If I could ask one more question, I would ask how the astronauts stay motivated because long missions must be difficult.

7 Record a short message about Digital Story 8. Say one important thing you've learnt from it. Then, share it with a peer and improve your sentence after feedback.

E.g. I learnt that teamwork is important in space because people need to share tasks.

- 1 a Watch Scene 2 of Digital Story 8 and pay attention to the pronunciation and word stress of the words below.

plan z y-axis x-factor voyage volunteer world oxygen exploration year zero

- b Now, repeat the words as a class, paying attention to their pronunciation.

- 2 a Listen to the text and repeat the words/phrases in bold.

Training Day at the Space Research Centre

Last week, a group of **volunteers** joined a special workshop at the Space Research Centre. They observed how signals travelled through different materials and learnt why **oxygen** and **energy** are essential during long missions. One engineer talked about the first **voyage** into deep space and said that curiosity was the **x-factor** behind every mission. Later, the team discussed the possible **existence** of life beyond Earth and examined data from **exploration** studies in a distant **galaxy**. They also watched a simulation of the **world** as seen from space at zero altitude and discussed how astronauts prepare for **zero-gravity** exercises in a closed **system**. By the end of the **year**, the volunteers felt more confident about working with advanced technology to protect the **whole** planet.



Audio 8.1

- b Listen to the text again to write the suitable words/phrases in bold next to the correct row. Some are extra.

galaxy	
vibration	
wind	oxygen,
young	
zone	

- 3 Listen to the recording and choose the word you hear.

- | | | | |
|-------------|----------|---------------|--------------|
| 1 a vehicle | b weasel | 2 a migration | b vibration |
| 3 a wave | b vase | 4 a galaxy | b legacy |
| 5 a stone | b zone | 6 a ecology | b technology |
| 7 a byte | b light | 8 a all | b whole |
| 9 a symbol | b system | 10 a exist | b exit |



Audio 8.2

- 4 a Listen to the sentences to underline the words that have the same pronunciation pattern in exercise 2b. Then, practise the sentences aloud with your peer.

- The engine voice changed as the spacecraft increased its velocity during launch.
- Engineers used a wire to connect the sensor measuring wave patterns.
- The new radar recorded zero errors and zoomed in on objects moving outside the station.



Audio 8.3

- b Work in pairs. Say a sentence about space training with at least two words from this page.

- 5 a Record yourself reading the text in exercise 2a at home, focusing on pronunciation, word stress, and rhythm. Then, listen to your recording and compare it with Audio 8.1.

- b Now, exchange your recording with your peer and give feedback using the checklist. Then, check it with your teacher.

Criteria	Pronunciation Feedback Checklist	Check
sound accuracy	Are the target sounds pronounced correctly in each word?	✓/×
sound contrast	Are the contrasting sounds pronounced clearly?	✓/×
stress & fluency	Are the words stressed correctly and read smoothly?	✓/×

1 a Watch Scene 3 of Digital Story 8 and tick (✓) the words/phrases you hear.

☐ space mission	☐ planetary	☐ galaxy
☐ oxygen	☐ rocket	☐ inhabitant
☐ radiation	☐ zero-gravity	☐ satellites
☐ artificial	☐ aircraft	☐ colonies
☐ interplanetary travel	☐ navigation	☐ civilisation

b Compare your answers with a peer. Discuss the words and phrases that are new to you.

c Work in pairs. Write the words you ticked in exercise 1a under the correct categories below. Then, discuss why each word belongs to that category.

space exploration	space technologies	space conditions

2 a Read the text carefully and pay attention to the words in bold.

Is There Life Beyond Earth?

According to a recent study by the European Space Agency (ESA) and National Aeronautics and Space Administration (NASA), scientists who study space have found water vapour in the **atmosphere** of a distant planet named K2-18b. This planet is located in the habitable zone of its star, where scientists believe it has **potential** conditions for life.

To understand planets like K2-18b, scientists who observe space make careful **observations** by watching and recording details from space. They study distant planets and analyse **essential** elements like **carbon**, which is necessary for life. **Astronomers** examine this information to decide whether such a planet could one day support **inhabitants** who could live there and become a home on a **globe** like Earth.

Although many of these planets remain **mysterious**, each new discovery, which helps scientists better understand the universe and our place within it.

b Read the text again to write the words in bold next to their meanings below. One is extra.

- | | |
|--|---------|
| 1 the Earth as a whole | a _____ |
| 2 a living being that lives in a place | b _____ |
| 3 an element important for life | c _____ |
| 4 difficult to understand or explain | d _____ |
| 5 a scientist who studies space | e _____ |
| 6 careful watching to collect data | f _____ |
| 7 very important or necessary | g _____ |
| 8 possible in the future | h _____ |

c Read the mission files below and complete each file by using the words from exercise 2b to fill in gaps 1–4.

MISSION FILE A

Project Name: Blue Planet Check Status: Ongoing

Our team is studying the Earth using a model (1) _____ to understand how life began. Long-term (2) _____ helps scientists track changes in the environment. One element, (3) _____, is especially important because it is (4) _____ for all known forms of life.

► Conclusion: These conditions explain _____.



MISSION FILE B

Project Name: Beyond Our World **Status:** Under Investigation

Each (1) _____ studies planets outside our solar system. Some of these places are still (2) _____, and scientists need more data. If a planet has the right conditions, it has the (3) _____ to support life. In that case, every living being on that planet would be an (4) _____.

► **Conclusion:** Not all planets are suitable for life, but _____.

d Read the mission files again and complete the conclusion sentence of each file using your own ideas. Then, share your ideas with the class.

3 a Read the dialogue of two commanders and complete it with the words below. One is extra.

solar

distant

civilisation

curious

efficient

unknown

alien

Boe I read signals that are coming from a very (1) _____ planet far beyond our solar system.

Pegg Oh, that's exciting. Anything (2) _____ always raises new questions, right?

Boe Exactly. If there is a/an (3) _____ with its own culture and technology out there, their technology might be very different from ours.

Pegg Some scientists even believe that some intelligent (4) _____ life forms could be observing us.

Boe That's why we use (5) _____ systems to analyse the data quickly.

Pegg And maybe our (6) _____ nature is what will help us understand the universe better.

b Work in pairs. Underline the parts in the dialogue that helped you choose each answer and compare your choices with a peer. Then, act out the dialogue in class.

4 a Imagine you are a part of a research team. Read the space report log carefully, and circle the correct option to complete the mission. Use a dictionary if you need help with new words.

Space Report Log – Entry 47B

Location: Low Earth Orbit

Date: 21 May 2045

The mission team prepared a (1) rocket / satellite launch vehicle to reach the (2) inner / outer regions of space. Special sensors were placed on its (3) external / internal surface to collect information. During the journey, all data was stored in a secure (4) colony / database to protect scientific (5) privacy / potential. Researchers attempted to detect changes in the planet's (6) massive / curious structure and its (7) artificial / dynamic environment over time.

b Imagine you are explaining this report to a new team member. Complete the sentence below.

► This mission focuses on _____ because _____.

LET'S TALK!

1 Match the expressions to their similar meanings. One is extra.

- | | |
|--|---|
| ☐ 1 What do you think the future will be like? | a Even impossible ideas may come true. |
| ☐ 2 Would you go to space if you could? | b The future seems far and hard to imagine. |
| ☐ 3 Sounds like sci-fi, but maybe not. | c Asking questions is the first step to discovery. |
| ☐ 4 The future is closer than we think! | d I'm curious about what will happen next. |
| ☐ 5 Big ideas start with small questions! | e If you could travel to space, would you? |
| | f Progress is happening faster than we expect. |

GAME

MISSION: GUESS THE WORD

Click or scan the QR code to play the game.



Game 8.1

1 a Read the extracts from Digital Story 8 and match them to what they describe.

- 1 "If you heat soup, it doesn't boil like on Earth, but it makes little floating bubbles."
- 2 "If I were there, I would lose everything in five minutes."
- 3 "If we don't cooperate, we won't survive long in space."

- ☐ a something that is always true in the same situation
- ☐ b a real future situation and its possible result
- ☐ c imaginary or unreal situations

b Now, watch Scene 4 of Digital Story 8. Try to notice similar sentences.

- c Go to the script of Scene 4 of Digital Story 8 on page 160. **Highlight** the sentences that describe general truths, underline the ones that describe real future results, and circle the ones that describe imaginary or unreal situations.

TOOL BOX

1 Match the sentences with the structures.

- ☐ 1 If you heat water, it boils.
- ☐ 2 If people protect the Earth, life will be better.
- ☐ 3 If people understood climate change better, they would act earlier.

- a (past simple) + (would/could + base verb) b (present simple) + (will + base verb)
- c (present simple) + (present simple)

2 Match the conditional types with the correct items (a, b, c) in exercise 1.

- ☐ 1 Zero Conditional ☐ 2 First Conditional ☐ 3 Second Conditional

3 Choose the correct option to complete the rules below.

- a Zero Conditional b First Conditional c Second Conditional

- 1 We talk about general truths by using the ____.
- 2 We talk about real future situations and their possible results by using the ____.
- 3 We talk about imaginary or unreal situations by using the ____.

4 Complete the sentences with your own ideas. Then, share your answers.

- 1 If the temperature drops below zero, _____.
- 2 If people reduce waste, _____.
- 3 If I lived on a space station, _____.

2 a Read the text. Pay attention to the sentences in bold.

What If the World Changed?

In recent years, the Earth has experienced record-breaking temperatures and more frequent extreme weather events. Some experts argue that if people understood the risks more clearly, they would act more responsibly. However, many believe the real problem is not awareness but action. **(1) Many people wish governments prioritised long-term environmental solutions instead of short-term economic gains.**

Looking ahead, concerns continue to grow. Citizens often express frustration and uncertainty about the future. **(2) Many people wish societies would stop treating environmental protection as optional and start taking real action in the coming decades.** At the same time, scientists reflect on past decisions and mistakes. **(3) Looking back, many experts wish the authorities had taken stronger action before the damage became so serious.**

b Read the sentences in bold again. Write their numbers to match them to what they describe.

- ☐ a wishes about the future ☐ b regrets about the past
- ☐ c wishes about the present

TOOL BOX

1 Match the sentences including *wish* to the correct *wish-clause* structures.

- ☐ 1 I wish I would win the competition. ☐ 2 I wish I won the competition.
☐ 3 I wish I had won the competition.

a wish + past simple b wish + past perfect c wish + would + base verb

2 Choose the correct option in exercise 1 to complete the rules below.

a wish + would + base verb b wish + past simple c wish + past perfect

- 1 We talk about wishes about the present by using ____.
 2 We talk about wishes about the future and want something to change by using ____.
 3 We talk about regrets about the past by using ____.

3 Complete the sentences with your own ideas. Then, share your answers.

- 1 Now I wish _____
 2 Future I wish _____
 3 Past I wish _____

NOTE We often use *were* after *I wish*. E.g. *I wish I were an astronaut.*

3 Read each phrase carefully, think about it, and discuss in pairs which situation type it represents. Then, match each one with what it expresses. One is extra.

a real future result b past regret c wish about the present
 d imaginary situation e wish about the future

- ☐ 1 If sunlight reaches a planet, temperatures usually increase.
☐ 2 Astronomers wish international teams would work together on deep-space missions.
☐ 3 If humans lived on another planet, daily life would be very different.
☐ 4 Some people wish governments cared more about protecting the Earth.
☐ 5 If countries invest in clean energy, pollution levels will decrease.
☐ 6 Scientists wish early missions had collected more data about distant planets.

4 a Work in pairs and practise the mini dialogue.



If countries invest in clean energy, pollution will decrease.

I wish governments would do this faster.



b Work in pairs. Match each idea with the correct verb and complete the mini dialogues using the correct verb form. Then, act them out in class.

verbs	have, take, test, ignore	ideas	the radio system	small risks
			warning signs seriously	a stronger backup system

- 1 Ece If a mission (a) _____ at the start, bigger problems appear later.
 Max Absolutely. I wish people (b) _____ as soon as they notice them, not after it's too late.
 2 Sam If we (a) _____, we would keep the live call stable.
 May I agree. I wish we had (b) _____ before the connection window opened.

GAME

SPACE DECISION CARDS

Click or scan the QR code to play the game.

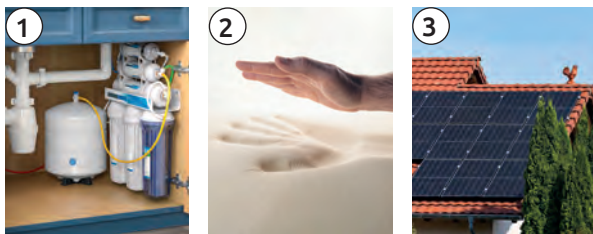


Game 8.2



Mid-theme e-activity 8

1 a Look at the pictures. Tick (✓) the common characteristics of the products below.



- ☐ a They are part of daily life.
☐ b They are used only by astronauts.
☐ c They were created for space missions.

b Which product do you think was developed first? Explain in your own words. Then, discuss in pairs.

2 Read the text quickly to choose a title for it.

- a Life on the International Space Station
 b Three NASA Technologies We Use Today
 c Future Colonies in Space

When people think about space research, they usually imagine rockets and astronauts. However, space research also helps scientists **observe** extreme conditions if they want to understand how humans can live there more safely. To support human life in such conditions, scientists develop new ideas and technologies. Many of these ideas later become part of everyday life.

(1) One example is *memory foam*. NASA scientists developed this material to protect astronauts when they **launched** into space, if they faces high pressure on their bodies. Over time, this material became a product commonly used in mattresses and pillows. Today, engineers continue to advance this technology if they want to improve comfort.

(2) Another important innovation is *water filtration*. In space, clean water is limited, so scientists need to **detect** harmful particles if they want to keep astronauts safe. If they do not detect them in time, water may become unsafe. Scientists installed special systems on spacecraft to solve this. Now, people **interact** with similar systems if they use water filters at home.

(3) A third example is *solar technology*. Early missions helped scientists **estimate** how much energy the Sun could provide. Later, engineers **implemented** these systems

on Earth, especially in places where people have settled far from power networks. At first, engineers tried several solutions if they wanted to improve efficiency, and since then, solar power has become part of daily life.

Many technologies that once seemed distant are now part of everyday routines. Space research continues to influence the world around us if people keep investing in new ideas.

3 Read the text again. Match each paragraph to the correct technology. One is extra.

- ☐ a solar energy systems for daily life
☐ b materials that reduce body pressure
☐ c tools for communication and navigation on Earth
☐ d clean water solutions for space missions

4 Read again. Write the verbs in bold next to their meanings. One is extra.

- 1 _____ to put a plan, system, or idea into action
 2 _____ to watch something carefully in order to learn more about it
 3 _____ to send something, such as a rocket or spacecraft, into space
 4 _____ to guess size or amount from available information
 5 _____ to discover or notice something that is not easy to see

5 Think of the answers to the questions below. Then, ask and answer in turns.

- 1 Why was memory foam first developed for astronauts?
 2 Why did scientists need to detect harmful particles in space?
 3 How did space missions help people settle far from power networks?

6 Discuss in pairs. Choose one technology from the text. Explain why you think it will be the most important in the future, why it is fair for people to use it.

E.g. *I think solar technology will be the most important because it supports clean energy. It is fair because it can help many people and become cheaper over time.*

7 Write a short comment in your notebook for the class blog about a technology you chose. Include the name of the technology,, who it helps, and why it is important.

1 a Work in pairs. Look at the pictures and match each one to an idea below. One is extra.



- ☐ a Climate awareness through public art ☐ b Technology and human choices
☐ c The planet as a shared home ☐ d Young voices shaping the future

b Choose one of the pictures above and say what kind of future it suggests to you.

2 Read the letter written for future generations and discuss its main ideas in class.

Dear Future Reader,

We are writing to you from a time of rapid change and important choices. Our globe is **essentially** shaped by how people use technology, energy, and natural resources. Some solutions are already used **universally**, while engineers are still advancing others.

Many scientists are now thinking carefully about the present and planning **beyond**. If societies invest in clean energy and education, life on Earth can **potentially** become more balanced and fair. However, progress does not happen by itself. This is because real change needs effort and cooperation. If people ignore environmental problems, the future will be more difficult for everyone, so we must act now.

Many of us wish we did more to protect what we already have. We wish governments listened more carefully to scientists, astronomers and young people. Instead of looking **elsewhere** for answers, we believe responsibility starts here and now. It may involve space missions and exploration of distant, unknown places beyond Earth. The future is closer than we think, and it is already watching us.

3 Complete the sentences with the **highlighted** adverbs in the text. One is extra.

- Small actions can _____ lead to big changes.
- Many believe answers are not found _____, but in our daily lives.
- The future is _____ shaped by the choices people make today.
- Climate issues are discussed _____ in many countries around the world.

4 Choose one topic: *Protecting the Planet*, *Technology and Responsibility* or *Young People and Global Change*. Then, plan your letter for future generations. Think about the questions below and take notes.

- Who is your message for: future students, citizens or leaders?
- What is one issue you care about related to your topic?
- What change do you wish to happen?
- What responsibility do people have today?

5 Write a letter on a piece of paper for future generations using your notes in exercise 4. Follow the steps below.

- ▶ Include at least 3 of the highlighted words in the text.
- ▶ Include one if sentence about a condition and the result it leads to, and one I wish sentence about the change you want.

6 a Work in pairs. Exchange your messages. Read your classmate's letter and put a tick (✓) next to two strong points. Then, circle one sentence that needs improvement.

- Share your feedback with your classmate. Say one idea you agree with and give one suggestion to improve the message.
- Revise your own letter. Rewrite the paragraph you want to improve most using your peer's feedback. Then, improve one sentence by adding a clearer reason using *because* or *so*.



CLIL & CULTURE

1 a Look at the pictures to guess what they are about. Match them to the descriptions below. Then, compare your answers with a peer. One is extra.



- ☐ a An illustration for a space programme ☐ b A documentary about life on the Moon
☐ c A space photograph taken by a telescope ☐ d An art installation using real ice

b Which picture best shows shared responsibility for the future? Why?

2 a Read the text quickly and write a title for it. Then, share your title with the class.

When we look at images from space, we learn facts and we also react emotionally. New views of the universe can spark curiosity, wonder, and even a sense of responsibility.

☐ a One strong example is the NASA Art Program. Since the early years of space missions, NASA has invited artists to watch launches and visit research centres. These artists created paintings and drawings to show what space work feels like. Today, NASA keeps a collection of more than 3,000 artworks from this programme.

☐ b Space photographs can also look like art. For example, the Hubble Space Telescope captured new images of the famous *Pillars of Creation*. In the newer image, the pillars stretch about 5 light-years high. Many people share such images because they make the universe feel real and close.

☐ c Scientific materials can even be used in art to talk about climate. In the art installation named *Ice Watch*, artist Olafur Eliasson and geologist Minik Rosing displayed large ice blocks in a city space, so people could see and touch melting ice. The idea is simple. If we feel the change, we may act more responsibly.

In the end, science gives us data, and art gives us a human response. Together, they can help societies think beyond today and make better choices for tomorrow.

DID YOU KNOW?

During the Apollo 15 mission, astronauts placed a small artwork on the Moon called *Fallen Astronaut* to remember astronauts and cosmonauts who lost their lives in space exploration.

b Read the text carefully. Match the paragraphs to the correct pictures in exercise 1a.

3 Read again to choose the main idea of the text.

- a NASA artists create artworks inspired by space missions and scientific work.
b Space exploration connects science and art to influence how people think about the future.
c Space images and scientific materials are used in artistic projects around the world.

4 Work in pairs and discuss the questions below.

- ▶ Which example is more powerful for you; a space photo, an illustration, an installation? Give your reasons.
▶ If you were an artist, what message would you share about the future of the Earth?

5 Make a mini-poster called *Space + Art, One Future*. Include a clear subtitle, one strong image, and one short slogan. Display your poster on the classroom noticeboard.

- 1 Look at the title. In groups, guess and discuss what happens in the picture strip story.
- 2 Complete the story with the statements below. Then, listen, check and act it out.

a If we don't fix this now, the demo will fail.

b Big ideas start with small questions.

c Feel free to ask anything.

d What do you think the future will be like?

FROM A QUESTION TO A SIGNAL



Audio 8.4



Amy Alp! Here you are. This place is crowded.

Alp Welcome to the stand. You know, today is special. We're presenting TÜRKİSAT 6A, a new communication satellite developed in Türkiye.

John Hi, sorry to interrupt. I'm John, an Erasmus student taking photos for a project.

Alp Nice to meet you. (1) ____



John All this tech makes me wonder...

(2) ____

Amy If projects like this continue, people trust science more.

Alp TÜRKİSAT 6A focuses on advanced communication systems. Strong systems like this will change how countries work together.



Amy Alp, the screen just froze. The live data stopped!

Alp Oh, no!... (3) ____

John Would people see the project differently if the signal stopped for too long?

Alp Yes. Even a small delay can affect how people see the project.



Alp Okay, signal is back. We're live again.

Amy Great! People are watching it closely.

John This experience changed my view. I wish more young people would join projects like this in the future.

Alp That's why your question mattered. (4) ____

- 3 Put the sentences in the correct order according to the scenes.

- ☐ The live data suddenly stops during the presentation.
- ☐ John asks a question about the future.
- ☐ Amy arrives at Alp's stand and meets John.
- ☐ The signal is fixed and the presentation continues.

- 4 Work in pairs. Discuss the following questions.

- 1 If you visited a technology fair like this, what would you like to explore first? Give your reasons.
- 2 What technologies do you wish to see in Türkiye in the future?



PERFORMANCE ASSIGNMENT

My Future Journal: Life in the Universe

Work individually or in pairs to explore the future of life in the universe. Follow the steps below.

- 1 Choose one future challenge (e.g., *overpopulation, limited resources, environmental crises, space exploration*).
- 2 Research current space technologies or missions related to this challenge (e.g., *satellites, space missions, advanced technologies*).
- 3 Write a futuristic journal entry imagining life 100 years from now, using the target words and structures.
- 4 Add a model, drawing, or digital design of a technology that could solve this problem.
- 5 Present your project to the class. While listening to other students, use the rubric on page 171 to give peer feedback.



SELF EVALUATION AND REFLECTION

- 1 Can you talk about universal issues related to the future, space, and technology?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ Complete the sentences with suitable words below. One is extra.

potential mysterious satellite

mission observation

- a Scientists collect data through careful _____.
- b TÜRKSAT 6A is an important communication _____.
- c Space exploration has great _____ for the future of humanity.
- d Astronomers often study _____ signals from outer space.

- 2 Can you talk about general truths, possible future situations and unreal situations?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ Complete the sentences in a meaningful way.

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- a If _____, the world becomes safer.
- b If _____, humans will consider living there.
- c If _____, I would work on space technology.

- 3 Can you express ideas, hopes, and possibilities about the future clearly?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

▶ Complete the sentences in a meaningful way.

- a I wish technology _____.
- b I wish people in the future _____.



REFLECTIONS ON COLLABORATION

- 1 Can you participate actively in pair and group discussions and projects?

☐ Yes, I can. ☐ I think I can.
☐ I need more practice.

- 2 Complete the following sentences.

- ▶ One thing I do well in pair/group work is _____.
- ▶ One thing I find difficult in pair/group work is _____.
- ▶ One way I can improve my contribution in group work is _____.



End-of-theme
e-activity 8

Scene 1 Together by Chance

- Aylin** Wow... This school is so lively. I love the decorations.
- Elio** Yeah, it's for the Traditional Welcome Festival. It's my first time.
- Samira** Same here. I'm Samira, by the way. I'm from Azerbaijan.
- Aylin** Nice to meet you. I'm Aylin, from Türkiye.
- Elio** I'm Elio, from Italy. And this is Noah.
- Noah** Hi! I'm from Norway. I've been here for two weeks. Still getting used to the sunshine.
- Aylin** Trust me, it won't take long... Since we're all new here, what do you guys enjoy doing in your free time?
- Elio** I play the guitar and I do love singing. Also, I sometimes write songs.
- Samira** That's cool! I do traditional Azerbaijani folk dance.
- Noah** I play something called the ice drum. It's used in winter festivals in Norway. It sounds deep and echoey.
- Aylin** I play the bağlama. It's a Turkish folk instrument.
- Elio** Wait... this is amazing. Don't you see? We are like a mini band.
- Samira** Wow, this can't just be a coincidence. Why don't we use it as a chance to join the festival?
- Aylin** Actually, that sounds perfect. In Türkiye, we celebrate 29 October, Republic Day. Our schools usually prepare short performances with music and traditional instruments. We could do something similar.
- Elio** Great, let's decide what we can do together.

Scene 2 Make It Happen

- Mr Harris** Good afternoon. What brings you all to my office?
- Elio** Hello, Mr Harris. We have an idea for the Traditional Welcome Festival.
- Aylin** As you know, we're new here, and we come from different countries. In the courtyard, we've realised that we're all into music. Elio has a song about meeting new people.
- Noah** Yes, that's why we'd love to perform it for the festival. I can keep the rhythm, Aylin has her bağlama, Samira can dance, and Elio sings and plays the guitar.
- Mr Harris** It is wonderful to see how close you've become in such a short time. Now, tell me what the name of the song is.
- Elio** It's called *Together*. It's about friendship and unity. It just fits the festival, doesn't it?
- Mr Harris** Sure, it does. Normally, we don't give any responsibilities to students in their first year. But a festival is truly about such great initiatives. That means you deserve to be an exception. You are welcome to begin preparations and be part of it.
- Aylin** Really? Thank you so much.
- Samira** Can we start rehearsing in the event hall?
- Mr Harris** Of course you can. Go and make some magic.

Scene 3 From an Idea to the Stage

- Ms Harper** Good afternoon, everyone. I see you're already practising. How is the rehearsal going?
- Aylin** Going pretty well, Ms Harper. We're trying to keep the rhythm steady, but sometimes the melody feels a bit heavy.
- Elio** Yes, we repeat the chorus again and again to make it smoother.
- Ms Harper** That is great dedication. Now, let's talk about the schedule. Many groups, including dance, debate, and drama clubs, share the hall, so rehearsal times must be flexible.
- Samira** We can adapt easily. Our part doesn't take long.
- Ms Harper** Perfect. Remember, the festival is part of the school's annual tradition, so everything follows the curriculum for extracurricular activities. We combine art, music, and social learning in one big celebration.
- Samira** That's interesting. In Azerbaijan, we also have national celebrations at school, but they are mostly organised by teachers, while students follow a fixed programme.
- Noah** In Norway, we focus a lot on group projects and discussion. There are fewer big ceremonies, but more collaborative tasks during the year.
- Aylin** In Türkiye, schools also prepare performances, but the schedule is usually quite structured. Here, it feels more flexible.
- Ms Harper** That is a great comparison. You see, different education systems emphasise different priorities. Some focus more on structure, whereas others encourage flexibility and student initiative. Learning from these differences helps us become true global citizens.

DIGITAL STORY SCRIPT

Noah Do you always include so many performances?

Ms Harper Yes, it is a diverse programme. There are cultural displays, a short play, a competition, and even an award ceremony at the end.

Elio Wow. Sounds exciting. Who decides which groups perform first?

Ms Harper We do an evaluation together with the student council. It is not about winning; it is about cooperation and critical thinking.

Aylin I like that. It feels very collaborative.

Ms Harper Exactly. The idea is to show global citizenship through teamwork. Every performance tells a story from a distinct culture.

Samira Then we're right on theme. Our music mixes national sounds.

Ms Harper That is what makes your group special. It is creative, and creativity is never compulsory, but it is always encouraged.

Noah Thank you, Ms Harper. We'll make sure to follow the plan.

Ms Harper Excellent. I will update the timetable and send you the latest version tonight. Keep practising, you are bringing the festival spirit to life.

Scene 4 Backstage Beats

Elio I like how the hall looks tonight. The atmosphere feels magical.

Aylin I prefer smaller stages, but this one is fine. I just don't understand why my microphone keeps buzzing.

Noah Don't worry, I know the technician. He fixes it every time.

Samira You always believe in him, don't you?

Noah I do. He's reliable.

Ms Harper Everyone ready? The show starts in ten minutes. The students are gathering outside.

Elio We are tuning the instruments now. The sound team checks the volume next.

Aylin I hope everything goes smoothly today.

Ms Harper It usually does, Aylin. Don't worry. You are doing great together, aren't you?

Samira Yes, we are. We sometimes forget small details, but we fix them quickly.

Noah Yeah, and stay calm whatever happens.

Aylin Oh no... the speaker is making that noise again.

Elio It doesn't sound serious. Maybe the cable is loose.

Ms Harper May I have a look?

Aylin Of course, Ms Harper.

Ms Harper There, it is fine now. You see? There's nothing to worry about.

Samira Could you please check my mic, too?

Ms Harper Sure. Try again... Perfect.

Elio We can do it. It's just a three-minute performance.

Samira And we only have one chance to make it perfect.

Aylin The rhythm sounds better now, doesn't it?

Elio It does, but maybe we can play the intro more slowly.

Noah Shall we run through the chorus one last time?

Elio Yes, but quietly. The audience is waiting, and they can hear us backstage.

Ms Harper It is your turn! Remember: smile, breathe, and enjoy the moment.

Elio Alright, team, this is our moment.

...

Elio Good evening, everyone! We come from different corners of the world. We're here to sing our song *Together*.

Scene 5 The Song Remains

Aylin I still hear the rhythm in my head. It feels unreal.

Elio The audience loved the song. I saw people humming the chorus while they were leaving.

Samira I feel proud. We started as strangers, and now we are a real team.

Noah Yes. Teamwork makes the dream work.

Samira Next year, we can help new students do the same.

Ms Harper That is the spirit. Every festival ends, but its energy stays.

Scene 1 The Announcement in the School Assembly Hall

- Headmaster** Happy morning, students! This month, each class will create a project about classroom life and learning and present it. It should include your favourite subjects, learning activities, study tools, and innovative devices. This project is a chance to share your ideas, support one another, and learn together. The best one will receive an award at the school festival, but every class's effort will be valuable.
- Liya** A school-wide competition? That sounds amazing!
- Mariam** All we need is creativity, organisation, and responsibility. Motivation and inspiration are also welcome.
- Ryan** And cooperation. If we work as a team, we'll make something special.
- Damian** Let's start right away. This is our chance to shine.

Scene 2 Brainstorming Session in the Library

- Liya** Let's start with our favourite subjects. Mine is English. I love acting out dialogues and writing essays.
- Mariam** I prefer maths. Solving equations and logical problems makes me feel confident.
- Damian** For me, it's physical education. I feel most alive when I'm on the basketball court or running on the track.
- Ryan** My favourites are science and technology. I enjoy doing experiments, building models, and testing new ideas.
- Mariam** Great! Now, let's move on to the learning activities. We should show variety.
- Ryan** Group discussions and brainstorming sessions are essential.
- Liya** What about debates and quizzes? They make learning competitive and fun.
- Damian** True, but debates are sometimes confusing. Some students avoid speaking in front of the class.
- Mariam** That's another point. Debates are also useful for improving critical thinking because we compare ideas, give reasons, and listen to different opinions, practise communication skills, and learn to respect other people's opinions.
- Liya** There are also presentations and project work tasks. They give everyone a chance to practise real-life skills, don't they?
- Ryan** Do presentations really help us learn better?
- Damian** Yes, they do. They prepare us for real situations, like explaining an idea clearly and answering questions calmly.
- Liya** Perfect. Let's add them all to the board. This class is our learning playground.

Scene 3 Exploring Study Tools and Innovations in the Library

- Ryan** Let's list the study tools we use every day: smart boards, laptops, tablets, projectors, notebooks, and dictionaries.
- Liya** I remember using chalkboards. They're really old-fashioned compared to modern smart boards.
- Mariam** Oh, come on, they're out of date. Anyway, we should also add innovations like online platforms, educational apps, and even virtual reality headsets. For example, an educational app can help us review vocabulary, and a virtual reality headset can make a science topic easier to imagine. Some of them are really efficient and user-friendly, while others can be complicated to use.
- Ryan** For sure. "User-friendly" means it's easy to use, right? Like when an app has clear buttons and simple menus.
- Mariam** Exactly! Everyone can understand it quickly without getting confused or mixing things up.
- Liya** For me, that's the best part. Also, some apps are so accessible that everyone in the class can use them easily.
- Damian** Now, let's also match the tools with the activities. For instance, we could use smart boards for brainstorming sessions or group discussions. Tablets are perfect for quiz competitions, and projectors are useful for presentations.
- Ryan** Perfect. In science, we can do field research and use laptops to record data. In English, we can practise storytelling and note-taking and use online dictionaries.
- Mariam** Oh, I almost wrote "dictionary" under activities by mistake.
- Liya** Mistakes are proof that you're trying.
- Mariam** True. Let's keep going. I can draw a chart with three columns, including subjects,

activities, and tools & innovations.

Damian Brilliant. That chart helps us structure our project and shows that when we combine resources, learning becomes creative.

Scene 4 Final Rehearsal in the Classroom

Liya Our presentation starts at 9:00 tomorrow, and the tech check starts at 8:30, so we have to be here by 8:00 tomorrow morning.

Mariam You're right, Liya. We mustn't be late. So, everything is ready. I'm bringing the extra printed cue cards tomorrow, and I'm checking the projector with the technician before the hall opens.

Damian Ryan, you're always adding extra details at the last minute. It constantly stresses me out, but I know you're trying to make the presentation better.

Ryan I understand, Damian. Don't worry. The slides are already organised, and they move smoothly. I'm checking each section carefully so everything will work clearly and easily tomorrow.

Liya I don't think we need another long rehearsal now. Everything seems fine. Let's keep it short and stay calm.

Mariam You're right. We're repeating the same parts again and again. We can either just do a short practice of the opening lines now, or review the question-answer part and finish.

Damian One last check of the introduction is enough.

Liya Mariam, the projector is fine, but neither the portable speaker nor the wireless microphone is available right now. Don't forget to tell the technician about it.

Mariam OK, noted. I'll write it on the checklist now. By the way, the programme lists us second, doesn't it?

Ryan Yes. And we're wearing our uniforms neatly and tidily tomorrow, aren't we?

Liya Yes, we are. So, everything is under control.

Mariam I hope so. We have a clear plan.

Scene 5 The Festival Presentation

Liya Learning is not only about subjects but also about curiosity and motivation.

Mariam It also requires discipline, cooperation, inspiration, and responsibility, such as sharing tasks, keeping time, and checking our materials before a presentation.

Ryan With modern study tools and innovations, education becomes more exciting and easier to understand.

Damian And when we connect subjects, activities, and tools, learning becomes a true adventure.

Headmaster Congratulations! I am proud of your teamwork and effort. You created a story that shows responsibility, teamwork, and creativity.

Liya We wanted to prove that learning is not limited to coursebooks. It's everywhere around us.

Ryan And when students work together, they can tolerate even the most difficult tasks and find solutions together.

Scene 1 What Is Balance?

Leyla Hello, everyone. I'm Leyla, and I have one simple question. We often say 'take care of yourself,' 'stay healthy,' or 'be positive,' but what do they really mean? Do they mean taking vitamins, seeing a consultant when you're sick, or doing breathing exercises to seek relief from stress? For me, balance isn't just about healthcare or taking vitamins. It's how we breathe when life feels terribly heavy or how we find relief when our mind needs rest. Sometimes balance is physical when you are conscious of your body, your joints move freely, and your lungs fill with air. Sometimes it's mental when you feel confidence, self-awareness, and peace. And occasionally it's social when you trust and support the people around you. So today, you will hear a few stories of real voices finding their own way to well-being. Maybe one of them will sound like yours.

Scene 2 The Body Speaks

Mateo I used to believe that more training meant more success. Running longer and pushing harder sounded like discipline, right? But it wasn't. Then one morning, I couldn't even tie my shoelaces without pain. My joints ached; I felt dizzy. My body gave me a signal that I ignored for too long. At first, I thought it was an infection that medication could fix. After a medical check-up and treatment, I learnt something important: Rest is not weakness; it's part of strength. I listen to my body now; it knows better than I do, doesn't it? Balance, for me, became listening to my body: pacing, rest days, and proper nutrition.

Scene 3 Storms in the Mind

Anna For a long time, I didn't understand what balance really meant. I looked fine on the outside: good marks, friends, a full schedule... But inside, I was lost in anxiety. I often felt I had to be perfect at school, in everything, and it made me anxious. Some mornings, I felt a deep pressure in my chest, as if I couldn't breathe properly. My teacher once said, 'Your mental health matters as much as your physical health.' It made me think. We all know how to treat an injury or a fever, but when it comes to the mind, we often ignore the symptoms. I decided to talk to a school counsellor. She encouraged me to discover small ways to find relaxation, so I started doing simple breathing exercises and interacting more with other people. At first, I felt strange, but slowly, I began to express what I really felt, and that's when I felt relieved. Then, I joined a small community group at school and participated in discussions about mindfulness for self-awareness, loneliness, and ways to support one another. Plus, I volunteered in small activities at school. I realised that connection heals and gives confidence. Recovery is not instant. It's a journey of trust and empathy. Now, whenever I feel anxious, I pause, take a deep breath, and remind myself that seeking help is not a sign of weakness. After all, a healthy mind means a healthy life. And that, to me, is real strength.

Scene 4 Connected Hearts

Leo When I first came to the school, I was sitting at the back of the class. I was pretending to write during the lesson. I used to feel anxious because I couldn't speak confidently in front of people. Standing among so many faces made my hands shake. One day, I was sitting quietly when our teacher announced a presentation project. My heart was beating fast when she started to explain the rules. I thought, 'This is my nightmare.' In those days, I would hide behind my books or pretend to be busy. But one day my classmate Ken said, 'You could do it if you tried.' Later that day, he helped me practise in the library after school. We laughed a lot during those sessions, and I started to believe I could actually finish a talk without freezing. I remember my first try. I was talking about friendship when the microphone stopped working. Everyone waited in silence, and I kept talking, louder this time. That moment changed me. I used to think confidence was something you were born with, but I was wrong, wasn't I? Confidence grows through trust and experience. I sometimes wonder how long it took before I finally stopped shaking on stage. Perhaps it took months, but who's counting? Now, when I look at new students hiding at the back of the room, I tell them, 'You can either stay silent or say one brave word. Neither choice is easy, but both are yours.' My hands still tremble sometimes, but I speak anyway. And when people say, 'You've changed, Leo,' I just smile and say, 'I hope so.'

Scene 5 Together We Rise

Leyla We've heard stories about the body, the mind, and the heart, each finding rhythm in its own way. Balance isn't a place you reach and stay. It's something you lose, find, and create again. Sometimes we move too fast. Sometimes we pause just to breathe, to listen, and to feel. Well-being grows among people who care with kindness and learn how to support one another adequately, through awareness and empathy. Care often

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speaks softly through shared tables, a neighbour bringing food in times of need, visiting someone with tea and sweets, and the invisible bonds that hold us together, as it has been in Turkish culture for centuries. So wherever you are, running like Mateo, reflecting like Anna, or speaking up like Leo, remember: Balance begins when you listen. Listen to your body, your mind, and even when life around you is severely challenging. Take good care of yourselves... and each other.

Scene 1 At Damla's Flat

- Damla** Welcome! Please come in our lovely home. It's not the most luxurious flat in the world, but it always makes me feel happy and safe.
- Sofia** It looks beautiful, Damla. In Brazil, most families live in flats too, especially in big cities. But in smaller towns, people prefer single-family houses or bungalows with terraces.
- Anna** Yeah, in Poland, many families live in two-storey houses with gardens.
- Damla** Here in Istanbul, you can see different types of buildings, from modern skyscrapers to small detached houses. Some families even live in duplex or triplex houses with attics or basements, depending on their needs.
- Sofia** Wow, that's a lot of variety! I guess the type of home really reflects the lifestyle of the people living there.
- Damla** Exactly! Come on, let me show you the sitting room; it's where we spend most of our time together.

Scene 2 Interaction in the Sitting Room

- Sofia** This room looks so cosy, and the balcony lets in a lot of light. Oh, I love this carpet; it feels so warm.
- Anna** I also like the ceiling design. It's so charming, and it makes the room look bigger than it really is.
- Damla** This is the room we love the most, I suppose. My dad reads the newspaper here, and my grandparents sit on the sofa watching TV. As today is Wednesday, their favourite TV show is not on, so we can spend some time here.
- Ahmet** Damla, look! I've built a garage for my toy cars.
- Damla** Not surprised! I'm sure you've left your other stuff, including scissors and paints, all over the bedroom again. Hey, don't climb onto the sofa. He's really getting on my nerves these days, but he makes us laugh, too.
- Mother** Welcome, girls! I'm so happy you could come. I've made a chocolate cake and some fresh juice. Please help yourselves.
- Sofia** That's very kind of you; thank you. It smells delicious.
- Anna** Thank you so much. Your home feels so warm; it's like we're part of the family already.
- Mother** That's lovely to hear. It's always nicer when our home is full of young people.
- Damla** My mum loves having guests, and she feels even more cheerful during local cultural days and eids. She always says the sitting room feels brighter when relatives, friends, or neighbours are around.

Scene 3 Family Routines & Chores

- Sofia** In Brazil, the kitchen is the heart of our home. We cook together and share stories, but sometimes there's tension. A small misunderstanding about household chores can cause a disagreement. Even though my sister and I usually get on well with each other, we quarrelled last weekend, but she apologised later, and I decided to forgive her.
- Anna** I can get that. In my family, we also have disputes, but my parents say cooperation is more important than being right. When someone feels neglected, we talk and adjust things before it turns into exclusion.
- Damla** That's true. My grandparents often remind us to stay connected by solving problems together. They say this spirit of kindness is important not only in our family but also in society. We try to keep that spirit everywhere, even when there's criticism.
- Sofia** Exactly. Conflicts are natural; sometimes we can even fall apart. However, when we choose to forgive and continue to cooperate, they eventually make our bond stronger and help us grow as individuals and as a community.

Scene 4 Memories & Experiences

- Damla** We took this picture just after my father had a serious heart condition and left his job. Since then, we have been living in this flat. It hasn't always been easy, but we've overcome many challenges together.
- Anna** No one in my family has ever experienced a serious illness, but I've already realised how strong families can be in such situations. In my family, we always remind ourselves to stay calm when problems arise.
- Sofia** That's true. Hard times may test every family in a way. I've already heard stories of families who had to leave their homes to find safety. What really matters is that people don't give up on each other.

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- Damla** Exactly. We have been supporting each other since that day. Whenever one of us feels weak, the others take the lead. It's like we balance ourselves through difficult times.
- Anna** That sounds powerful. Have you ever felt that some challenges actually make you stronger, Sofia?
- Sofia** Exactly. In fact, I've recently noticed how mature I feel when I get over difficulties. Challenges have already taught me to trust myself more and to value what we can do together.

Scene 5 End of a Happy Evening

- Anna** Thank you for inviting us, Damla. Spending time with your family has reminded me that every home has its rhythm.
- Sofia** Yes, whether it's a small flat or a big house, family life always has challenges, but you can also feel the warmth. At the end of the day, that's what matters most.
- Damla** Exactly. We argue, but we still care about each other as a family. And today, sharing our experiences has made me appreciate mine even more.
- All together** That's what makes life special.

Scene 1 The Noise Next Door

Emma Ugh, this never-ending noise. They've been working since dawn. What's going on up there?

Axel Breaking news! A secret construction project on Hill Street. No sign, no clue.

Sara Not even a council notice. Just fences and noise.

Emma Maybe a shopping centre?

Axel Or some futuristic tower? They've been laying new cables all week.

Sara Hopefully it's something eco-friendly. Our city needs more green zones, not more concrete.

Mr Kane Morning, detectives. Still chasing mysteries?

Axel Do you know what that construction is, sir?

Mr Kane No, but I know that fast-paced cities like ours grow in mysterious ways. Sometimes you understand a building when you are truly curious about it.

Scene 2 Voices from the Café

Emma Perfect place for an investigation. We have good coffee, a clear view, and a lot of curious people.

Axel CityTalk, Episode Two: What's Going on at Hill Street?

Sara Let's ask the locals. Cities speak through people.

Waiter Oh, that building? They say it's going to be a green gallery where art meets nature.

Emma Nice *g* sound! Green, gallery, garden. It even sounds calm.

Axel There's also the *h* sound: healthy, home, hope. I love that combination.

Waiter Exactly! Healthy homes, hopeful hearts. Remember that.

Old Lady For future generations, I hope. We need space to breathe, not more traffic.

Sara I like that. Great *f* sound: for the future, we will need more free, friendly places. And her tone is rising and hopeful.

Little Girl My dad says it'll be a journey park for kids to explore cool science corners.

Sara Wow, cool science corners for kids. You're a real pronunciation star.

Girl It's great fun!

Axel Sure, it always feels like a joyful journey.

Mr Kane It seems you've found the real voice of the city, thanks to our pronunciation classes.

Emma Yes, sir. We can't stop repeating the sounds all the time; it's great fun. Everyone has a theory, and we love creating mini slogans with the sounds.

Mr Kane Your enthusiasm is the real sound of the city. Clear voices and clear hearts for clear cities.

Scene 3 Chasing the Blueprints

Axel Okay, here it is, the city council's update. They've uploaded a new district plan.

Sara A district? Like a smaller part of the city, right? So Hill Street is officially Zone A.

Emma Yeah, each zone will have its own purpose: housing, parks, and transport. Look, Zone A is marked as 'restricted.'

Axel That always sounds mysterious.

Sara Here's a pedestrian zone. No cars, just walkways to make the area safer and cleaner for us.

Emma And see those blue lines? I think they'll be new bike lanes.

Axel I can already imagine the mayor cycling to work.

Emma Wait, here's something about the bridge project. It says they're going to restore the old bridge.

Sara That's smart. Restoring saves resources. It's also sustainable, which means less waste and lower costs.

Axel They're also rebuilding the old bus terminal. They'll probably connect the metro and tram lines.

Mr Kane Exactly. That's called urban renewal. Improving existing areas is often more convenient than expanding the city.

Emma And it mentions energy-efficient streetlights here.

Sara And eco-friendly materials for the new buildings. Finally! Now we can say they're thinking green, not just grey.

Axel Here's the committee behind the project: architects, analysts, and planners. It sounds like a big team.

Emma Look at this note! 'To create a more accessible city.' So it will be easier for everyone walking, biking, or using wheelchairs.

Mr Kane Exactly. Accessibility is part of sustainability. A city will be truly developed only when people can move freely within it.

Axel You know, rural towns are so tranquil. I mean calm and slow-paced. But cities like ours feel vibrant, full of movement.

Emma Right. Fast-paced, diverse, a bit crowded... but vibrant and energetic.

Sara Look! They've added a note. 'Phase Two: Community Involvement.'

Emma Community involvement? It sounds like something we could actually join.

Sara Yeah, maybe we're not just watching the city change. Maybe we're part of it.

Scene 4 Seeing the Sign

Axel According to the news, the committee is going to restore the museum next month

Sara When do you think they will open it?

Emma I hope they will announce it soon. And they are going to rebuild this zone for public use. It's part of the new urban plan.

Sara So, all that work finally makes sense. But I still wonder if cities really need to change.

Mr Kane Cities change because citizens imagine something better.

Sara Exactly. They are going to finish it before the festival next week.

Mr Kane Yes. By the time school starts again, this street will look completely different.

Emma And when it opens, I hope people feel they belong here.

Axel A community centre? That's unexpected.

Sara A public space for concerts, classes, and maybe even volunteer work.

Mr Kane That's the best kind of progress people can share.

Emma Look at the design. It is made of modern glass, whereas the other buildings are made of brick. That contrast works: old and new together.

Sara Although it looks high-tech, it still feels warm.

Axel And despite the rain, it actually shines.

Emma Let's come back tomorrow and record it in sunlight. After the storm, the colours will pop.

Scene 5 The Opening Day

Mayor Davis Hill Street belongs to you, the people giving it a voice.

Emma Wait, those are our recordings.

Axel They used the community's voices for the opening video.

Sara Look, that plaque says, 'Inspired by local students.' That's us!

Mr Kane It seems the city was really listening to us, all ears.

Emma So the building isn't just constructed; it's connected to the community.

Sara Right! For a sustainable future with a beautiful sound.

Mr Kane Pronunciation makes perfect. It begins with my students and echoes through the city.

Scene 1 Meeting Again

Begüm Hey, everyone. I still can't believe we're finally meeting again in Morocco.
Luca And for the World Heritage Cup, of all things. That sounds unreal.
Hana Hi! It feels like yesterday when we met in Türkiye during the 23 April exchange.
Diego From school events in Türkiye to an international festival in Morocco... not bad at all.
Hana I still remember the April 23 National Sovereignty and Children's Day parade. The streets were full of flags and music.
Luca And your family prepared so much food for us, Begüm. I had never tasted dolma before.
Diego Don't forget the baklava! I can still remember how sweet and crispy it was.
Begüm That is Turkish hospitality, our tradition. We always share our best food with our guests.
Hana That programme really brought us together. Even after going back home, we never lost touch.
Luca So, quick plan: airport in Marrakesh, then the hotel near the local market?
Hana Yes, that's the one.
Diego Perfect. Bags down first, food right after.
Begüm Deal. See you very soon.
All See you in Morocco!

Scene 2 Welcome to Morocco

Begüm Luca! Hana! Diego! Finally, we made it.
Luca I can't believe it. We're really here, together.
Diego Let's take a taxi.
Begüm To the old town, please.
Hana Look at those colourful lamps and narrow streets. Everything looks so alive.
Diego And the smell, full of spices and sweet smoke!
Luca It reminds me a little of the local bazaar in İzmir. Remember how we walked through the market after the school ceremony and bought simit and fresh ayran.
Begüm The driver says our hotel is near a main local market.
Luca Great. Maybe we can go for a short walk after we unpack.
Diego I'm hungry already. I saw people selling hot bread, raspberry jam, and mint tea beside an old column.
Begüm Then, our first mission is clear. We have to find food!
Luca Wow, the old town looks lovely. The colours, the music... it's perfect.
Hana The environment feels peaceful and friendly.
Diego Let's rest for a bit, and then we can go out. Morocco, here we come!

Scene 3 Street of Flavours

Begüm Wow... There's a whole combination of sweet, smoky, and spicy flavours everywhere.
Luca Look at this booth! They're preparing an organic lamb dish with fresh ingredients and without harmful substances. The chef is chopping vegetables rapidly. He must be very skilled.
Hana This plate looks so balanced and beneficial with lots of protein, fresh herbs, and local spices. And the portion is huge.
Diego And the price is really affordable. You can eat well here without spending much.
Begüm I came across a leaflet about Moroccan cuisine earlier. It is said that many civilisations have inherited recipes from generation to generation for thousands of years.
Luca Just like in Türkiye. Many dishes come from the Ottoman period and even earlier civilisations.
Hana Food really carries history. When we ate dolma at your grandmother's house, it didn't feel like just a meal.
Diego Yes, she told us stories about celebrations and family gatherings during religious festivals.
Luca That makes sense. Every dish genuinely tells a story. Oh, look! They're making something with dairy sauce; it's made from milk and yoghurt.
Hana Be careful, Diego! Don't swallow everything too fast. You might burst with excitement.

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- Diego** I can't help it! This is a universal food experience.
- Begüm** People here really care about the consumption of local products. It helps local families and protects food traditions.
- Luca** Wow, look at that mini parade! They're performing a traditional dance right in the market.
- Hana** This feels like the perfect welcome. Good food, music, and people from everywhere.
- Diego** And tomorrow we'll see even more cultures at the World Heritage Cup. This festival might dominate our memories forever.

Scene 4 One Game, One World

- Begüm** Wow, look at this crowd! There must be thousands of spectators here.
- Luca** They're broadcasting the match live on the festival screens across the city.
- Hana** It's incredible how events like this bring people from every country together.
- Begüm** That team in red might be from Spain. Look at their flag!
- Luca** No, that can't be Spain! Their uniforms are quite different.
- Hana** Look! The African team looks really confident. They may win today.
- Diego** We have to support both sides. Fair play is important.
- Begüm** True. You don't have to choose one team to enjoy the match.
- Diego** We have to find good seats now, or we'll end up behind that giant flag again.
- Begüm** Calm down. You don't have to sit in the front row to enjoy the match. You can still see everything from here.
- Luca** Oh no, the boys in the front row are standing on the seats. They shouldn't do that.
- Hana** They can still see the pitch if they sit down; they could move a bit to the side instead.
- Diego** Yeah, they ought to be careful and care about the people behind them, too.
- Luca** Wait, listen! The referee just started the match.
- Begüm** Wow! Did you see that shot? That was incredible.
- Luca** Yeah, the whole stadium exploded.
- Hana** Look at everyone. They are cheering all together. It's such a cool feeling.
- Begüm** Indeed. No language is needed. It's inspiring how people from different cultures are able to understand each other without words.
- Luca** If the whole world could get along like this for five minutes, everything would be easier.
- Diego** One game, one world! That's exactly what football should be.

Scene 5 Music and Memories

- Begüm** This music is incredible. The rhythm feels so alive.
- Luca** Yeah, it's not what I usually listen to, but it's full of energy.
- Hana** We have similar rhythms in our tradition too! In Japan, we dance together at summer festivals.
- Diego** Oh, really? Let me show you something from our culture. The Mexican wave!
- Begüm** Look around, people from everywhere, dancing side by side.
- Hana** Different is interesting, not weird.
- Luca** Exactly. Culture brings us closer, not apart.
- Diego** We might come from different countries, but tonight, we're one big family.

Scene 1 Arrival at Stormcrest Island

- Dr Hart** Yes, here we are, on beautiful Stormcrest Island. Be careful, everybody. Its habitats, which are home to several rare species, are extremely sensitive. Even small changes can affect these species severely.
- Ava** Hey, those cliffs look incredible. I didn't expect the landscape to change so suddenly from the sea to the high rocks.
- Sam** That's why this island is part of a long-term research programme. With drones, we can observe the wildlife here without disturbing it. They help us scan large areas quickly. Likewise, satellites allow us to monitor the area remotely.
- Lily** So we're mixing technology and fieldwork to maintain the balance. I love that.
- Sam** You're right, Lily. We also use an AI-based system that analyses the data and forecasts possible environmental risks.
- ...
- Efe** I can already hear so many birds. This place feels so untouched.
- Dr Hart** And we want to keep it that way. Let's set up the camp and start our evening observation walk.

Scene 2 Campfire & Signals

- Efe** It's amazing how quiet everything becomes at night. Even the waves slow down.
- Dr Hart** Calm moments like this can be misleading. Don't forget that islands are fragile environments.
- Jake** That's right. I've noticed that the temperature is dropping. Could it be the start of a storm?
- Ava** Was that thunder? It sounded distant, but storms often move fast near the coast.
- Dr Hart** Let me check the satellite feed... Hmm. The system shows increasing humidity and shifting winds. Just to be safe, make sure your tents are secure and keep your first-aid kits nearby.
- Lily** Oh, I guess the wind will get stronger.
- Dr Hart** The lower trails, which may get muddy when it rains heavily, can be dangerous. And the cliff path will be slippery, so you should stay in your tents.
- Efe** Then, we'd better stay alert for a stormy night.

Scene 3 The Morning After the Flood

- Dr Hart** Everyone, listen carefully. We've just received a report. A severe flood, which began at midnight, has affected the village on the eastern side. The damage is widespread; people are desperate, and the situation sounds urgent. They're asking for help.
- Ava** Oh no... What a pity! Hearing the news really makes me anxious. A disaster like this can harm both people and wildlife.
- Sam** You're right. We should hurry. Let's grab our first-aid kits and the portable healthcare device, which helps us monitor the survivors' health instantly. I hope a landslide hasn't blocked the trails so we can reach the village quickly.
- ...
- Efe** The trail is muddy, and the slopes are slippery. And look! There are signs of erosion on the hillsides.
- ...
- Ryan** It was a tragic night. But thank God, we have an AI-powered early warning system for disasters like floods, hurricanes, and even tsunamis. So the disaster wasn't as bad as expected.
- Lauren** After the alert, people ran to rescue their families. A few houses were damaged, so some villagers are now temporarily homeless.
- Lily** That sounds miserable. Was anyone injured?
- Lauren** Still, thanks to that warning system, no one was injured.
- Sam** The regional healthcare system, which uses digital patient records and smart medical devices, helped doctors monitor unfortunate and vulnerable villagers efficiently and provide urgent care when needed.
- Lily** I'm glad everyone is safe. Is there a shortage of clean water or food?
- Ryan** Yes, clean water is limited, and electricity is still out. Our solar device, which powered the building, hasn't worked for months.
- Sam** If we can fix this and overcome this difficulty, the shelter will get power again.
- Efe** Let's try. Even a small fix can speed up their recovery.

Scene 4 Assessing the Damage

Dr Hart Let's go over the results of the flood. What situation are we in now?

Bella This drone, which can scan large areas, has already mapped the affected parts of the village. We can anticipate the impact of the disaster analysing the data.

Ava I talked to the families who stayed at the shelter last night. They're exhausted but safe.

Jake It's good that they are safe and are trying to cope with the situation. The bridge which connects the village to the harbour needs urgent repair.

...

Dr Hart Oh my goodness! The hillside, which once hosted several rare species, is now covered in mud. We mustn't miss any detail. These changes, which we must record carefully, will shape future research.

Lily I found a nest that survived the flood, right next to a fallen tree, which blocked the lower trail.

Sam And all this data, which we should share with rescue teams, will support long-term environmental recovery.

Scene 5 Lessons from the Island

Efe It's surprising how quickly everything changed overnight.

Ava Yes, once again, we understand how fragile nature is, how easily it is affected by disasters, and how strong communities can be during such disasters.

Sam And thanks to advancements in AI and healthcare, we get a clearer view of what needs to be done next.

Dr Hart But real healing comes from cooperation. When people, knowledge, and compassion come together, they strengthen recovery for both humans and wildlife.

Lily I hope the island, which has already survived so much, finds balance again.

Dr Hart It will, and we'll be here to support it.

Scene 1 The Announcement

Ms Ellis Morning, everyone! I have some news that might surprise you. ARISS has chosen our school for live contact with the International Space Station (ISS).

Reyhan ARISS? What's that?

Ms Ellis It is a project where students can talk to astronauts on the ISS through a radio link supported by the Amateur Radio on the International Space Station (ARISS) ground team.

Alex You mean we'll really speak to someone in space?

Ms Ellis Exactly. We will prepare our questions and practise before the big day.

Maya Wow, it sounds like science fiction, but maybe not!

Noah So our voices will actually be transmitted into space. That's amazing.

Ms Ellis Yes, and the ARISS team will help us set everything up. Let's get started.

Scene 2 The Radio Check

Ms Ellis All right, team. Time for our radio test. Let's hear how your voices sound through the system.

Reyhan Hello from Cumhuriyet Upper Secondary School. We're ready for our first voyage into space.

Ms Ellis Loud and clear. Next?

Alex This is Alex. I'm a volunteer for the tech team. The waveform on the screen looks perfect, and the y-axis is stable too.

Maya Hi, this is Maya. I'm watching the monitor. It feels like the whole world is listening.

Noah Hello, astronaut crew. We're checking our oxygen levels for this exploration... just kidding!

Reyhan You sound like a real scientist, Noah. I think that's your X-factor.

Ms Ellis Nice energy, everyone. Let's wrap up with one more test, just in case we need plan Z.

Alex Sure. This is Cumhuriyet Upper Secondary School signing off until next year. See you in zero-gravity, maybe.

Scene 3 Planning the Big Question

Ms Ellis The final call schedule just came in. Next Friday you'll speak live with the astronauts. Think about what you really want to know.

Reyhan I want to ask some questions about their mission, like how long they've been up there and what they're exploring.

Alex Maybe we can ask about oxygen levels or how they handle radiation.

Maya What about the view? They see the whole globe from up there; it must look so mysterious. And what's happening elsewhere in space?

Noah I read that space navigation is much more sophisticated than aircraft navigation, so I wonder how they keep everything working all the time. Maybe we should ask that.

Ms Ellis Excellent ideas. You are all thinking like astronauts already.

Reyhan If there's time, can we ask about future projects, like new satellites or colonies on Mars, and what comes beyond?

Maya That's a great one. Or something more practical, like how they interact during daily tasks, why personal privacy is important on a mission, and how they cope with zero-gravity.

Alex We should keep a database of all our questions so we don't repeat anything.

Noah The more I think about it, the more I want to join a space mission myself.

Reyhan Me too. Ms Ellis, would you go to space if you could?

Ms Ellis Maybe one day, when interplanetary travel becomes as easy as booking a flight. Until then, let's make sure our questions are clear and our microphones are working efficiently.

Scene 4 The Big Connection

Station Cumhuriyet Upper Secondary School, the International Space Station is now in range. Stand by for contact.

Ms Ellis Cumhuriyet Upper Secondary School standing by.

Hayes Cumhuriyet Upper Secondary School, this is Commander Hayes. We hear you loud and clear. You are cleared for contact.

Ms Ellis Thank you, Commander. We're ready.

Reyhan Hello from the world! We've been waiting all week for this call. We've prepared some questions about life in space.

Hayes Wonderful! Go ahead with your first question.

Reyhan First, how do you manage oxygen levels and protect yourselves from radiation up there?

Hayes We monitor the air all the time and use systems to keep oxygen at safe levels. The station also has shielding, and we follow safety rules to reduce radiation risks.

Reyhan If you spill water up there, does it just float around?

Hayes Yes, it does. Everything moves slowly here. If you heat soup, it doesn't boil like on Earth, but it makes little floating bubbles.

Alex That sounds fun! What happens if you forget to close something, like a food bag?

Hayes If that happens, then everything floats away: cookies, crumbs, even pencils... We spend much of our time catching things. Just kidding!

Reyhan I'd be terrible at that. If I were there, I would lose everything in five minutes.

Maya I read about a future Mars colony last week. If we had a colony on Mars, would kids study online or in real schools?

Hayes Probably online, but if I had a choice, I wouldn't trade a real classroom for a screen. You know, you cannot high-five a classmate through space Wi-Fi.

Noah True! So, if we find another planet like Earth, will people move there someday?

Hayes Maybe one day. Scientists are searching for habitable planets all the time. If we don't cooperate, we won't survive long in space.

Noah I wish people didn't waste so much energy and resources on Earth. Sometimes it feels like we forget how lucky we are.

Alex That's so true. If everyone helped more, for example, by recycling, saving water, and using less energy, the world would stay cleaner. Maybe we wouldn't even look for another planet. I wish people would take the future more seriously before problems grow bigger.

Reyhan And I wish I could float like you for a few minutes, just to see the Earth from there.

Hayes It's beautiful, yes. If people didn't take care of our planet, we would have to look for another one to live on.

Reyhan Commander, do you ever miss home?

Hayes Every day. Sometimes I wish I had spent more time with my family before this mission began.

Ms Ellis Thank you, Commander. You have inspired our whole class today.

Station Contact ending in two minutes. Congratulations, students!

Alex Let's mark this day down. If we ever fail to believe in our dreams, we'll remember this day.

Scene 5 After the Signal

Ms Ellis You did it, everyone. You spoke to someone orbiting above our planet.

Maya It feels strange... Seeing the Earth from up there makes it feel smaller, not bigger.

Noah I keep thinking about what the Commander said: "If we don't cooperate, we won't survive long in space."

Alex That's true for Earth, too. If we don't work together, nothing works.

Reyhan I used to dream about living on another planet. Now I just want to help protect this one.

Ms Ellis That's the spirit. Science is not only about discovery; it's about care. All right, team! Let's write down what today has taught us.

Narration If curiosity starts small, responsibility potentially does, too.

APPENDICES

THEME 2

LANGUAGE IN ACTION

ACTIVITY 2.2

1	school bus / arrive / 07:45 / tomorrow morning
2	school festival / start / 10:00 / Saturday
3	English exam / finish / 11:30 / next Monday
4	shuttle / leave / 04:15 / in the afternoon
5	teacher / check projector / 08:30 / tomorrow
6	I / meet a friend / 08:00 p.m. / tonight
7	my parents / visit / my grandpa / Sunday afternoon
8	team / practise / after school / today
9	you / always / forget / your notebook
10	he / always / arrive / late to classes
11	she / always / talk / loudly in the library
12	our group / present a project / 09:00 / tomorrow

Situation Cards

1

You wake up with a high fever and have a big presentation today. What do you do?

2

Your best friend is in a panic about his/her exam. What do you say?

3

Your mentor gives you advice, but you don't agree. How do you reply politely?

4

Someone in your class feels lonely lately. What could you do?

5

You can't stop checking your phone; it feels like an addiction. What's your plan?

6

Your teammate has a severe headache during training. How do you help?

7

Your friend says, "Taking care of yourself is selfish." What expression could you use?

8

You just finished a long week. How do you relax or reward yourself?

9

Your cousin got an infection and can't come to school. What message would you send?

10

After talking to a close friend, you suddenly felt real relief. How would you describe that moment?

Problem Cards

1

A Broken Concrete Bridge

The old bridge is made of weak concrete, and the steps are cracked. When buses pass, the bridge shakes. The city must fix it before it becomes dangerous.

2

An Abandoned Brick House

There is an abandoned brick house near the school. The windows are broken, the roof is falling apart, and people say it's unsafe at night.

3

A Dangerous Cliff Path

A walking path goes very close to a cliff. Tourists wander too close to the edge and take photos. There is no barrier or warning sign.

4

Disturbing Noise

The cafés in this urban district play loud music until midnight. The noise disturbs the people who live in the apartments above.

5

Cable & lighting Problems

The streetlights don't work because the old cables under the ground are damaged. People feel unsafe walking home in the dark.

6

Accommodation Problems

Many new families move to your developed district. During emergencies, the city cannot accommodate everyone because the shelter is full.

7

Privacy Problems

The new city app asks for too much personal information. Citizens are worried about their privacy and some don't want to use the app anymore.

8

Weak River Stairs

The stairs near the river look old and unsafe. The handrail is loose, and the ground beneath it is soft. Tourists say the stairs don't feel stable or secure.

9

Losing Identity

Your district is clean and developed, but tourists say it doesn't feel unique. All the buildings look the same.

10

Setting Priorities

During the city meeting, people talk about many topics: park lights, cables, cliffs, noise, privacy, etc. You need to put aside some discussions and focus on the most urgent problem.

WORD BANK

Verbs

renovate

strengthen

construct

lay (cables/pipes)

accommodate

abandon

dig

wander

put aside

Nouns

brick

cable

cliff

privacy

development

Adjectives & adverbs

peaceful

distant

unique

flexible

automatically

high-tech

concrete

urban

Space Decision Cards

1

Climate Action

Situation Global temperatures are rising every year.

► If countries don't act now, _____.

2

Protecting the Earth

Situation People waste natural resources.

► I wish people _____.

3

Life in Space

Situation Humans imagine living on another planet.

► If humans lived on another planet, _____.

4

Energy Choices

Situation Some countries invest in clean energy.

► If countries invest in clean energy, _____.

5

Natural Balance

Situation Sunlight reaches the Earth.

► If sunlight reaches the Earth, _____.

6

Global Responsibility

Situation Governments focus on short-term economic gains.

► I wish governments _____.

7

Human Awareness

Situation People learn more about climate change.

► If people understood climate change better, _____.

8

Future Imagination

Situation Scientists talk about a very different future.

► If the world changed completely, _____.

RUBRIC

Rubric: Performance Assignment *

While watching your classmates' performance, tick the box that best describes their work.

Criteria	4 - Excellent	3 - Good	2 - Needs Work	1 - Try Again
Language	Clear and accurate language use	A few mistakes, but okay	Some unclear parts due to mistakes	Many mistakes, hard to understand
Pronunciation	Clear and easy to hear	Mostly clear, some small mistakes	Sometimes hard to understand	Very unclear, difficult to follow
Content	Interesting and well-organised	Mostly on-topic, some nice parts	Some confusing parts	Not organised or interesting
Creativity	Very creative and fun to watch	Some creative ideas	A little creative	Not creative or fun
Effort	Excellent effort with strong focus	Good effort, could improve	Some effort, but not much	Very little effort

Performance Assignment Rubric Explanation & Scoring Guide

How to Use the Rubric

Each group will be evaluated based on 5 criteria: Language, Pronunciation, Content, Creativity, and Effort. For each category, choose one of the levels: Excellent (4), Good (3), Needs Work (2), or Try Again (1). At the end, total the points to determine the final score.

Scoring Guide

- 17–20 points** → Excellent! Your video is very engaging, and your language use is strong. Well done!
- 13–16 points** → Good job! A few small mistakes, but overall it was a great effort.
- 9–12 points** → Needs some improvement. Some areas could be clearer and better structured.
- 5–8 points** → Try again! Work on grammar, pronunciation, and structure to improve your video.

Tip: While watching other groups, focus on both what they did well and what they can improve. Constructive feedback helps everyone grow!

* This rubric was specifically developed to assess the activities in this book, based on the Principles for the Implementation of the English Language Teaching Curriculum of Türkiye. It has not been tested for validity or reliability, nor has it been piloted. It is intended as a supportive suggestion and not as a standardized assessment tool.

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, 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 phr) 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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