

# ENGLISH 11<sup>th</sup> Grade



# ENGLISH 11<sup>th</sup> Grade

Yazar

Çiler GENÇ KARATAŞ

Millî Eğitim Bakanlığı Talim ve Terbiye Kurulunun **02.06.2023** tarih ve **29** sayılı kurul (ekli listenin 64. sırasında) kararı ile **2024-2025** öğretim yılından itibaren 5 (beş) yıl süre ile **Ders Kitabı** olarak kabul edilmiştir.

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## Baskı Yeri ve Yılı

Ankara, 2024



## 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.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!  
Olsun artık dökülen kanlarımın hepsi helâl.  
Ebediyyen sana yok, ırkıma yok izmihlâl;  
Hakkıdır hür yaşamış bayrağımın hürriyyet;  
Hakkıdır Hakk'a tapan milletimin istiklâl!

**Mehmet Âkif Ersoy**

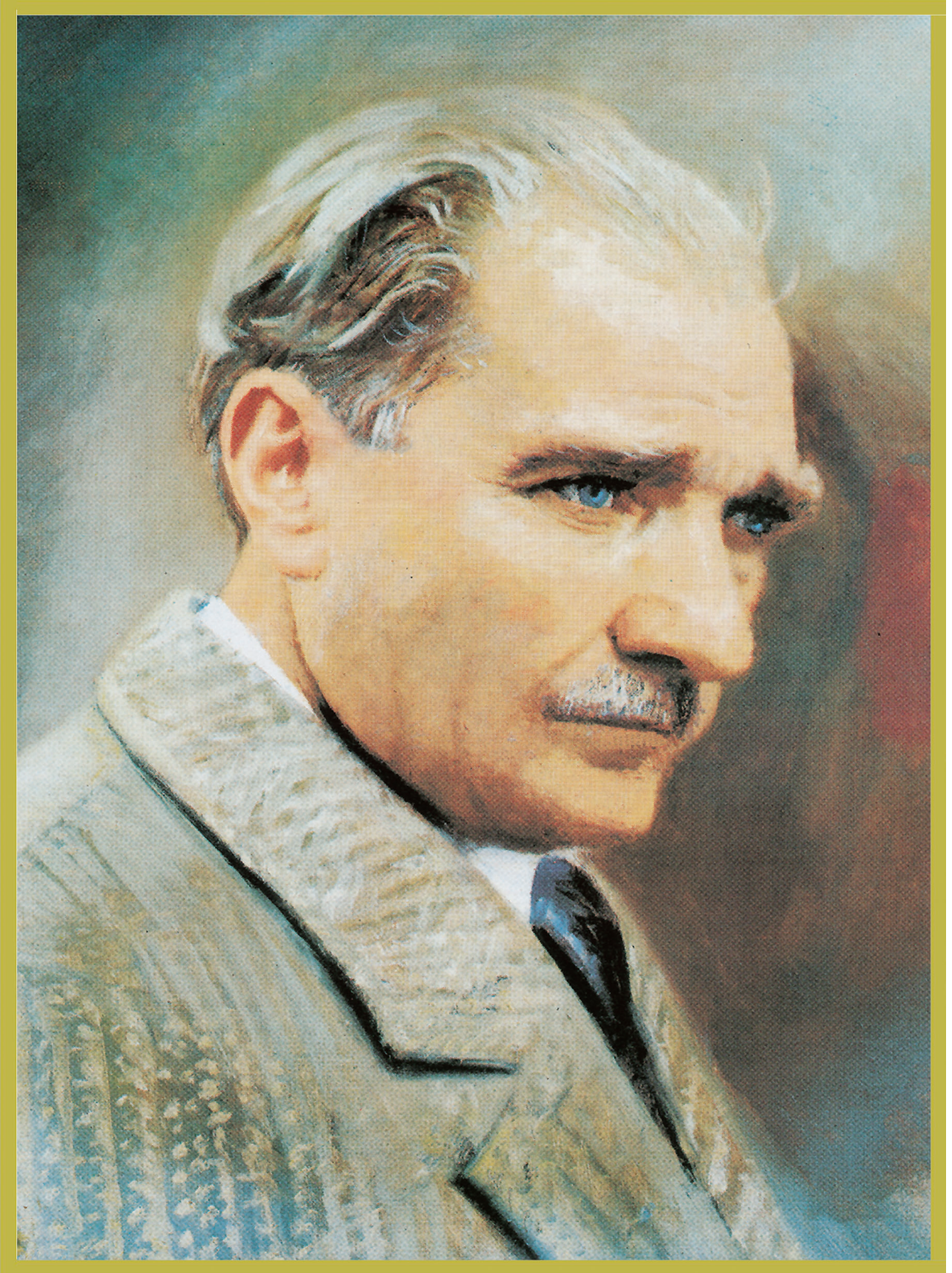
## GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaît 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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## INTRODUCTION

The coursebook has been designed for the 11th–graders at the high schools in Türkiye. Its content is compatible with the English Teaching Program, which was presented by the Ministry of National Education in 2018.

At the beginning of the first lesson, we strongly advise you to tell your students why they should learn English. You had better mention some advantages such as being able to contact and work with people around the world as well as following all the technological and scientific advances since English is considered the international means of communication. When your students realize the importance of learning English, they will probably take part in all the activities and perform all the tasks properly.

The coursebook comprises a Student’s Book, a Workbook, a Teacher’s Book and a DVD with videos and audios. The Student’s Book and the Workbook consist of 10 themes in which you are provided with a variety of activities so as to improve different communicative skills and functions.

Throughout the Student’s Book, the integration of language skills has been reinforced. Furthermore, the sequence of the main sections has been designed by keeping the natural process of first language acquisition in mind, so each theme begins with the listening and speaking sections followed by the reading and writing materials which are added to the learning process for the competence in oral and written communication skills. There is also a special section in each theme in order to improve students’ pronunciation.

All the main sections of the Student’s Book contain activities which have been created to do before, while and after listening or reading. Many pair work and group work activities have been included in the parts before and after listening and reading so that students can enhance their communication skills. In this way, students are encouraged to be involved in task–based and project–based activities.

In addition, the section called *Discussion Time* has been made for each theme in order to enable students to practise freer speaking and express their own opinions apart from the regular communicative activities within the Listening and Speaking sections. Both the Student’s Book and the Workbook have the section called *Idioms/ Proverbs Corner* in each theme as well. Here the aim is to develop students’ communicative competence in the target language.

The students at this level have academic language needs as well as communicative needs according to the 11th–Grade English Teaching Program, so limited focus on language structures is provided for each theme in the coursebook and (with Further Practice) on the digital platform.

As for evaluation, the coursebook offers various ways like e-portfolios which students should prepare for each theme and upload to their own individual blogs. They can certainly be carried out in the form of a DVD as well. That will enable students to keep their individual, pair work or group work project outputs. They are also supposed to prepare a video blog entry in each theme for which students evaluate their partners’ fluency and accuracy by filling in peer evaluation checklists. What’s more, students can evaluate their own progress with the help of the self-evaluation checklists when they finish each theme. Besides, the Teacher’s Book presents you with the checklists to assess your students’ performance at the end of each theme.

The activities in the Workbook have been prepared with the aim of offering further practice to develop students’ listening, speaking, reading and writing skills and expand their vocabulary. (The Answer Key is presented on page 164.) The Teacher’s Book provides the necessary explanations about the activities in the Student’s Book and the answer keys to them. The transcripts of videos and audios are also available at the end of the Teacher’s Book.

We wish you and your students a successful academic year.

# **11TH-GRADE YEARLY PLAN**

MONTH	WEEK	COMMUNICATIVE FUNCTIONS	UNIT/ THEME	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
SEPTEMBER	3			Some students are going to be teachers, some are going to be doctors and some are going to be fashion designers. What are you going to do in your future career? I'm going to study bio-genetic engineering. I guess I'll study mechatronics engineering. Is 5 o'clock tomorrow a good time for you? Can we meet at 3 o'clock? -Is it possible for you to see me next week for a short meeting? -Yes, sure. -I'm afraid I'll be in another meeting. I am free after 9 a.m. Michel de Montaigne said, "No wind favors he who has no destined port."	<b>IDIOMS/ PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>ELP Self-Assessment</b>
	4	Making plans and predictions Making an appointment Talking on the phone	<b>THEME 1</b> <b>FUTURE JOBS</b>		Videos of Job Interviews Job Ads Job Application Forms CV Samples Time-tables Interviews Communicative Games Information Gap Activities
OCTOBER	1				
	2			I enjoy hanging out with my friends. I am good at computer skills. I want to learn how to play chess. I am good at... She is gifted in... I am good at fixing things such as toys and gadgets. How about you? Do you also...? Do you want to specialize in Turkish Calligraphy Art? I am keen on helping the poor in my neighborhood and all over the world. What I like most is to spend time with my friends and relatives. Stephen Hawking could walk when he was young. I'd rather buy a sports car than a sedan.	
	3	Expressing likes, dislikes and interests Expressing preferences Talking about present and past abilities	<b>THEME 2</b> <b>HOBBIES AND SKILLS</b>		
	4				
	5				

MONTH	WEEK	COMMUNICATIVE FUNCTIONS	UNIT/ THEME	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
NOVEMBER	1	Describing events happening at the same time in the past Explaining people's habits in the past	<b>THEME 3</b> <b>HARD TIMES</b>	As there was no electricity, people used to use candles at home. A couple of decades ago, people used to wash their clothes in river. My brother was riding his bike when he broke his leg. As/ While I was driving in India a few years ago, I found myself in the tiger area. When my grandparents were young, there were no mobile phones.	Posters Age-appropriate literature such as myths, stories, rhymes English Monolingual Dictionaries Roleplay Conversations Surveys Survey Reports Interviews Communicative Games Information Gap Activities Songs
	2				
	3				
	4				
DECEMBER	1	Describing places, people and events in the past Ordering events Talking about personal experiences in the past	<b>THEME 4</b> <b>WHAT A LIFE</b>	Before he gained his fame in art, Mimar Sinan had built many masterpieces all around the empire. After I had graduated from high school, I entered the university. When I went home, she was cooking dinner. He got married at the age of 50 and had 5 children. Before the Independence War started, Turkish people had had a hard life. Alija Izetbegovic became the first president of the Bosnia - Herzegovina.	Time Lines Graphic Organizers Biographies Literature such as Short Stories and Poetry Completing a Story Roleplay Communicative Games Information Gap Activities Songs Self-evaluation Checklists Peer evaluation Checklists
	2				
	3				
	4				

MONTH	WEEK	COMMUNICATIVE FUNCTIONS	UNIT/ THEME	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
JANUARY	1				<b>IDIOMS/ PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b>  Letters E-mails Online Chat Roleplays  Historical and Cultural Figures Communicative Games Information Gap Activities Songs  Movies Short Stories Matching Criticism with Suggestions Personal Diary Entry Reflective Paragraphs Advice Columns Call Center Dialogues Roleplays Dialogues Self-evaluation Checklists Peer evaluation Checklists
	2	Expressing wishes and regrets for past events	<b>THEME 5</b> <b>BACK TO THE PAST</b>	If I had been more hardworking during my high school years, I could have studied at a better university. If he hadn't been addicted to alcohol, he wouldn't have lost his family. I wish I hadn't had an accident. I wish you had seen Dr. Green. I wish you hadn't moved to another city. I wish I had helped my friend study for his exams.	
	3	Talking about unreal past events			
	4				
FEBRUARY	2			You should have done your homework. I could have studied more for the exam. They could've been nicer to the new student. He must have sent the letter to a wrong address. She might have gone to downtown. I could have been hurt more badly, thank God I wasn't. You should have been more patient in the traffic jam yesterday.	
	3	Expressing degrees of certainty in the past Expressing the criticism for the events in the past	<b>THEME 6</b> <b>OPEN YOUR HEART</b>		
	4				

MONTH	WEEK	COMMUNICATIVE FUNCTIONS	UNIT/ THEME	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
MARCH	1			What are the must-see attractions in Istanbul/ around here? Anıtkabir is located in Ankara.	<b>IDIOMS/ PROVERBS OF THE WEEK</b>  <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>ELP Self-Assessment</b>  Short Documentaries Historical Figures and Monuments Pictures Posters Travel Guides Roleplays  Information Gap Activities Songs  News websites Blogs Reflective Paragraphs Matching Sentences with Pictures Conversations Interviews Roleplays Simulations  Peer Evaluation Checklists Information Gap Activities Communicative Games
	2	Talking about landmarks and monuments	<b>THEME 7</b>	Several castles in Anatolia were built by the Romans.	
	3	Describing cities and historic sites Asking for and giving more detailed information	<b>FACTS ABOUT TÜRKİYE</b>	Pamukkale hot springs and travertines are one of the most popular destinations for tourists in Türkiye. Ephesus was founded in the 10th century BC. Süleymaniye Mosque was designed by Sinan, the Great Architect. Gelibolu (Gallipoli) is worth seeing.	
	4			Ramadan in Türkiye is a social ritual to revive the communal relationship apart from a spiritual practice.	
APRIL	1			Yasemin Dalkılıç says that all the women can achieve their goals.	
	2	Reporting news Interviewing someone Talking about sports	<b>THEME 8</b> <b>SPORTS</b>	Atatürk says that he likes sportspeople who are smart, agile and also well-behaved. Many psychologists say that doing sports helps teens develop and maintain friendships. The Paralympic Games is a major international multi-sport event of athletes with a range of physical disabilities. Cliff diving is defined as the acrobatic perfection of diving into water from a cliff. Wingsuit fliers wear parachute equipment specially designed for sky diving. FILA has announced that Hamza Yerlikaya is the wrestler of the century.	
	3				
	4				

MONTH	WEEK	COMMUNICATIVE FUNCTIONS	UNIT/ THEME	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
MAY	1	Describing events, places and people Asking for and giving clarification	<b>THEME 9</b> <b>MY FRIENDS</b>	<p>The man you saw...</p> <p>The place where we went on picnic....</p> <p>Mr Richardson, (who is) our teacher of physics, is a ....</p> <p>Find the student who is the most easygoing.</p> <p>True companions are those who keep promises and show respect.</p>	<b>IDIOMS/ PROVERBS OF THE WEEK</b>  <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>ELP Self-Assessment</b>  News Websites Online Newspapers Print Media Roleplays Debates Surveys Graphs/ Charts
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JUNE	1	Expressing opinions Exchanging ideas Making comments	<b>THEME 10</b> <b>VALUES AND NORMS</b>	<p>Turkish people are not only hospitable but also...</p> <p>Nasreddin Hodja is not only a great humorist but also a great philosopher and a man of wisdom.</p> <p>I think that all societies...</p> <p>What do you think about the values of the modern world?</p> <p>I believe...</p> <p>Good company supports both good morals and humanity.</p> <p>Neither men nor women deserve inequality.</p> <p>Yunus Emre said, "We love all the created for the sake of the Creator."</p> <p>Mevlana Celaleddin-i Rumi said, "Either seem as you are or be as you seem."</p> <p>Peace begins within each one of us.</p> <p>How do people feel when they are exposed to discrimination, humiliation, violation,....?</p>	Movies Interviews Roleplays Family Albums Pictures of the past and present Surveys Debates  Self-evaluation Checklists Peer evaluation Checklists
	2				
	3				

# **CHECKLISTS TO EVALUATE STUDENTS' PERFORMANCE**

## THEME 1: FUTURE JOBS

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING	PRONUNCIATION	SPEAKING		READING		WRITING
	He/ She can detect factual information about job-related topics in a recorded text.	He/ She can practise contraction of "will" and "am/is/are- going to" in positive and negative sentences.	He/ She can talk about future plans and predictions.	He/ She can make an appointment on the phone.	He/ She can analyze different job ads from newspapers/ websites to match them with CVs.	He/ She can find the main idea of a text on successful entrepreneurs of the 21st century.	He/ She can write CVs/ letters of intent for different job applications.
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## THEME 2: HOBBIES AND SKILLS

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING	PRONUNCIATION	SPEAKING		READING	WRITING
	He/ She can build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences.	He/ She can pronounce plural and third person "s-s" sounds.	He/ She can take part in a dialogue about likes, dislikes, interests and preferences.	He/ She can ask and answer questions about his/ her present and past abilities.	He/ She can identify lexis and expressions related to past abilities in a text.	He/ She can paraphrase information in a text about people's choices.
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## THEME 3: HARD TIMES

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING		PRONUNCIATION	SPEAKING		READING		WRITING
	He/ She can recognize vocabulary indicating the sequence of events in a recorded text/ video.	He/ She can identify the events happening at the same time in the past in a recorded text/ video.	He/ She can differentiate between rising and falling intonation.	He/ She can talk about past habits.	He/ She can talk about a personal experience in the past.	He/ She can answer the questions about a text on people's habits and experiences in the past.	He/ She can analyze a short story (plot, setting, climax, characters, etc.) to summarize it.	He/ She can identify thesis statement, topic sentences, supporting points and examples in an essay about a challenge.
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## THEME 4: WHAT A LIFE

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING		PRONUNCIATION	SPEAKING		READING	WRITING
	He/ She can identify expressions related to ordering past events in a recorded text.	He/ She can put the past events in order in a recorded text/ video.	He/ She can practise pronunciation of “-ed” sounds following voiced and unvoiced consonant sounds and following /t/ and /d/ sounds.	He/ She can share his/ her personal experiences in the past.	He/ She can describe places, people and events in the past.	He/ She can order the events in the biography of a famous person/ inventor/ scientist/ celebrity.	He/ She can write an essay about a well-known figure from Turkish history.
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## THEME 5: BACK TO THE PAST

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING		PRONUNCIATION	SPEAKING		READING	WRITING
	He/ She can identify expressions related to unreal past events in a recorded text.	He/ She can determine relevant or/ and irrelevant information in a recorded text/ video about wishes and regrets.	He/ She can practise the contraction of had/ would.	He/ She can talk about his/ her regrets and wishes about past events.	He/ She can ask and answer questions about unreal past events.	He/ She can analyze a text to distinguish the expressions used to express wishes, regrets and unreal past events.	He/ She can write his/ her opinions and regrets according to #wish.
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## THEME 6: OPEN YOUR HEART

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING	PRONUNCIATION	SPEAKING		READING	WRITING
	He/ She can find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text / video.	He/ She can practise the pronunciation of "contraction in past modals".	He/ She can criticize an action in the past.	He/ She can express his/ her inferences from the results of events in the past.	He/ She can draw conclusions for the past events in a text.	He/ She can write a letter to criticize an event or organization.
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## THEME 7: FACTS ABOUT TÜRKİYE

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING	PRONUNCIATION	SPEAKING		READING	WRITING
	He/ She can recognize information about the description of a monument or a historic site in a recorded text.	He/ She can practise the pronunciation of /wəz/ and /wɒz/.	He/ She can give a presentation on a monument or historical site.	He/ She can interview a friend to get detailed information about the places he/ she has visited.	He/ She can find out specific information in a text describing historical sites in Türkiye.	He/ She can write a blog post recommending places to visit in Türkiye.
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## THEME 8: SPORTS

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING	PRONUNCIATION	SPEAKING		READING	WRITING
	He/ She can identify the lexis and jargon about extreme sports in a recorded text.	He/ She can practise rising and falling intonation in questions.	He/ She can exchange opinions about outdoor/ extreme sports.	He/ She can ask questions to carry out an interview with a sportsperson.	He/ She can analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs.	He/ She can write a report on the interview he/ she has carried out with a sportsperson.
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## THEME 9: MY FRIENDS

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING	PRONUNCIATION	SPEAKING	READING	WRITING	
	He/ She can organize specific information in a narrative about a person or an event.	He/ She can practise the pronunciation of assimilation and elision.	He/ She can ask and answer questions to clarify a well-known/ common person or a place.	He/ She can scan online and printed newspaper articles about well-known people to find out personal details.	He/ She can write a text about his/ her teachers and friends for a school magazine.	He/ She can write a booklet to describe his/ her hometown.
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## THEME 10: VALUES AND NORMS

Write **E for Excellent** if the student achieves the language skills and learning outcomes with no help.

Write **G for Good** if the student achieves the language skills and learning outcomes with a little help.

Write **U for Unsatisfactory** if the student achieves the language skills and learning outcomes with lots of help.

STUDENTS' NAMES	LISTENING	PRONUNCIATION	SPEAKING		READING	WRITING
	He/ She can identify the topic and the main idea of a recorded text/ video.	He/ She can practise the sounds of /i:/ and /a:/.	He/ She can exchange ideas about values and practices.	He/ She can make comments about moral values and norms in different cultures.	He/ She can distinguish the main idea from supporting details in a text about the effects of values on societies.	He/ She can write an essay about the importance and effects of values and norms on society.
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# EXAM STUDY GUIDE

**It is advisable to photocopy the next two pages and hand them out to the students in the first lesson in order to help them develop listening and reading skills. (There are activities with models in each theme to develop speaking and writing skills as well.)**

## A. Main Strategies to Develop Listening Skills

### 1) Predicting:

- ✓ You should read the task and think about what you are going to listen to, i.e. whether the recording is a dialogue, a lecture, a news report, a radio or TV program, etc.
- ✓ If there are any visuals, look at them carefully to predict the topic.
- ✓ Trying to predict will help you activate known vocabulary on the topic of the recording before listening. You can use your previous knowledge on the topic as well as your knowledge of the world.
- ✓ You should also think about the questions like “How many people are going to talk?” , “What are they going to talk about?” and “Why do you need to listen to the recording?”.

### 2) Listening for general understanding:

- ✓ When you want to get the main idea of a text, you should listen for general understanding.
- ✓ You don't have to understand everything when you listen to the text for the first time. You should try to understand what the recording is generally about. You shouldn't worry about the details.
- ✓ It is advisable to read the task carefully before you start listening. You should also examine the title or visuals where possible.
- ✓ While listening, you had better make notes about the main points which are often repeated and/ or paraphrased in the recording.

### 3) Listening for specific information:

- ✓ First, you should predict what you are going to hear in the recording as stated above.
- ✓ Before you start listening, you should read the instructions carefully and understand the task. You should learn what you need to do with the information, i.e. whether you have to answer questions, fill in the blanks, complete a table, decide if the statements are true or false, etc.
- ✓ You should read the given statements/ questions and underline the key words before listening.
- ✓ You should ask yourself what type of information you need (e.g. a number, a date, a place, a noun, a verb, an adjective, etc.).
- ✓ In this way, your listening will be focused while you try to get the relevant information.

## B. Main Strategies to Develop Reading Skills

### 1) Predicting:

- ✓ Before reading a text, you should try to predict what it is about.

- ✓ First, you should look at the text and decide what type of text it is, i.e. whether it is a story, a letter, an essay, a newspaper article, etc.
- ✓ Next, you should read the title and examine the other clues like visuals.
- ✓ You should use your previous knowledge on the topic before studying the text in order to make some predictions. To achieve this, you can also use your knowledge of the world.

## **2) Skimming:**

- ✓ When you want to get the main idea of a text, you should read it quickly for general meaning, instead of reading in detail.
- ✓ To achieve this, you can use the title, headlines or visuals. They may give you an idea regarding what the text is about.
- ✓ Next, you should read the first paragraph (introduction). You can usually find the main idea of the text in it.
- ✓ You should also read the first sentence of each of the body paragraphs since the first sentence generally summarizes the main idea of a paragraph.
- ✓ Then you should read the last paragraph (conclusion) which often summarizes the main idea of the whole text.

## **3) Scanning:**

- ✓ When you need to find specific information in a reading text, you should read the task and decide what type of information you need to look for (e.g. places, numbers, dates, events, names, key words, etc.).
- ✓ You shouldn't read every word in the text carefully. Instead, you should move your eyes quickly down the text to find the related information.
- ✓ When you find some useful information, you should stop and check if it is the information that you are looking for.
- ✓ Instead of reading the whole text in detail, you should extract the relevant information from the text quickly.

## **4) Guessing meaning from context:**

- ✓ When you come across an unknown word while reading a text, you shouldn't panic. Maybe the word is not necessary to do the task, so you can ignore it. However, if you need to understand the word, you should use contextual clues to work out the meaning.
- ✓ You should read the related part of the text closely and determine what part of speech the unknown word is, i.e. whether it is a noun, a verb, an adjective or an adverb.
- ✓ Then you should read the related sentence carefully to guess the meaning of the word.
- ✓ If necessary, you can also read the previous and following sentences to look for more information about the word. Finally, you can work out the meaning.

# PROJECT EVALUATION FORMS

You can use the following forms to evaluate your students' projects like e-portfolio entries and video blog entries. You should inform your students about the evaluation process before they do the first project assignment in Theme 1. You can photocopy the next page and hand it out to your students, or you can draw the forms on the board and ask your students to copy them in their notebooks.

### 1) EVALUATION FORM FOR ORAL PRESENTATIONS

	Excellent	Good	Satisfactory	Unsatisfactory
Timing				
Accuracy				
Fluency				
Pronunciation				
Coherence				
Vocabulary				
Creativity				
Gestures				
Visual aids				

### 2) EVALUATION FORM FOR WRITTEN PROJECTS

	Excellent	Good	Satisfactory	Unsatisfactory
Timing				
Clear topic				
Organization of ideas				
Grammar				
Spelling				
Vocabulary				
Punctuation				
Creativity				
Visual aids				

### 3) EVALUATION FORM FOR GROUP WORK ACTIVITIES *(To evaluate yourself/ group members)*

	Always	Usually	Sometimes	Seldom
Joined group meetings/ discussions				
Helped the group members with the planning process				
Did his/ her part of the task				
Created useful ideas				
Respected each other's ideas				
Cooperated with each other				

(During the evaluation process, the relevant parts of the forms above will be taken into consideration.)

# THEME 1

# FUTURE JOBS

## Communicative Functions:

- F1. Making plans and predictions
- F2. Making an appointment
- F3. Talking on the phone

## Language Skills and Learning Outcomes:

### Listening

**E11. 1. L1.** Students will be able to detect factual information about job related topics in a recorded text.

### Pronunciation

**E11. 1. P1.** Students will be able to practise contraction of “will” and “am/ is/ are – going to” in positive and negative sentences.

### Speaking

**E11. 1. S1.** Students will be able to talk about future plans and predictions.

**E11. 1. S2.** Students will be able to make an appointment on the phone.

### Reading

**E11. 1. R1.** Students will be able to analyze different job ads from newspapers/ websites to match them with CVs.

**E11. 1. R2.** Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.

### Writing

**E11. 1. W1.** Students will be able to write CVs/ letters of intent for different job applications.

## Preparatory Questions:

1. What do you do?
2. What do I do for a living? Do you think my job will be different in the future from today? If yes, how?

## Let's start!

It's advisable to make your students familiar with the Student's Book during the first lesson. It's a good idea to examine the cover of the book together. Then read the table of contents and talk about the titles of the themes.

You should talk about the potential advantages of learning English as well. For instance, you can say, "If you study hard enough and learn English very well, you can communicate with people everywhere on earth. You can also follow the developments in all the fields of science. So you'll be able to get global. In addition, using the target language well enough will help you to get a good job in the future."

In the first lesson, we strongly advise you to photocopy pages 27 and 28 and hand them out to your students. Next, you should go through the explanations with the class. Make sure all the students understand the strategies.

Before starting each theme, we recommend asking your students the preparatory questions (on the cover pages in this book) as an initial warm-up activity.

## LISTENING & SPEAKING (PART-1)

### (F1- L1- P1- S1)

1. *Work in pairs and answer the following question in turn.*

For this activity, ask students to work in pairs. Ss (Students) read the question and think about the answer. They discuss the question in pairs. Finally, invite some Ss to share their answers with the class.

**Answer Key:** Students' own answers

2. *Work with your partner and make a list of jobs. Let's see which pair can write the longest list.*

Ask Ss to work in pairs and make a list of jobs. Invite pairs to share their lists with the class. The pair who can write the longest list will be the winner. Here you can invite the class to applaud them.

**LISTENING & SPEAKING** PART - 1

1. *Work in pairs and answer the following question in turn.*  

What is your father's / mother's job?
2. *Work with your partner and make a list of jobs. Let's see which pair can write the longest list.*  

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3. *Look at your list again and think about your answers to the questions below. Then work in groups and take turns to share your answers with the group members.*  

Which job do you think is the most interesting? Why?
4. *Look at the list below. Tick the jobs that you believe will be more popular than the others in the near future. Share your answers with the class. Give reasons to support your opinions.*  

Are these jobs likely to be popular in the near future?

<input type="radio"/> computer systems analyst	<input type="radio"/> electrical and electronics engineer
<input type="radio"/> information security analyst	<input type="radio"/> genetic engineer
<input type="radio"/> market research analyst	<input type="radio"/> biomedical engineer
<input type="radio"/> physical therapist	<input type="radio"/> nanotechnologist
<input type="radio"/> psychologist	<input type="radio"/> digital content specialist
<input type="radio"/> laboratory technician	<input type="radio"/> digital advertising manager
<input type="radio"/> solar energy technician	<input type="radio"/> human resources manager
<input type="radio"/> mechanical engineer	<input type="radio"/> statistician

10

3. *Look at your list again and think about your answers to the questions below. Then work in groups and take turns to share your answers with the group members.*

Ask Ss to look at their lists again and think about their answers to the questions.

Then tell Ss to work in groups and take turns to share their answers with the group members. Finally, invite some students to share their answers with the class.

**Answer Key:** Students' own answers

4. *Look at the list below. Tick the jobs that you believe will be more popular than the others in the near future. Share your answers with the class. Give reasons to support your opinions.*

Go through the list with the class. Make sure Ss know all the jobs. Then have some Ss share their answers with the class.

**Answer Key:** Students' own answers

5. Use the following jobs to label the pictures. There is an extra job.

wind energy technician    virtual reality designer    mechatronics engineer    surgeon

fashion designer    civil engineer    accountant

6. A career counselor is giving a talk to a group of teenagers. Listen and choose the correct answer. (Audio 1.1)

This part of the talk is mainly about ....

A) how to make a good career choice  
 B) some students' career choices for the future  
 C) the explanations of some popular future jobs

7. Listen again and circle the correct alternative.

1. Jason is planning to become a **statistician** / **mechanical engineer** in the future.  
 2. According to Jason, it's also likely that he'll become a **psychologist** / **an accountant** in his future career.  
 3. Melanie thinks she'll study **genetic** / **mechatronics** engineering at university.  
 4. Judy hopes she'll work as a **surgeon** / **computer systems analyst** in her future career.

8. Listen again and fill in the blanks.

1. Jason is keen on working with .....

2. Melanie is very interested in .....

3. Judy loves .....

11

(Audio 1.1)

**Career counselor:** Good afternoon, everyone. Today we're here to talk about making a career choice. Of course, it's not easy to choose the right career, but I'm sure some of you have already made up your minds. For example, some students are going to be teachers, doctors or fashion designers. What are you going to do in your future career? Yes.

**Jason:** Hi. I'm Jason. I really enjoy working with numbers. Maths is my favorite school subject. Therefore, I'm going to study statistics at university. Or maybe I'll be an accountant. I think I'll decide next year.

**Career counselor:** Thanks, Jason. Yes. What about you?

**Melanie:** Hi. I'm Melanie. I guess I'll study mechatronics engineering because the idea of designing a new machine makes me feel on top of the world.

**Career counselor:** Thanks, Melanie. Creativity is necessary for that career. If you can think outside the box, you'll be a very good mechatronics engineer. Now... Yes, you!

**Judy:** Hi. I'm Judy. I hope I'll be a computer systems analyst. It's my dream job. I'm crazy about computer science.

**Career counselor:** Thanks a lot, Judy.

5. Use the following jobs to label the pictures. There is an extra job.

Attract Ss' attention to the list. Then have Ss label the pictures. Check their answers.

**Answer Key:**

1. mechatronics engineer
  2. civil engineer
  3. accountant
  4. wind energy technician
  5. surgeon
  6. virtual reality designer
- (extra job: fashion designer)

6. A career counselor is giving a talk to a group of teenagers. Listen and choose the correct answer. (Audio 1.1)

First, have Ss read the options. Then play the audio. Ss listen and choose the correct answer. Finally, check their answers.

**Answer Key:** B

7. Listen again and circle the correct alternative.

First, have Ss read the sentences. Then play the audio. Ss listen and circle the correct alternative in each sentence. Finally, check their answers.

**Answer Key:**

1. statistician
2. an accountant
3. mechatronics
4. computer systems analyst

## 8. Listen again and fill in the blanks.

First, have Ss read the gapped sentences. Then play the audio. Ss listen and complete the sentences. Finally, check their answers.

### Answer Key:

1. numbers
2. designing a new machine
3. computer science

## 9. Listen to the second part of the talk and tick the correct jobs. (Audio 1.2)

Tell Ss to read the question and the list of jobs. Next, play the audio. Ss listen and tick the correct jobs. Finally, check their answers.

### Answer Key:

information security analyst – digital content specialist – biomedical engineer – nanotechnologist – wind energy technician – solar energy technician

### (Audio 1.2)

**Career counselor:** And now let's talk about some jobs that are likely to be popular in the future. Most of tomorrow's jobs will possibly result from today's scientific and technological advances. Our lives are closely connected with computers, so information security analysts are very important. I believe the career's popularity won't decline in the future.

We can't think of a life without digital devices, so digital content specialists will probably be in high demand as well.

Due to the rapid developments in biotechnology, it's obvious that biomedical engineers aren't going to have difficulty in finding employment in the years ahead. In addition, nanotechnology is regarded as the technology of the future, so nanotechnologists will probably have one of the best careers.

Another field that will definitely attract a lot of interest is renewable energy sources such as wind and solar power. That's why wind energy technicians and solar energy technicians will probably be very popular in the future.

Of course, these are only a few guesses.

## 5. Use the following jobs to label the pictures. There is an extra job.

wind energy technician    virtual reality designer    mechatronics engineer    surgeon

fashion designer    civil engineer    accountant



## 6. A career counselor is giving a talk to a group of teenagers. Listen and choose the correct answer. (Audio 1.2)

This part of the talk is mainly about .....

- A) how to make a good career choice
- B) some students' career choices for the future
- C) the explanations of some popular future jobs

## 7. Listen again and circle the correct alternative.

1. Jason is planning to become a **statistician / mechanical engineer** in the future.
2. According to Jason, it's also likely that he'll become a **psychologist / an accountant** in his future career.
3. Melanie thinks she'll study **genetic / mechatronics** engineering at university.
4. Judy hopes she'll work as a **surgeon / computer systems analyst** in her future career.

## 8. Listen again and fill in the blanks.

1. Jason is keen on working with .....
2. Melanie is very interested in .....
3. Judy loves .....

11

## 9. Listen to the second part of the talk and tick the correct jobs. (Audio 1.2)

Which jobs below does the career counselor mention?

- |   |   |
|---|---|
| <input type="radio"/> information security analyst        | <input type="radio"/> civil engineer          |
| <input type="radio"/> digital content specialist          | <input type="radio"/> nanotechnologist        |
| <input type="radio"/> electrical and electronics engineer | <input type="radio"/> human resources manager |
| <input type="radio"/> virtual reality designer            | <input type="radio"/> wind energy technician  |
| <input type="radio"/> biomedical engineer                 | <input type="radio"/> solar energy technician |

## 10. Listen again and complete the sentences (1–5) using the words in the list. There is an extra word.

employment    renewable    advances    decline    addition    demand

1. Most of tomorrow's jobs will possibly result from today's scientific and technological .....
2. Our lives are closely connected with computers, so information security analysts are very important. I believe the career's popularity won't ..... in the future.
3. We can't think of a life without digital devices, so digital content specialists will probably be in high ..... as well.
4. Due to the rapid developments in biotechnology, it's obvious that biomedical engineers aren't going to have difficulty in finding ..... in the years ahead.
5. Another field that will definitely attract a lot of interest is ..... energy sources such as wind and solar power.

## 11. Choose the correct words from activity 10 for the definitions below and fill in the blanks.

- a. a need for something to be supplied: .....
- b. work, especially when it is done to earn money: .....
- c. developments in a particular area: .....
- d. to become smaller, weaker, fewer, etc.: .....
- e. capable of being replaced by natural ecological cycles: .....
- f. a thing that is added to something else: .....

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**10.** Listen again and complete the sentences (1-5) using the words in the list. There is an extra word.

Have Ss read the words in the list and the gapped sentences. Next, play the audio. Ss listen and use the words in the list to complete the sentences. Finally, check their answers.

**Answer Key:**

- 1. advances
  - 2. decline
  - 3. demand
  - 4. employment
  - 5. renewable
- (extra word: addition)

**11.** Choose the correct words from activity 10 for the definitions below and fill in the blanks.

Have Ss read the definitions and tell them to determine what part of speech each one defines. Next, ask Ss to choose the correct words from the list in activity 10 for the definitions. Finally, check their answers.

**Answer Key:**

- a. demand
- b. employment
- c. advances
- d. decline
- e. renewable
- f. addition

**Note:**

It is advisable to remind Ss of some common linking words. Write the following explanations on the board and have Ss write them in their notebooks.

**Some Common Linking Words**

They link clauses or sentences.

- 1. **Addition:** moreover, furthermore, what's more, in addition, besides, etc.
- 2. **Contrast:** but, however, whereas, while, although, even though, instead, etc.
- 3. **Cause and effect:** because, as, since, so, therefore, thus, as a result, for this reason, consequently, etc.

Some linkers are prepositions, so they are followed by nouns, e.g. despite/ in spite of, because of/ due to, in addition to/ as well as, instead of, such as/ like, etc.

These linkers are also followed by a gerund (a word ending in “-ing” that is made

from a verb and used like a noun such as eating, flying and having), e.g. despite being ill.



**NOTES**

A large vertical rectangular area with a red header containing the word 'NOTES'. Below the header are approximately 25 horizontal dotted lines for writing notes.



**P**RONUNCIATION

1. The following sentences are from the audios. Listen to them by paying attention to the pronunciation of the **highlighted** words. (Audio 1.3)

I'm going to study statistics at university.  
I guess I'll study mechatronics engineering.  
I believe the career's popularity **won't** decline in the future.

**Note:**  
We use contractions (I'm, I'll, etc.) in everyday speech and informal writing.

2. Listen again and then practise saying the sentences.

3. Listen to the following sentences and repeat them. (Audio 1.4)

1. I'm not going to study law at university. I'm going to be a dentist.  
2. My brother isn't going to study medicine. He's going to be a software engineer.  
3. My best friends aren't going to work in an office. They're going to be actors.  
4. I'm sure Lucy won't go to university. She'll probably be a dancer.

4. Work in pairs and take turns to talk about your plans and predictions for next week. Pronounce the contractions correctly.

**E-PORTFOLIO ENTRY**

1. Read the paragraph and underline the correct alternative in the sentence below.

The paragraph is about how to start an e-portfolio / why an e-portfolio is beneficial.

An e-portfolio is an electronic portfolio where you can upload your assignments, projects and any other academic works to showcase your learning process. If you have an e-portfolio, it will be possible for you to share items with others. In addition, you will be able to get feedback and comments on your work. Above all, it is a good way to evaluate your progress.

2. Read the information below.

You should have an individual blog and then you can use it as your e-portfolio. Since it is a part of your studies, you ought to keep it under the supervision of your teacher. At the end of the first and second terms, you should submit all your projects to your teacher as well.

14

**3. Listen to the following sentences and repeat them. (Audio 1.4)**

Have Ss read the sentences. Attract their attention to the contractions. Next, play the audio. Ask Ss to listen and repeat.

**(Audio 1.4)**

1. I'm not going to study law at university. I'm going to be a dentist.
2. My brother isn't going to study medicine. He's going to be a software engineer.
3. My best friends aren't going to work in an office. They're going to be actors.
4. I'm sure Lucy won't go to university. She'll probably be a dancer.

**4. Work in pairs and take turns to talk about your plans and predictions for next week. Pronounce the contractions correctly.**

Have Ss work in pairs and talk about their plans and predictions for next week in turn.

**PRONUNCIATION**

**(F1- L1- P1- S1)**

**1. The following sentences are from the audios. Listen to them by paying attention to the pronunciation of the highlighted words. (Audio 1.3)**

Ask Ss to read the sentences taken from the audios. Next, attract their attention to the Note box. Then play the audio and have Ss listen carefully.

**(Audio 1.3)**

I'm going to study statistics at university.

I guess I'll study mechatronics engineering.

I believe the career's popularity won't decline in the future.

**2. Listen again and then practise saying the sentences.**

Play the audio again and ask Ss to listen carefully. Then have Ss practise saying the sentences. Finally, invite some Ss to read the sentences aloud for the class.

**E-PORTFOLIO ENTRY**

**1. Read the paragraph and underline the correct alternative in the sentence below.**

Tell Ss to read the paragraph. Ss underline the correct alternative.

**Answer Key:**

why an e-portfolio is beneficial

**2. Read the information below.**

Have Ss read the information given. Make sure Ss understand the explanations. Say, "You can carry out your e-portfolio in the form of a DVD if necessary."

Here it's advisable to remind Ss that we can use the modals *should* and *ought to* in order to give advice.

**NOTES**

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### 3. Read the instructions and do the project.

Have Ss read the instructions given. Attract their attention to the jobs in activity 4 on page 10. Remind Ss to hand in their projects next week. You should inform Ss about how to evaluate their project assignments. (See pages 29 and 30.)

## LISTENING & SPEAKING (PART - 2)

(F1- F2- F3- L1- P1- S1- S2)

### 1. Learn the following pieces of information.

Have Ss read the sentences (1-3). Next, read them aloud and make sure Ss understand all the information given.

### 2. Study the following table.

Attract the students' attention to the table. Tell them to read the information about the words (1-3).

#### Answer Key:

- degree:** üniversite diploması / yüksek öğrenim diploması
- vacancy:** (bir iş yerindeki) boş pozisyon / açık kadro / açık kontenjan
- schedule:** zamanlamak / bir şeyin zamanını planlamak / zaman çizelgesine yazmak

### 3. Number the following pictures according to the captions.

Ask Ss to look at the pictures and read the captions. Next, have them number the pictures. Then check their answers.

#### Answer Key:

1. c      2. b      3. d      4. a

### 3. Read the instructions and do the project.

- Choose one of the jobs in activity 4 on page 10 and prepare a poster about it. You can make the poster online.
- Hand in your project next week.
- When your teacher gives it back, take a photo of the poster and upload it to your blog.

## LISTENING & SPEAKING

PART - 2



### 1. Learn the following pieces of information.

- CV stands for the term *curriculum vitae*.
- The word *resume* is a synonym for CV.
- A letter of intent is an application letter in this context. It is also called *cover letter*.

### 2. Study the following table.

Word	Part of speech	Definition
1. degree	noun	the qualification obtained by the students who successfully complete a university course
2. vacancy	noun	a job that no one is doing and is available for someone new to do
3. schedule	verb	to arrange an event or activity that will happen at a particular time

### 3. Number the following pictures according to the captions.



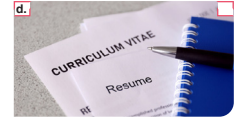
Contact the company and schedule an interview.



Search for vacancies and choose one.



Graduate from university and get a degree.



Write your CV and send it to the company with a letter of intent.

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## NOTES



## NOTES

4. Listen to Robin calling the human resources manager of the company and fill in the blanks. (Audio 1.5)



Mr Taylor : Hello.  
 Robin : May I speak to Bill Taylor, please?  
 Mr Taylor : Speaking. Who is calling?  
 Robin : This is Robin Wayne. I've applied for the (1) ..... position at your company, and I got an e-mail yesterday, asking me to contact you to schedule an interview.  
 Mr Taylor : Okay, Mr Wayne. Is it possible for you to see me (2) ..... ?  
 Robin : Yes, sure.  
 Mr Taylor : Is 2 o'clock on (3) ..... a good time for you?  
 Robin : I'm terribly sorry, but I'm afraid I'll be at the (4) ..... then. I have an appointment. Can we meet at (5) ..... ?  
 Mr Taylor : Well, let me check my calendar, please... No, sorry. I'm not available then. What about (6) ..... morning? Is 11 o'clock all right for you?  
 Robin : Yes. That's fine by me.  
 Mr Taylor : The interview is at 11 o'clock on (7) ..... then.  
 Robin : All right, Mr Taylor. Thank you for your time.  
 Mr Taylor : You're welcome, Mr Wayne. And would you please e-mail me a letter of intent this week?  
 Robin : Certainly. Have a nice day.  
 Mr Taylor : Have a nice day.

5. Work in pairs and act out the phone conversation in activity 4. Then change roles and act it out again.

6. Correct the mistakes in the following sentences according to the phone conversation in activity 4.

1. Robin applied for the vacant position of market research analyst at the company.
2. The human resources manager wanted to schedule the interview for next Tuesday at first.
3. Robin refused to schedule the interview for 2 p.m. on Monday because of an appointment with the physical therapist.
4. They agreed to schedule the interview for 9 September at last.

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4. Listen to Robin calling the human resources manager of the company and fill in the blanks. (Audio 1.5)

First of all, have Ss read the phone conversation. Next, play the audio. Ask Ss to fill in the blanks while listening to the phone conversation. It is advisable to play the audio again. In this way, Ss can check their answers.

**Answer Key:**

1. web designer
2. next week
3. Monday
4. dentist's
5. 4 o'clock
6. Wednesday
7. 19 October (the nineteenth of October)

**(Audio 1.5)**

**Mr Taylor:** Hello.

**Robin:** May I speak to Bill Taylor, please?

**Mr Taylor:** Speaking. Who is calling?

**Robin:** This is Robin Wayne. I've applied for the web designer position at your company, and I got an e-mail yesterday, asking me to contact you to schedule an interview.

**Mr Taylor:** Okay, Mr Wayne. Is it possible

for you to see me next week?

**Robin:** Yes, sure.

**Mr Taylor:** Is 2 o'clock on Monday a good time for you?

**Robin:** I'm terribly sorry, but I'm afraid I'll be at the dentist's then. I have an appointment. Can we meet at 4 o'clock?

**Mr Taylor:** Well, let me check my calendar, please... No, sorry. I'm not available then. What about Wednesday morning? Is 11 o'clock all right for you?

**Robin:** Yes. That's fine by me.

**Mr Taylor:** The interview is at 11 o'clock on 19 October, then.

**Robin:** All right, Mr Taylor. Thank you for your time.

**Mr Taylor:** You're welcome, Mr Wayne. And would you please e-mail me a letter of intent this week?

**Robin:** Certainly. Have a nice day.

**Mr Taylor:** Have a nice day.

5. Work in pairs and act out the phone conversation in activity 4. Then change roles and act it out again.

Have pairs act out the phone conversation. Then they change roles and act it out again.

Here remind Ss of the different meanings of the word *then*. In the phone conversation, we can notice its two different meanings:

1. (at) that time (in the past or in the future), e.g. I'm terribly sorry, but I'm afraid I'll be at the dentist's then.
2. as a result; in that case, e.g. The interview is at 11 o'clock on 19 October, then.

6. Correct the mistakes in the following sentences according to the phone conversation in activity 4.

Have Ss correct the mistakes.

**Answer Key:**

1. Robin applied for the vacant position of web designer at the company.
2. The human resources manager wanted to schedule the interview for next Monday at first.
3. Robin refused to schedule the interview for 2 p.m. on Monday because of an appointment with the dentist.
4. They agreed to schedule the interview for 19 October at last.

**7. You're going to watch a video featuring part of a job interview. Guess the interviewer's questions.**

First, say, "You're going to watch a video featuring part of a job interview." Next, attract the students' attention to the list of questions. Ask them to guess the interviewer's questions.

**8. Skim through the questions in activity 7 again. Watch the video and underline the ones you hear. (Video 1.1)**

Ss skim through the questions again. Play the video. Have Ss watch it and underline the questions they hear. Then check their answers.

**Answer Key:**

Can you tell me a little bit about yourself?  
What are your strengths?  
Why do you want this job?

**(Video 1.1)**

**Mr Taylor:** Let's begin the interview, Mr Wayne. Can you tell me a little bit about yourself?

**Robin:** I graduated from university a few months ago. I got an honors degree since I did my best to achieve success. I also took part in many projects at university. Besides, I had some temporary jobs during my holidays. That provided me with extremely useful experience. In addition, I spend most of my spare time researching the new trends in web designing to upgrade my professional skills.

**Mr Taylor:** What are your strengths?

**Robin:** My friends say I'm good at solving problems. I can cope well with a crisis by finding effective solutions. Furthermore, I'm a competent team member. In my view, teamwork is essential to an organization.

**Mr Taylor:** Why do you want this job?

**Robin:** Working for different companies has given me the opportunity to see what I really want. I'm a very skillful and ambitious web designer. I hope I'll be very successful one day. And I'm sure I'll reach this goal in your company. For this reason, I'm determined to work really hard here.

**9. Fill in the blanks (a-c) below using the questions you've underlined.**

Ask Ss to use the questions that they've underlined in activity 7 to fill in the blanks (a-c). It's a good idea to say, "You should read the conversation carefully and decide which

**7. You're going to watch a video featuring part of a job interview. Guess the interviewer's questions.**

Can you tell me a little bit about yourself?  
Why do you want to leave your current job?  
What are your strengths?  
What are your weaknesses?  
What was your salary in your last job?  
Why do you want this job?  
Why should we hire you?



**8. Skim through the questions in activity 7 again. Watch the video and underline the ones you hear. (Video 1.1)**



**9. Fill in the blanks (a-c) below using the questions you've underlined.**

**Mr Taylor :** Let's begin the interview, Mr Wayne. (a) \_\_\_\_\_ ?

**Robin :** I graduated from university a few months ago. I got an honors degree since I did my best to **achieve** success. I also took part in many (1) **projects / competitions** at university. Besides, I had some **temporary** jobs during my holidays. That provided me with extremely (2) **valuable / useful** experience. In addition, I spend most of my spare time (3) **following / researching** the new trends in web designing to **upgrade** my professional skills.

**Mr Taylor :** (b) \_\_\_\_\_ ?

**Robin :** My friends say I'm good at solving problems. I can **cope** well with a crisis by finding (4) **effective / practical** solutions. Furthermore, I'm a **competent** team member. In my view, teamwork is (5) **beneficial / essential** to an organization.

**Mr Taylor :** (c) \_\_\_\_\_ ?

**Robin :** Working for different companies has given me the opportunity to see what I really want. I'm a very skillful and (6) **ambitious / creative** web designer. I hope I'll be very successful one day. And I'm sure I'll reach this goal in your company. For this reason, I'm **determined** to work really hard here.

**10. Look at the words in bold (1-6) in the conversation above. Watch the video again and circle the correct alternative.**

question is appropriate for each blank."

Finally, check their answers.

**Answer Key:**

- a. Can you tell me a little bit about yourself?
- b. What are your strengths?
- c. Why do you want this job?

**10. Look at the words in bold (1-6) in the conversation above. Watch the video again and circle the correct alternative.**

Ask Ss to look at the words in bold in the conversation. Help them with any unknown vocabulary. It is advisable to give the definition of a new word in English or use it in an example sentence, so Ss will be able to work out the meaning from the context.

Next, play the video again. Have Ss watch it and circle the correct alternative for each pair of words. Finally, check their answers.

**Answer Key:**

- 1. projects
- 2. useful
- 3. researching
- 4. effective
- 5. essential
- 6. ambitious

11. Find the **highlighted** words in activity 9 and guess the meaning from the context. Then match the definitions (a-e) with the words (1-6). There is an extra word.



- |  |                           |
|--|---------------------------|
| <input type="radio"/> a. to improve something so that it works better or gets more effective | 1. achieve (verb)         |
| <input type="radio"/> b. not lasting or needed very long; not permanent                      | 2. temporary (adjective)  |
| <input type="radio"/> c. to deal successfully with something difficult                       | 3. upgrade (verb)         |
| <input type="radio"/> d. to succeed in reaching an aim                                       | 4. cope (verb)            |
| <input type="radio"/> e. having the necessary knowledge or skill to do something well        | 5. competent (adjective)  |
|  | 6. determined (adjective) |

12. Discuss the following questions with your partner.

1. If you were the human resources manager, would you employ Robin? Why/ Why not?
2. Robin says, "I did my best to achieve success." Do you believe people should do their best to achieve success?
3. Have you ever had a temporary job during your summer holidays? If yes, what did you do? Are you planning to have one next summer?

13. Read the role cards below. Follow the instructions and role-play the phone conversation.

<p><b>STUDENT A</b></p> <p>You are the HR (human resources) manager of a company. You would like to employ someone appropriate for a vacant position. A candidate is calling you to schedule an interview. Use activity 4 on page 16 as a model and role-play a phone conversation.</p>	<p><b>STUDENT B</b></p> <p>You are a candidate applying for a vacant position. You have received an e-mail from the company asking you to contact the HR manager to schedule an interview, and now you are calling him/ her. Use activity 4 on page 16 as a model and role-play a phone conversation.</p>
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14. Change roles and role-play the phone conversation again.

15. Now, present your phone conversation to the class. Remember to ask a classmate to record it and then upload it to your blog.

11. Find the **highlighted** words in activity 9 and guess the meaning from the context. Then match the definitions (a-e) with the words (1-6). There is an extra word.

First of all, ask Ss to find the highlighted words in the conversation in activity 9. Tell them to read the sentences which have the highlighted words. Advise Ss to read the sentences before and after them as well if necessary. In this way, Ss will be able to work out the meaning of the words from the context. Attract their attention to the parts of speech given next to the words (1-6). Then have Ss match the definitions with the words. Finally, check their answers.

**Answer Key:**

- a. 3      b. 2      c. 4      d. 1**  
**e. 5**  
 (extra word: determined)

12. Discuss the following questions with your partner.

Have Ss work in pairs and discuss the questions given. Finally, invite some Ss to share their answers with the class.

13. Read the role cards below. Follow the instructions and role-play the phone conversation.

First, divide the class into 2 groups. Next, Students A read the first role card and Students B read the second one. Then they start to role-play. Monitor Ss while they're doing the activity.

14. Change roles and role-play the phone conversation again.

Have Ss change roles and role-play the phone conversation once more.

15. Now, present your phone conversation to the class. Remember to ask a classmate to record it and then upload it to your blog.

Have pairs present their phone conversations to the class. Ss can ask their classmates to record their conversations.



**NOTES**

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## VIDEO BLOG ENTRY

(F1- P1- S1)

1. Read the following information. Do you think it is a good idea to use video blogs as part of English classes? Why/ Why not?

Have Ss read the information given and then answer the questions. Invite some Ss to share their answers with the class.

2. Work in pairs. Read the following instructions and prepare your video blog entry.

Have Ss work in pairs. Ask them to read the instructions carefully. Remind them to upload their video blog entries by the end of this weekend and share them on their blogs.

Say, "Video blog entries are among effective types of evaluation tools. When you prepare them, you will be able to get feedback about your performance in learning English."

## PEER EVALUATION CHECKLIST

Say, "Peer evaluation is very important in English lessons. Each of you should fill in the peer evaluation checklist for your partner after you watch the video blog entry." Go through the checklist with the class and explain any new vocabulary.

## READING & WRITING

(R1- R2- W1)

1. Degree acronyms are used in job ads. Use the following to fill in the blanks.

Have Ss use the acronyms given to fill in the blanks. Then check their answers.

### Answer Key:

1. B.A. 2. B.S. 3. M.A. 4. M.S.

2. Look at the ways of job hunting below. Which one(s) would you choose if you were unemployed? Why?

Have Ss read the 4 ways of job hunting. Help them with any unknown vocabulary. Say, "In this context, *recruitment* means *employment*." Invite some Ss to share their answers with the class.

## VIDEO BLOG ENTRY



1. Read the following information. Do you think it is a good idea to use video blogs as part of English classes? Why/ Why not?

Video blog entries, which are short video clips, are currently used as part of classwork or homework assignments. They provide opportunities for students to take more control of their learning. Vlogs can be recorded using a smartphone, laptop, tablet or digital camcorder. And then students can share them in class, but the recordings should be checked by their teachers beforehand.



2. Work in pairs. Read the following instructions and prepare your video blog entry.

- + Imagine one of you is the HR (human resources) manager of a company, and the other one is a candidate at a job interview. Prepare a conversation.
- + First, write the script together. You can choose from the questions in activity 7 on page 17 or write different ones. Use your imagination for the answers. Then choose the roles.
- + Record your conversation. Upload your vlog this weekend and share it on your blog.
- + After watching the video, you and your partner should fill in the peer evaluation checklists to evaluate each other's fluency and accuracy.

### PEER EVALUATION CHECKLIST

	Excellent	Good	Satisfactory	Unsatisfactory
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## READING & WRITING



1. Degree acronyms are used in job ads. Use the following to fill in the blanks.

M.A.	M.S.	B.A.	B.S.
------	------	------	------

1. ....: Bachelor of Arts (a first university degree in the arts or social sciences)
2. ....: Bachelor of Science (a first university degree in a science)
3. ....: Master of Arts (a degree for postgraduates in the arts or social sciences)
4. ....: Master of Science (a degree for postgraduates in a science)

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2. Look at the ways of job hunting below. Which one(s) would you choose if you were unemployed? Why?

- A) door-to-door job hunting      B) job ads in newspapers  
C) job search websites      D) recruitment agencies (employment agencies)


3. Read the ads on the job search website and complete the following sentence.

The ads contain two main sections called (1) ..... and (2) .....

The screenshot shows a job search website interface. At the top, there are links for 'Sign in' and 'Post jobs'. The main heading is 'FIND THE RIGHT JOB'. Below this, there are four job listings, each with a 'Job title', 'Location', and 'For employers' section. The listings are: 1. Mechanical Engineer, 2. Digital Advertising Manager, 3. Public Relations Director, and 4. Laboratory Technician. Each listing includes a 'Responsibilities' section with bullet points and a 'Qualifications' section with bullet points.

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4. Choose the correct answer according to the ads in activity 3.



- The responsibilities of the Mechanical Engineer DO NOT include ....
  - building systems
  - performing tests on systems
  - developing products
  - planning marketing campaigns
- The candidates who have .... can apply for the position of Mechanical Engineer.
  - a B.A.
  - a B.S. or an M.S.
  - an M.A.
  - only an M.S.
- The candidates for the position of Mechanical Engineer must have good .... skills.
  - communication
  - interpersonal
  - leadership
  - teamwork
- One of the responsibilities of the Digital Advertising Manager IS NOT ....
  - performing tests on products
  - managing marketing campaigns
  - evaluating the latest digital technologies
  - measuring website traffic
- The candidates can apply for the position of Digital Advertising Manager if they have ....
  - 3 years of experience in Advertising
  - 4 years of experience in Digital Marketing
  - 5 years of experience in Advertising
  - 6 years of experience in Engineering
- The responsibilities of the PR (Public Relations) Director include ....
  - creating a positive public image for clients
  - measuring website traffic using web analytics tools
  - getting media results for clients on a weekly basis
  - developing strategies for designing products
- The responsibilities of the Laboratory Technician DO NOT include ....
  - supporting scientific investigations
  - recording and analysing data
  - testing and managing systems
  - providing technical support
- Having .... IS NOT one of the qualifications for the position of Laboratory Technician.
  - at least 3 years of relevant or similar experience
  - an M.S. in a relevant field such as Biology, Biochemistry or Chemistry
  - a B.S. in a relevant field such as Biology, Biochemistry or Chemistry
  - good time management skills

5. Think about your own skills and interests. Which vacant position in activity 3 would you apply for if you were unemployed? State your reasons.

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### 3. Read the ads on the job search website and complete the following sentence.

First of all, say, “You can see a job search website in this activity. What is the website called?” Elicit the answer: Find the right job.

Next, attract their attention to the 4 ads on the job search website. Have Ss read them and complete the sentence given. Then check their answers.

#### Answer Key:

- Responsibilities
- Qualifications

After that, you can attract the students’ attention to the degree acronyms in the job ads. Have Ss say what each acronym stands for.

- B.A.:** Bachelor of Arts  
**B.S.:** Bachelor of Science  
**M.A.:** Master of Arts  
**M.S.:** Master of Science

### 4. Choose the correct answer according to the ads in activity 3.

Ask Ss to choose the correct answer

according to the ads. First of all, it is advisable to provide Ss with some multiple-choice test taking tips and strategies which will be very beneficial. Here are some examples:

- Read each question completely before glancing through the answer options.
- Try to answer it in your mind first if possible.
- Read all the options carefully. Sometimes only one word makes an option incorrect.
- Eliminate the answers which you believe are incorrect.
- Don’t choose an answer that is factually correct but is an incorrect choice because it does not answer the question.
- If you’re having difficulty in answering a question, you should move on. You can answer easier questions first. After that, you can deal with more difficult ones.
- Be aware of the incorrect answers which repeat some words of the question. Most correct answers paraphrase a point.
- Underline familiar words from the text.
- Eliminate the options with numbers that are too small or too large.
- Try to find grammatical clues between the question and the options. For instance, the correct answers usually have verbs of the same tense as the questions. They both have nouns and verbs that agree as well.

Give Ss enough time to do the activity. Ask them to underline the clues in the job ads in activity 3 that help them to find the correct answers. Finally, check their answers.

#### Answer Key:

- |      |      |      |      |
|------|------|------|------|
| 1. D | 2. B | 3. D | 4. A |
| 5. C | 6. A | 7. C | 8. B |

### 5. Think about your own skills and interests. Which vacant position in activity 3 would you apply for if you were unemployed? State your reasons.

Have Ss answer the question. Remind them to state their reasons. Finally, invite some Ss to share their answers with the class.

**6. Read the following texts. Are they examples of CVs or letters of intent?**

Have Ss read the texts given and answer the question. Then check their answers.

Here you can remind that a letter of intent is an application letter in this context. (See the note on page 168.)

**Answer Key:** CVs

**7. Examine the CVs and say which vacant positions in activity 3 they are for.**

Have Ss examine the CVs and say which vacant positions in activity 3 they are for.

Give Ss enough time to do the activity.

Finally, check their answers.

**Answer Key:**

1. Public Relations Director

2. Mechanical Engineer

**8. Read the CVs again and write Catherine or David to complete the sentences below.**

Have Ss read the CVs again and write Catherine or David to complete the sentences (1-8). Finally, check their answers.

**Answer Key:**

1. David      2. Catherine      3. David

4. Catherine      5. Catherine      6. David

7. Catherine      8. David

**9. Read the CVs in activity 6 again. Discuss the following questions with your partner.**


Have Ss work in pairs and discuss the questions according to the CVs in activity 6.

Tell Ss that the verb *hire* in questions 1 and 2 means *employ*. The two verbs are synonyms.

Then invite some Ss to share their answers with the class.

**6. Read the following texts. Are they examples of CVs or letters of intent?**

**1.**



**Catherine Jackson**  
5 Paper Road, Oxford, England  
(555) 123 4567  
catherinejackson@jobmail.com

**SUMMARY**  
I am a highly organized public relations professional with great experience in the field. I am skilled at managing all aspects of PR operations. I can communicate effectively through strategic campaigns. I cope well with unexpected situations by thinking outside the box.

**HIGHLIGHTS**  
• Team leadership • Client relations • Media relations • Critical thinking

**EXPERIENCE**  
04/2015 to Current      **Public Relations Director**  
• Direct all media, press and PR issues  
• Develop successful strategies to improve public image  
12/2011 to 04/2015      **Public Relations Coordinator**  
• Coordinated news conferences  
• Created and maintained social media accounts  
10/2009 to 11/2011      **Public Relations Assistant**  
• Assisted with the integration of public relations campaigns

**EDUCATION**  
09/2007 – 06/2009      Master of Arts, Communications      Cambridge University  
09/2003 – 06/2007      Bachelor of Arts, Public Relations      Cardiff University

REFERENCES ON REQUEST

**2.**



**David Newton**  
(674) 987 4507  
david\_newton@workmail.com

**PERSONAL STATEMENT**  
I use my skills and knowledge effectively to come up with original ideas in order to improve the quality of products and introduce new ones. I am a competent team player who can produce practical solutions. As I took specialized courses during my master studies, I have good knowledge of designing different systems.

**WORK EXPERIENCE**  
05/2014 - present      **Mechanical Engineer**  
Actively engage in all steps of product development. Collaborate with the research and development department to build systems.  
09/2012 - 05/2014      **Junior Mechanical Engineer**  
Provided technical support to prepare designs for certain projects. Performed safety tests and recorded results.

**EDUCATION**  
06/2012      M.S. in Mechanical Engineering, University of Michigan  
08/2010      B.S. in Mechanical Engineering, University of Toronto

**SKILLS** • Extensive computer skills      • Strategic planning      • Problem solving

**HOBBIES AND INTERESTS** • 3D modeling and animation      • Table tennis      • Board games

**REFERENCES** Available on request

**7. Examine the CVs and say which vacant positions in activity 3 they are for.**



**8. Read the CVs again and write Catherine or David to complete the sentences below.**

- ..... took specialized courses during his/ her master studies.
- ..... has good leadership skills.
- ..... has a master's degree from the University of Michigan.
- ..... is skilled at client relations and critical thinking.
- ..... improves public image by developing successful strategies.
- ..... is good at strategic planning and problem solving.
- ..... received a B.A. from Cardiff University in 2007.
- ..... is interested in playing table tennis and board games.

**9. Read the CVs in activity 6 again. Discuss the following questions with your partner.**

- Would you hire Catherine if you were the human resources manager? Why/ Why not?
- Would you hire David if you were the human resources manager? Why/ Why not?

**10. Read the following text and choose the correct answer.**

The text is mainly about Wendy Kopp's attempts to .....

- A) do a project as an undergraduate      B) start and develop her original idea  
C) begin a global network of education      D) get awards from different universities

**THE LEADER OF TEACH FOR AMERICA**


Wendy Kopp grew up in Texas. After high school, she chose to study Public and International Affairs at Princeton University. She met many students from disadvantaged communities there, and she saw that they were less prepared than those from richer areas. As an undergraduate, she organized a conference on improving the system of public education, particularly in poorly served areas.

For her senior thesis, Kopp prepared a project on a national service organization, which would employ graduates of the top universities to teach in poor areas. After receiving her degree, she moved to New York City, where she visited schools and hired a small staff. After many attempts, her staff grew, so she built a network of members on the campuses in the USA, called *Teach For America*. That attracted media attention and drew more **volunteers**.

**Donations** increased after the success of *Teach For America* in its first year. In the following years, the number of areas which were served by the organization **expanded** rapidly. In 2005, *Teach For America* received 17,000 applications.

In 2007, Kopp also decided to start a global network to apply the principles of *Teach For America* all through the world, so she founded *Teach For All*. By 2013, more than 10,000 members of *Teach For America* were teaching in the country's neediest areas, reaching **approximately** 750,000 students.

Because of her achievement, Kopp has received awards and honors from many universities. She is regarded as one of the most successful female **entrepreneurs** of the world. Today she continues to be an active member of *Teach For America* and serves as the CEO (Chief Executive Officer) of *Teach For All*.



11. Read the text again and put the sentences (a-f) in the correct order.

- She built a network of members on the campuses all over the USA.
- She decided to study Public and International Affairs at Princeton University.
- She increased the number of areas which were served by *Teach For America*.
- She got her degree and started *Teach For America* in New York City.
- She founded *Teach For All* to teach poor students all over the world.
- She prepared her senior thesis on a project to teach in poor areas with the graduates of the top universities.

12. Find the **highlighted** words in the text and work out the meaning from the context. Then use the correct form of the words to complete the following sentences.

- Tom's uncle is a creative .....; he's continually dreaming up new projects.
- Charities aim to help people in need and they always try to get more ..... to support them in their work.
- The number of department stores has ..... in recent years.
- The job will take ..... 5 weeks and cost over €4,000.
- The charity has received more than \$5 million in .....

13. Work in pairs and discuss the following question.

What do you think about Wendy Kopp's success story?

14. Read the following instructions and prepare a CV.

- Choose one of the CV types on page 22. Write your CV for one of the ads on page 20. (You can write your CV for a different job.)
- Hand in your CV next lesson. When your teacher gives it back, take a photo of the CV and upload it to your blog.

**DISCUSSION TIME**

Work in groups and discuss the following quote. Share your group's opinions with the class.

"No wind favors he who has no destined port."  
Michel de Montaigne

See page 146 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.

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**10. Read the following text and choose the correct answer.**

First of all, say, "Here is a text about an entrepreneur. Do you know what the word *entrepreneur* means?" Elicit the answers.

Explain the definition of the word. Say, "The word *entrepreneur* means someone who starts his/ her own business, especially when this involves seeing a new opportunity. It also involves taking risks when starting up a new business."

Then tell Ss, "The text is about Wendy Kopp, a successful female entrepreneur."

Ask Ss to read the text and choose the correct answer. Then check their answers.

**Answer Key:** B

**11. Read the text again and put the sentences (a-f) in the correct order.**

Ask Ss to read the text again and put the sentences (a-f) in the correct order. Then check their answers.

**Answer Key:**

- a. 4                      b. 1                      c. 5  
d. 3                      e. 6                      f. 2

**12. Find the highlighted words in the text and work out the meaning from the context. Then use the correct form of the words to complete the following sentences.**

First, ask Ss to read the sentences which have the highlighted words, and the sentences before and after them as well. Say, "You should identify each word's part of speech before trying to work out the meaning from the context." Then have Ss use the correct form of the words to complete the sentences (1-5). Finally, check their answers.

**Answer Key:**

1. entrepreneur                      2. volunteers  
3. expanded                          4. approximately  
5. donations

**13. Work in pairs and discuss the following question.**

Pairs discuss the question. Invite some Ss to share their answers with the class.

**14. Read the following instructions and prepare a CV.**

Tell Ss to prepare a CV according to the instructions.

**DISCUSSION TIME**

Work in groups and discuss the following quote. Share your group's opinions with the class.

Divide the class into groups and have them discuss the quote (by one of the most important philosophers of the French Renaissance). You should monitor Ss during the activity and provide help if necessary. Ask the groups to share their opinions with the class.

See page 146 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 1. In this way, each student will be encouraged to be reflective in his/ her own performance and self-evaluate his/ her progress in Theme 1.

You can evaluate your students' performance at the end of each theme as well. (See page 15.)

# THEME 2

# HOBBIES AND SKILLS

## Communicative Functions:

- F1. Expressing likes, dislikes and interests
- F2. Expressing preferences
- F3. Talking about present and past abilities

## Language Skills and Learning Outcomes:

### Listening

**E11. 2. L1.** Students will be able to build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences.

### Pronunciation

**E11. 2. P1.** Students will be able to pronounce plural and third person “-s” sounds.

### Speaking

**E11. 2. S1.** Students will be able to take part in a dialogue about likes, dislikes, interests and preferences.

**E11. 2. S2.** Students will be able to ask and answer questions about their present and past abilities.

### Reading

**E11. 2. R1.** Students will be able to identify lexis and expressions related to past abilities in a text.

**E11. 2. R2.** Students will be able to paraphrase information in a text about people's choices.

### Writing

**E11. 2. W1.** Students will be able to write a paragraph about their interests and abilities.

## Preparatory Questions:

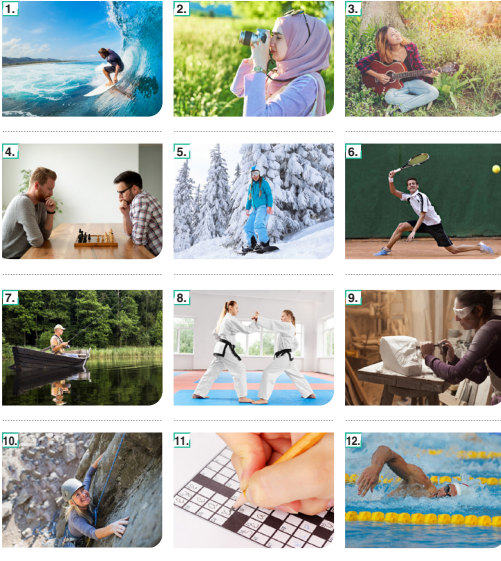
1. What are your hobbies? What activities do you like?
2. What are your skills? What activities can you do easily?

## LISTENING & SPEAKING

PART - 1



1. Look at the pictures of hobbies below. Label them with your partner.



2. Look at the pictures again. Discuss these questions with your partner.

1. Which of the hobbies have you already had?
2. Which of them would you like to take up? Why?

3. Work in groups. Brainstorm hobbies and make a list.

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## LISTENING & SPEAKING (PART-1)

(F1- F2- L1- P1- S1)

1. Look at the pictures of hobbies below. Label them with your partner.

First, have Ss look at the pictures. Say, "You can see examples of hobbies in the pictures." Next, ask them to work in pairs and label the pictures. Finally, check their answers.

### Answer Key:

1. surfing
2. photography/ taking photos
3. playing the guitar
4. playing chess
5. snowboarding
6. playing tennis
7. fishing
8. (doing) martial arts
9. sculpture
10. (rock) climbing
11. doing crossword puzzles
12. swimming

2. Look at the pictures again. Discuss these questions with your partner.

Ask Ss to work with their partners for this activity. Have pairs read the questions and take turns to give the answers. Finally, invite some Ss to share their answers with the class.

3. Work in groups. Brainstorm hobbies and make a list.

Have Ss work in groups. Ask them to brainstorm hobbies and make a list. Invite the groups to read out their lists. Write all the items on the board. You can add the following.

### Answer Key: Suggested list:

Acting, animation, archery, baking, board games, book discussion, bowling, camping, candle making, car fixing & building, cheesemaking, collecting, computer programming, cooking, creative writing, cycling, digital arts, DIY (Do It Yourself), drama, drawing, electronic games, electronics, embroidery, fashion design, filmmaking, flower arranging, foreign language learning, graphic design, gymnastics, hiking, horseback riding, ice skating, jogging, knitting, listening to music, metalworking, model building, motor sports, origami, painting, pilates, playing musical instruments, poetry, pottery, rafting, reading, sailing, scuba diving, sewing, singing, skiing, soapmaking, sports, stand-up comedy, urban exploration, vegetable farming, video editing, watching documentaries, watching movies, weight training, woodworking, writing, etc.



## NOTES

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**4. Listen to the TV presenter and underline the hobbies that she mentions. (Audio 2.1)**

Attract the students' attention to the hobbies in the list. Make sure they understand all the hobbies given. Next, play the audio. Have Ss listen to the TV presenter and underline the hobbies that she mentions. Finally, check their answers.

**Answer Key:**

reading magazines – writing blogs – origami – pottery – gardening – cycling – camping – hiking

**(Audio 2.1)**

**Presenter:** Good evening, everybody. Welcome to our program *Your Hobbies*. Of course, all of us have hobbies, but they differ from person to person. Some people enjoy being indoors, so they prefer hobbies like reading magazines, writing blogs, origami and pottery. Others would rather do outdoor activities, and they take up hobbies such as gardening, cycling, camping and hiking. This evening our guest is Roger Hill.

**5. Listen to the TV presenter and her guest Roger. Which of the hobbies below is Roger's favorite pastime? Choose the correct picture. (Audio 2.2)**

Attract the students' attention to the hobbies in the pictures. Next, play the audio. Have Ss listen to the conversation and choose the correct picture. Then check their answers.

**Answer Key:** Picture C (gardening)

**(Audio 2.2)**

**Presenter:** Hello, Roger. Welcome to our studio.

**Roger:** Thank you very much.

**Presenter:** My pleasure. Do you like indoor or outdoor activities, Roger?




**Roger:** I love spending my free time outside, so I prefer outdoor activities.

**Presenter:** What are your hobbies?

4. Listen to the TV presenter and underline the hobbies that she mentions. (Audio 2.1)

reading magazines	pottery	camping
embroidery	gardening	making jewellery
writing blogs	astronomy	hiking
origami	cycling	arts and crafts

5. Listen to the TV presenter and her guest Roger. Which of the hobbies below is Roger's favorite pastime? Choose the correct picture. (Audio 2.2)

A)  B)  C) 

6. Listen to the conversation again and fill in the blanks.

- Roger is fond of .....
- He is keen on .....
- His sister Jackie loves .....
- ..... improves the relationship between Roger and Jackie.
- Jackie is very interested in .....
- She is skilled at ..... and .....

See page 137 for Language Structures.

7. Discuss the following questions with your partner.

- Which ones do you like, indoor or outdoor activities?
- What's your favorite pastime?
- Roger thinks contact with nature is good for physical and mental health. Do you agree with him? Why/ Why not?
- Do you think gardening is interesting?
- What are you good at doing?
- Are you interested in arts and crafts?
- Are you skilled at embroidery and/ or pottery?

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**Roger:** Well, I'm fond of camping. My friends and I often camp by the lake. In addition, I'm keen on hiking. I usually go hiking on Sundays. But my favorite pastime is gardening. I think gardening is great because contact with nature is good for physical and mental health.

**Presenter:** Yes. You can say that again!

**Roger:** Well, when I'm in the garden, I feel relaxed. And what I like most is to plant flowers. My sister Jackie says I'm very good at it. She loves flowers, too. She usually helps me in the garden. She watches me carefully trying to learn the nuts and bolts of gardening.

**Presenter:** So your hobby improves the relationship between you and your sister in a way.

**Roger:** Absolutely.

**Presenter:** How wonderful!

**Roger:** Yes. My sister also has some different hobbies. She is very interested in arts and crafts. My grandma says she is gifted in them. She is really skilled at embroidery and pottery.

**Presenter:** How nice!

8. Work in pairs and role-play a dialogue as follows.



9. Work with your partner and take turns to ask and answer as in the example. Use different hobbies in your questions.

**Example:**

A: Do you prefer skiing or snowboarding? B: I prefer skiing to snowboarding.  
A: Would you rather play chess or checkers? B: I'd rather play checkers than chess.

### IDIOMS/PROVERBS CORNER

Read the following extracts from the conversation between the TV presenter and the guest. Choose the correct meaning for each idiom in *italics*.

**Presenter** : Hello, Roger. Welcome to our studio.  
**Roger** : Thank you very much.  
**Presenter** : *My pleasure*.  
**Roger** : I think gardening is great because contact with nature is good for physical and mental health.  
**Presenter** : Yes. *You can say that again!*  
**Roger** : Well, when I'm in the garden, I feel relaxed.  
**Roger** : My sister Jackie says I'm very good at it. She loves flowers, too. She usually helps me in the garden. She watches me carefully trying to learn *the nuts and bolts* of gardening.

- The idiom *My pleasure* means ....  
A) You're welcome B) I've enjoyed doing that
- The idiom *You can say that again!* means ....  
A) I want you to repeat that B) That's true, I agree
- The idiom *the nuts and bolts (of something)* means ....  
A) the basic practical details of a subject or an activity  
B) the small pieces of metal that are used to hold pieces of machinery together

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6. Listen to the conversation again and fill in the blanks.

First, ask Ss to read the sentences (1-6). Next, play the audio. Have Ss listen to the conversation again and fill in the blanks. Finally, check their answers.

**Answer Key:**

- camping
- hiking
- flowers
- Gardening / His hobby
- arts and crafts
- embroidery – pottery

 See page 137 for Language Structures.

Go through the explanations and the examples on page 137 with the class. Next, have Ss do the activities.

7. Discuss the following questions with your partner.

Have pairs read the questions and take turns to give the answers. Finally, invite some Ss to share their answers with the class.

8. Work in pairs and role-play a dialogue as follows.

Tell Ss to role-play a dialogue in the same way in pairs. Finally, ask some pairs to present their dialogues to the class.

9. Work with your partner and take turns to ask and answer as in the example. Use different hobbies in your questions.

Have Ss read the example dialogue. Then tell them to work with their partners and take turns to ask and answer by using different hobbies. In this way, pairs will role-play dialogues as in the example. Finally, invite some pairs to present their dialogues to the class.

### IDIOMS/ PROVERBS CORNER

(F1- F2- L1)

Read the following extracts from the conversation between the TV presenter and the guest. Choose the correct meaning for each idiom in *italics*.

Have Ss read the extracts and work out the meaning of each idiom from the context. Next, they choose the correct meaning for each one.

**Answer Key:**

1. A                      2. B                      3. A



### NOTES

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## PRONUNCIATION

### (L1– P1)

1. Say the verbs below. Pay attention to the final sounds.

Ask Ss to say the verbs paying attention to the final sounds.

2. Write the **highlighted** verbs into the correct column above.

Have Ss write the highlighted verbs into the correct column in activity 1.

3. Listen and check your answers. Then listen again and repeat. (Audio 2.3)

Play the audio. Tell Ss to listen and check their answers. Then play it again. Have Ss listen and repeat.

#### Answer Key:

**Column 1:** helps– likes– speaks– starts

**Column 2:** loves– listens– enjoys– needs

**Column 3:** watches– brushes– fixes– teaches

#### (Audio 2.3)

**Column 1:** helps– likes– speaks– starts

**Column 2:** loves– listens– enjoys– needs

**Column 3:** watches– brushes– fixes– teaches

4. Say the plural nouns below. Pay attention to the final sounds.

Ask Ss to say the plural nouns paying attention to the final sounds.

5. Write the **highlighted** plural nouns into the correct column in activity 4.

Ss write the highlighted nouns into the correct column in activity 4.

6. Listen and check your answers. Then listen again and repeat. (Audio 2.4)

Play the audio. Ss listen and check their answers. Then play it again. Have Ss listen and repeat.

#### Answer Key:

**Column 1:** gifts– steps– books– tents

**Column 2:** items– jars– flowers– birds

**Column 3:** boxes– dresses– glasses– beaches

### PRONUNCIATION

1. Say the verbs below. Pay attention to the final sounds.

/ s / helps - likes	/ z / loves - listens	/ ɪz / watches - brushes
------------------------	--------------------------	-----------------------------

2. Write the **highlighted** verbs into the correct column above.

1. Martin <b>speaks</b> politely.	4. Mary <b>needs</b> a new watch.
2. Rebeca <b>enjoys</b> astronomy.	5. Jeff <b>teaches</b> geography.
3. Roy <b>fixes</b> my toys.	6. Carmen <b>starts</b> work at 8 a.m.

3. Listen and check your answers. Then listen again and repeat. (Audio 2.3)

4. Say the plural nouns below. Pay attention to the final sounds.

/ s / gifts - steps	/ z / items - jars	/ ɪz / boxes - dresses
------------------------	-----------------------	---------------------------

5. Write the **highlighted** plural nouns into the correct column in activity 4.

1. My mum loves <b>flowers</b> .	4. The nearby <b>beaches</b> are crowded.
2. My favorite pastime is reading <b>books</b> .	5. Can you see those colorful <b>birds</b> ?
3. My dad wears <b>glasses</b> .	6. Why are these <b>tents</b> so expensive?

6. Listen and check your answers. Then listen again and repeat. (Audio 2.4)

### E-PORTFOLIO ENTRY

Read the instructions below and do the project.

- ◆ Research one of your hobbies on the Net and prepare a short presentation. Include:
  - ◆ why you like this hobby.
  - ◆ when you took up this hobby.
  - ◆ what the nuts and bolts of the hobby are.
- ◆ Hand in your project next week. When your teacher gives it back, take a photo of your presentation and upload it to your blog.

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#### (Audio 2.4)

**Column 1:** gifts– steps– books– tents

**Column 2:** items– jars– flowers– birds

**Column 3:** boxes– dresses– glasses– beaches

## E-PORTFOLIO ENTRY

### (F1– S1)

Read the instructions below and do the project.

Ask Ss to read the instructions. Remind them that they should hand in their projects next week and then they are supposed to give their presentations to the class.

NOTES

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## LISTENING & SPEAKING

PART - 2



1. Work out the meaning of the words underlined in the sentences below. Then complete the table with the words.

a. Many people donate money to help the needy out of altruism.

b. My full name was written in calligraphy on the front of the envelope.

Word	Part of speech	Definition
1. ....	noun	the fact of caring about the needs and happiness of other people
2. ....	noun	the art of producing beautiful writing, often created with a special pen or brush

2. Listen to the interview and write the interviewer's questions. (Audio 2.5)



- .....?
- .....?
- .....?
- .....?
- .....?

3. Listen again and underline the correct alternative in the following sentences.

- Tina prefers doing indoor / outdoor activities.
- She enjoys reading / drawing in her free time.
- She dislikes watching science fiction movies / reality TV shows in her free time.
- She attends a calligraphy course once / twice a week.
- She wants to specialize in Japanese / Chinese calligraphy.
- She took up her new hobby 2 / 3 weeks ago.
- Her new interest is altruism / sculpture.
- She is a member of a local club / charity.



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## LISTENING & SPEAKING (PART-2)

(F1- F2- F3- L1- P1- S1- S2)

1. Work out the meaning of the words underlined in the sentences below. Then complete the table with the words.

Attract the students' attention to the words underlined in the sentences a and b. Have Ss work out the meaning of each one from the context and complete the table. Then check their answers.

### Answer Key:

1. altruism    2. calligraphy

2. Listen to the interview and write the interviewer's questions. (Audio 2.5)

Play the audio. Have Ss listen to the interview and write the interviewer's questions. Then check their answers.

### Answer Key:

- Do you prefer indoor or outdoor activities?
- What do you like doing in your free time?

- What do you dislike doing in your free time?
- Do you have a new hobby?
- When did you start this hobby?

(Audio 2.5)

**Interviewer:** Hello!

**Tina:** Hi!

**Interviewer:** I'm from the magazine *Teen Life*. We're conducting a survey about teenagers' likes and dislikes. Can you answer my questions?

**Tina:** Sure.

**Interviewer:** What's your name?

**Tina:** Tina.

**Interviewer:** OK, Tina. Let's start.

**Tina:** All right.

**Interviewer:** Here's the first question. Do you prefer indoor or outdoor activities?

**Tina:** I'd rather do indoor activities than outdoor ones.

**Interviewer:** What do you like doing in your free time?

**Tina:** I like drawing a lot. It's also my childhood hobby. I could draw very well when I was at primary school. It's a wonderful way to express my feelings.

**Interviewer:** What do you dislike doing in your free time?

**Tina:** I don't like watching reality TV shows. I think that's a waste of time.

**Interviewer:** Do you have a new hobby?

**Tina:** Yes. I'm very interested in calligraphy these days. I've found a new creative way to express myself. I take a course once a week. I want to learn different calligraphy alphabets. And I'd like to specialize in Chinese calligraphy.

**Interviewer:** When did you start this hobby?

**Tina:** 3 weeks ago. And I'd like to mention something new for me. It's altruism. Actually, it's not a hobby, but I'm very interested in altruism. I'm a member of a local charity. We help the needy in different ways. That makes me feel so satisfied!

**Interviewer:** Great! OK, Tina. Thank you for your time.

**Tina:** You're welcome.

**3. Listen again and underline the correct alternative in the following sentences.**

First, have Ss read the sentences (1-8). Next, play the audio. Have Ss listen and underline the correct alternative in the sentences. Then check their answers.

**Answer Key:**

- |                     |            |
|---------------------|------------|
| 1. indoor           | 2. drawing |
| 3. reality TV shows | 4. once    |
| 5. Chinese          | 6. 3       |
| 7. altruism         | 8. charity |

**4. Work in pairs. Ask and answer the following questions in turn. Support your answers with reasons and/ or examples.**

Have Ss work with their partners for this activity. Tell them to ask and answer in turn. Remind Ss to support their answers with reasons and/ or examples. Finally, invite some Ss to share their answers with the class.

**VIDEO BLOG ENTRY**

**(F1- F2- S1)**

*Work in pairs. Read the following instructions and prepare your video blog entry.*

Have Ss work in pairs and ask them to read the instructions carefully. Make sure they understand how they should prepare the video blog entry.

Remind them to upload their video blog entries by the end of this weekend and share them on their blogs. Pairs will fill in the peer evaluation checklists to evaluate one another after they watch their video blog entries.

Have Ss work with new partners for this activity. We advise you to change the partners as often as possible as it is not right to communicate with the same partners all the time. In this way, Ss can have the opportunity to work collaboratively with almost all of their classmates during the pair work activities throughout the academic year.

**LISTENING & SPEAKING** PART - 2

1. Work out the meaning of the words underlined in the sentences below. Then complete the table with the words.

a. Many people donate money to help the needy out of altruism.

b. My full name was written in calligraphy on the front of the envelope.

Word	Part of speech	Definition
1. ....	noun	the fact of caring about the needs and happiness of other people
2. ....	noun	the art of producing beautiful writing, often created with a special pen or brush

2. Listen to the interview and write the interviewer's questions. (Audio 2.5)

1. .... ?  
 2. .... ?  
 3. .... ?  
 4. .... ?  
 5. .... ?

3. Listen again and underline the correct alternative in the following sentences.

1. Tina prefers doing indoor / outdoor activities.

2. She enjoys reading / drawing in her free time.

3. She dislikes watching science fiction movies / reality TV shows in her free time.


4. She attends a calligraphy course once / twice a week.

5. She wants to specialize in Japanese / Chinese calligraphy.

6. She took up her new hobby 2 / 3 weeks ago.

7. Her new interest is altruism / sculpture.

8. She is a member of a local club / charity.



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4. Work in pairs. Ask and answer the following questions in turn. Support your answers with reasons and/or examples.

1. Do you think calligraphy is interesting? Do you want to specialize in Turkish calligraphy?

2. Could you write beautifully when you were at primary school?

3. Could you draw well when you were at primary school?

4. Do you want to be a member of a charity that helps the needy?

**VIDEO BLOG ENTRY**

*Work in pairs. Read the following instructions and prepare your video blog entry.*

- Imagine one of you is the interviewer and should ask the questions in activity 2 on page 30. You can add different questions. The other one should answer the questions. You can use your imagination for the answers.
- Role-play the interview and record it. Then change roles and role-play it again. Remember to record it as well.
- Upload your vlog this weekend. Share it on your blog.
- After watching the video, you and your partner should evaluate each other.

**PEER EVALUATION CHECKLIST**

	Excellent	Satisfactory
<b>Fluency</b>	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
<b>Accuracy</b>	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory

**VLOG**

**READING & WRITING**

1. Do you know the hobbies of any celebrities? If yes, share them with the class.

2. Label the pictures with the words below. Use a dictionary if you need to.

typewriter      fencing      philanthropy      unicycle

1.  2.  3.  4. 

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3. Read the following text and complete the table.

Do you know the hobbies of celebrities? Here are a few examples.

**Tom Hanks**

American actor and director, Tom Hanks is known all over the world as he has a great talent for comedic and dramatic roles. He has made lots of movies and received many awards for them such as the Oscar for the movie *Forrest Gump* (1994). He has a really different hobby. He is fond of collecting typewriters. He likes the sound and the feel of the keys.



**David Beckham**

Many people believe David Beckham is gifted in football. He is regarded as one of the most skillful and successful footballers ever. He could play really well at the age of 10. What is he into? He is a real fan of fencing. It is known that he usually gets together with famous actors Will Smith and Tom Cruise in Los Angeles in order to fence. They are all crazy about fencing. They think it is good fun.



**Leslie Mann**

Leslie Mann is a famous actress who has starred in many movies. She is so good at comedies that she got the Comedy Star of the Year Award in 2014. What is her favourite leisure activity? She is keen on cycling, but she prefers unicycles to bicycles. She learned how to ride a unicycle when she was a child. She is very skilled at it. She practises regularly and she believes riding a unicycle is beneficial because it improves balance and coordination.



**Oprah Winfrey**

When it comes to philanthropy, one celebrity comes to mind at once: Oprah Winfrey. She is an actress and a TV personality. She could become one of the best talk show hosts in the USA, and she set up her own cable television network in 2011. She is an altruistic person, so she has dedicated her time and energy to numerous charities for a long time. As a billionaire philanthropist, she has donated millions of dollars to different charitable organizations.



Celebrity	Hobby
1.	
2.	
3.	
4.	

**READING & WRITING**

(F1- F2- F3- R1- R2- W1)

1. Do you know the hobbies of any celebrities? If yes, share them with the class.

Have Ss read the instructions. Invite them to share their answers with the class.

2. Label the pictures with the words below. Use a dictionary if you need to.

Have Ss label the pictures with the words given.

**Answer Key:**

- unicycle
- fencing
- philanthropy
- typewriter

3. Read the following text and complete the table.

Have Ss read the text and complete the table. Give them enough time to do the activity. Finally, check their answers.

**Answer Key:**

Celebrity	Hobby
1. Tom Hanks	collecting typewriters
2. David Beckham	fencing
3. Leslie Mann	riding a unicycle
4. Oprah Winfrey	philanthropy

4. Look at the table in activity 3 again. Work in pairs and take turns to ask and answer the questions below.

Have Ss work with their partners for this activity. Ask them to look at the table in activity 3 again and take turns to ask and answer the questions given. Finally, check their answers.

**Answer Key: Suggested answers:**

- Tom Hanks is keen on collecting typewriters.
- David Beckham is fond of fencing.
- Leslie Mann prefers riding a unicycle in her free time.
- Oprah Winfrey is interested in philanthropy.

4. Look at the table in activity 3 again. Work in pairs and take turns to ask and answer the questions below.

- What is Tom Hanks keen on doing?
- What is David Beckham fond of doing?
- What does Leslie Mann prefer doing in her free time?
- What is Oprah Winfrey interested in?

5. Scan the text and write the name of the correct celebrity to fill in each blank.

- This celebrity is an altruistic person: .....
- This celebrity is gifted in a type of sport according to many people: .....
- This celebrity could become one of the best talk show hosts in the USA: .....
- This celebrity is very good at comedic and dramatic roles: .....
- This celebrity received the Comedy Star of the Year Award in 2014: .....
- This celebrity practises his/ her hobby with his/ her friends: .....
- This celebrity finds his/ her hobby beneficial: .....
- This celebrity received many awards, including an Oscar: .....

6. Work in pairs. Ask and answer the following questions in turn. Support your answers with reasons and/or examples.

- Do you think collecting typewriters is interesting?
- Are you good at playing football or any other sports?
- Do you think fencing is good fun?
- Are you into cycling?
- Have you ever ridden a unicycle?
- Are you interested in philanthropy?
- Do you know altruistic people?
- Would you like to dedicate your time and energy to charities in the future?
- Would you donate money to charities if you had a lot of money?

7. Work in groups and discuss the quote. Then share your group's opinions with the class.

"Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness."  
Martin Luther King Jr.



**5. Scan the text and write the name of the correct celebrity to fill in each blank.**

Ask Ss to scan the text and write the name of the correct celebrity to fill in each of the blanks. Then check their answers.

**Answer Key:**

- |                  |                  |
|------------------|------------------|
| 1. Oprah Winfrey | 2. David Beckham |
| 3. Oprah Winfrey | 4. Tom Hanks     |
| 5. Leslie Mann   | 6. David Beckham |
| 7. Leslie Mann   | 8. Tom Hanks     |

**6. Work in pairs. Ask and answer the following questions in turn. Support your answers with reasons and/ or examples.**

Have Ss work in pairs and take turns to ask and answer. Remind them to support their answers with reasons and/ or examples.

**7. Work in groups and discuss the quote. Then share your group's opinions with the class.**

Have the groups discuss the quote (by the well-known American activist and the leader of the civil rights movement between 1954 and 1968). Then ask them to share their opinions with the class. Remind them to support their answers with reasons and/ or examples.

**8. Discuss the questions with your partner.**

Have Ss work in pairs and discuss the questions.

**9. Read the text about Feza Gürsey and choose the correct answer.**

Have Ss read the text and choose the correct answer. Check their answers.

**Answer Key: D**

**NOTES**

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**4. Look at the table in activity 3 again. Work in pairs and take turns to ask and answer the questions below.**

1. What is Tom Hanks keen on doing?
2. What is David Beckham fond of doing?
3. What does Leslie Mann prefer doing in her free time?
4. What is Oprah Winfrey interested in?

**5. Scan the text and write the name of the correct celebrity to fill in each blank.**

1. This celebrity is an altruistic person: .....
2. This celebrity is gifted in a type of sport according to many people: .....
3. This celebrity could become one of the best talk show hosts in the USA: .....
4. This celebrity is very good at comedic and dramatic roles: .....
5. This celebrity received the Comedy Star of the Year Award in 2014: .....
6. This celebrity practises his/ her hobby with his/ her friends: .....
7. This celebrity finds his/ her hobby beneficial: .....
8. This celebrity received many awards, including an Oscar: .....

**6. Work in pairs. Ask and answer the following questions in turn. Support your answers with reasons and/or examples.**

1. Do you think collecting typewriters is interesting?
2. Are you good at playing football or any other sports?
3. Do you think fencing is good fun?
4. Are you into cycling?
5. Have you ever ridden a unicycle?
6. Are you interested in philanthropy?
7. Do you know altruistic people?
8. Would you like to dedicate your time and energy to charities in the future?
9. Would you donate money to charities if you had a lot of money?

**7. Work in groups and discuss the quote. Then share your group's opinions with the class.**

*"Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness."*  
Martin Luther King Jr.



**8. Discuss the questions with your partner.**

Have you ever heard of Feza Gürsey? What do you know about him?

**9. Read the text about Feza Gürsey and choose the correct answer.**

Which of the following CANNOT complete the sentence below?  
The following magazine article gives information about the famous scientist's .....  
A) achievements B) career C) education D) wife

**The Inspirational Turkish Scientist**



Feza Gürsey is known worldwide due to his important contributions to science, particularly theoretical physics. He was born in Istanbul in 1921. His mother was a chemist and his father was a military doctor.

He attended Galatasaray High School, and he gained the admiration of all his teachers there as he was incredibly intelligent. For this reason, he was called *Einstein* as well.

He was very good at all his lessons, but he was gifted in physics. He was also keen on maths. He could solve very difficult maths and physics problems easily.

When he finished high school in 1940, he wanted to major in theoretical physics. He started the Faculty of Science at Istanbul University and got his degree in physics-mathematics in 1944.

Soon afterwards, he got a scholarship from the Ministry of National Education to do a doctorate in physics at Imperial College in London. He completed his doctorate in 1950, and then he chose to spend a year at Cambridge University on his postdoctoral studies. Next, he returned to the Faculty of Science at Istanbul University.

From 1957 to 1961, he carried out academic research at Columbia University, Princeton University and Brookhaven National Laboratory.

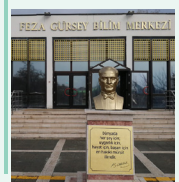
Meanwhile, he attracted the attention of many successful physicists and got the chance to work with some of them.

In 1961, Feza Gürsey began working as a professor at Middle East Technical

University in Ankara. In 1974, he decided to settle in the USA in order to work full-time at Yale University, and he continued his studies there until his retirement in 1991. Unfortunately, he couldn't recover from cancer, so he passed away in 1992.

He earned many awards, including the 1979 Albert Einstein Medal and the 1981 College de France Medal. He was an inspiration to many young researchers. He trained a lot of students who could get academic positions in different parts of the world.

In 1993, Feza Gürsey Science Center was founded in Ankara. The interactive demonstrations and experiments attract many visitors to the center.



10. Read the text again and tick the correct column for the sentences below.

	TRUE	FALSE	NO INFORMATION
1. Feza Gürsey is well-known for his scientific achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. He was less intelligent than some of his classmates at Galatasaray High School.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He graduated from high school at the age of 18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. He managed to get a B.S. in 1944.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. He got married when he was 31 years old.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. He chose to do his doctorate at Cambridge University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. He was given the Science Award by the Scientific and Technological Research Council of Türkiye (TUBITAK) in 1969.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. He finished his academic studies at Columbia University before 1961.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. He received around 10 national and international awards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Choose the correct answer according to the text.

A) Feza Gürsey preferred majoring in medicine at Istanbul University.  
 B) Feza Gürsey was skilled at solving especially chemistry problems.  
 C) Feza Gürsey was working at Yale University when he got retired.  
 D) Feza Gürsey Science Center has attracted many visitors since 1992.

12. Find the **highlighted** words in the text and guess the meaning from the context. Then write the correct words next to the definitions (1-6).

particularly   admiration   incredibly   scholarship   pass away   inspiration

- an amount of money given to someone by an organization to help pay for their education: .....
- a feeling of respect for and approval of someone or something: .....
- used for saying that something is very difficult to believe: .....
- especially: .....
- someone or something that gives you ideas for doing something: .....
- to die: .....

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**10. Read the text again and tick the correct column for the sentences below.**

First of all, tell Ss to read the sentences (1-9) carefully. Ask them to underline the key words in them. That will help Ss to find the relevant information to these sentences while scanning the text.

Next, have them read the text and tick the correct column for each sentence. When they finish, check their answers. Encourage Ss to correct the false statements.

**Answer Key:**

- True
- False  
(He was incredibly intelligent.)
- False  
(He graduated from high school at the age of 19.)
- True
- No information
- False  
(He chose to do his doctorate at Imperial College in London.)

- No information
- True
- No information

**11. Choose the correct answer according to the text.**

Have Ss read all the options carefully and choose the correct answer. You can remind Ss of the multiple-choice test taking tips and strategies on page 43.

**Answer Key: C**

**12. Find the highlighted words in the text and guess the meaning from the context. Then write the correct words next to the definitions (1-6).**


Have Ss find the highlighted words in the text and read the sentences that include them. Ask Ss to guess the meaning from the context.

Say, "You can read the sentences before and after the ones that include the highlighted words if necessary. In this way, you'll guess the meaning of the words from the context easily. It's also important to pay attention to each word's part of speech while working out the meaning."

Then ask Ss to write the correct words next to the definitions (1-6). Finally, check their answers.

**Answer Key:**

- |                |                 |
|----------------|-----------------|
| 1. scholarship | 2. admiration   |
| 3. incredibly  | 4. particularly |
| 5. inspiration | 6. pass away    |

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**13.** Use the correct form of the words in activity 12 to complete the sentences. One of the words IS NOT necessary for this activity.

Have Ss complete the sentences using the correct form of the words in activity 12. Then check their answers.

**Answer Key:**

- 1. inspiration
- 2. passed away
- 3. admiration
- 4. scholarship
- 5. particularly

**14.** Discuss the questions with your partner.

Ask Ss to work with their partners. Have pairs read the questions and take turns to give the answers. Finally, invite some Ss to share their answers with the class.

**15.** Work in pairs. Take turns to ask and answer the questions.

Have Ss work with different partners for this activity. Tell them to take turns to ask and answer. Finally, invite some Ss to share their answers with the class.

**16.** Write a paragraph about your interests and abilities. Check it for spelling and grammar mistakes before you hand it in next week.

Tell Ss, "You are supposed to write a paragraph about your interests and abilities and hand it in next week. Remember to check it for spelling and grammar mistakes."

Alternatively, you can have Ss work with their partners before handing in their paragraphs. Tell them to check each other's paragraphs for spelling and grammar mistakes.

**DISCUSSION TIME**

Work in groups and discuss the quotes below. Share your group's opinions with the class.

Divide the class into groups and have them discuss the quotes. You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share

**13.** Use the correct form of the words in activity 12 to complete the sentences. One of the words IS NOT necessary for this activity.

1. The sculptor has taken his ..... from African art.
2. Sarah is terribly upset because her grandmother ..... a few days ago.
3. I have great ..... for him as a philosopher.
4. Michael won a(n) ..... to study at Stanford University last month.
5. I'd rather visit the historic sites in Europe this summer, ..... in Italy.

**14.** Discuss the questions with your partner.

1. What do you think of Feza Gürsey's life story?
2. Which information do you find the most interesting?
3. Do you think he is an inspirational person?

**15.** Work in pairs. Take turns to ask and answer the questions.

1. Could you solve maths problems easily when you were at primary school?
2. Could you get high grades when you were at secondary school?
3. Are you good at solving physics problems?
4. What school subjects are you skilled at?
5. What school subjects are you keen on studying?
6. Would you like to make a career in theoretical physics?


**16.** Write a paragraph about your interests and abilities. Check it for spelling and grammar mistakes before you hand it in next week.

**DISCUSSION TIME**

Work in groups and discuss the quotes below. Share your group's opinions with the class.

"The physicist doesn't try to force his/ her logic on nature. Instead, he/ she adjusts his/ her way of thinking according to the facts that he/ she learns from nature."  
Feza Gürsey

"There is something that I have learned from my experiences: History will also forget the nations that forget their own scientists."  
Feza Gürsey



See page 146 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.

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their opinions with the class.

➔ See page 146 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 2. In this way, each student will be encouraged to be reflective in his/ her own performance and self-evaluate his/ her progress in Theme 2.

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# THEME 3

# HARD TIMES

## Communicative Functions:

- F1. Describing events happening at the same time in the past
- F2. Explaining people's habits in the past

## Language Skills and Learning Outcomes:

### Listening

- E11. 3. L1. Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/ video.
- E11. 3. L2. Students will be able to identify the events happening at the same time in the past in a recorded text/ video.

### Pronunciation

- E11. 3. P1. Students will be able to differentiate between rising and falling intonation.

### Speaking

- E11. 3. S1. Students will be able to talk about past habits.
- E11. 3. S2. Students will be able to talk about a personal experience in the past.

### Reading

- E11. 3. R1. Students will be able to answer the questions about a text on people's habits and experiences in the past.
- E11. 3. R2. Students will be able to analyze a short story (plot, setting, climax, characters, etc.) to summarize it.
- E11. 3. R3. Students will be able to identify the thesis statement, topic sentences, supporting points and examples in a sample essay about a challenge.

### Writing

- E11. 3. W1. Students will be able to complete the missing parts of a short story in their own words.

## Preparatory Questions:

1. People may go through hard times. For example, we read about Stephen Hawking in Theme 2. He went through hard times because of his disease. In what ways do you think he experienced hard times?
2. Do you think people in the past experienced hard times? If yes, in what ways?

## LISTENING & SPEAKING (PART - 1)

(F1- F2- L1- L2- P1- S1)

1. Read the following sentences and tick the ones which you have heard your grandparents say.

First, have Ss read the sentences. Ask them to tick the ones which they have heard their grandparents (or other elderly relatives) say. Then invite some Ss to share their answers with the class.

2. Discuss the questions in pairs. Add reasons or examples to your answers.

Ask Ss to work with their partners for this activity. Have pairs read the questions and take turns to give their answers. Finally, invite some Ss to share their answers with the class.

3. Listen to the speaker and tick Yes or No. (Audio 3.1)

First of all, tell Ss to read the sentences (1-7) carefully. Ask them to underline the key words in them. That will help Ss to spot the relevant information while listening to the speaker. Next, play the audio. Have Ss listen and tick the correct column for each sentence. Finally, check their answers.

### Answer Key:




1. Yes
2. No
3. Yes
4. Yes
5. No
6. Yes
7. No

### (Audio 3.1)

Life was certainly different when we were young. First of all, we used to respect the elderly a lot. They used to play a very important role in society, but now the young aren't respectful towards us. In fact, they usually ignore us. We used to visit our grandparents very often, but my grandchildren rarely come to my house. While I was waiting for them during the religious festival last

**LISTENING & SPEAKING**
PART - 1

1. Read the following sentences and tick the ones which you have heard your grandparents say.
 

<input type="checkbox"/> Life was really hard in the past.	  
<input type="checkbox"/> We used to use candles at home as there was no electricity.	
<input type="checkbox"/> A couple of decades ago, we couldn't use electrical appliances in our homes, so household chores weren't easy.	
<input type="checkbox"/> People in villages used to wash their clothes in rivers due to the lack of running water.	
<input type="checkbox"/> When we were young, there were no mobile phones, so it was very difficult to contact our relatives who lived far away.	
<input type="checkbox"/> Transportation was a big problem; we used to go almost everywhere on foot.	
<input type="checkbox"/> Many women had a sewing machine, and they used to make their children's clothes at home instead of buying them.	
2. Discuss the questions in pairs. Add reasons or examples to your answers.
  1. Do you think many aspects of everyday life were harder in the past?
  2. Do you believe all the changes in today's society are good for people?
3. Listen to the speaker and tick Yes or No. (Audio 3.1)
 

	Yes	No
1. The speaker used to respect the elderly when he was young.	<input type="checkbox"/>	<input type="checkbox"/>
2. His grandchildren often visit the speaker.	<input type="checkbox"/>	<input type="checkbox"/>
3. Neighbors used to trust each other in the past.	<input type="checkbox"/>	<input type="checkbox"/>
4. Neighbors used to help each other a lot.	<input type="checkbox"/>	<input type="checkbox"/>
5. People usually greet their neighbors when they meet them.	<input type="checkbox"/>	<input type="checkbox"/>
6. People used to be more productive in the past.	<input type="checkbox"/>	<input type="checkbox"/>
7. The speaker thinks people are more hardworking nowadays.	<input type="checkbox"/>	<input type="checkbox"/>

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month, they phoned me to say they were going to a seaside resort. My heart sank.

In the past, we used to know all our neighbors. Some of them were just like our relatives. We used to trust each other. When someone needed help, we used to lend a hand. But now many people don't know their neighbors. They don't even greet them. Although they live in the same apartment block, they don't say hello when they see each other. Why do they behave in that way? As far as I'm concerned, there's something wrong with that.

A couple of decades ago, people were generally more productive. For example, they had a sewing machine at home, and they used to make their own clothes. When I was a child, my friends and I used to make our own toys. Can you believe that? But today, people buy almost everything. And I think people are lazier now. In the past, we used to wash our own cars, mow our own grass and paint our own houses. We used to do much more on our own.

I miss the good old days so much!

4. Listen to the speaker again and complete the sentences.

1. While the speaker was waiting for ..... during the religious festival last month, they phoned him and said they were going to .....
2. In the past, some of the speaker's neighbors were just like .....
3. When the speaker was a child, he and his friends used to make .....; they didn't use to buy them.
4. People used to ....., mow their own grass and ..... in the past.

5. Work in groups and discuss the following questions. Then present your group's opinions to the class.


1. To what extent do you agree with the speaker?
2. According to the speaker, the young aren't respectful towards the old and they usually ignore them. What do you think?
3. The speaker thinks change is inevitable, but we should protect our moral values. Do you agree? Why/ Why not?

➔ See page 138 for Language Structures.

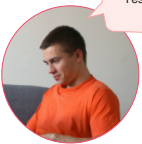
6. Think about your childhood years at primary school. Work in pairs and take turns to ask questions using the phrases in the list as in the example.

➔ live in a small town	➔ visit your grandparents at weekends
➔ fly a kite	➔ tidy your room
➔ like watching cartoons	➔ do all your homework
➔ listen to pop music	➔ drink milk at bedtime
➔ keep a diary	➔ read stories at bedtime

Did you use to live in a small town when you were at primary school?



Yes, I did. / No, I didn't.



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Of course, change is inevitable, but we shouldn't harm our moral values. We should definitely protect them.

**4. Listen to the speaker again and complete the sentences.**

Ask Ss to read the gapped sentences. Next, play the audio. Have Ss listen to the speaker again and complete the sentences. Then check their answers.

**Answer Key:**

1. his grandchildren – a seaside resort
2. (his/ their) relatives
3. their own toys
4. wash their own cars – paint their own houses

**5. Work in groups and discuss the following questions. Then present your group's opinions to the class.**

Divide the class into groups and have them discuss the questions. You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to present their opinions to the class.

➔ See page 138 for Language Structures.

Go through the explanations and the examples on page 138 with the class. Next, have Ss do the activities.

**6. Think about your childhood years at primary school. Work in pairs and take turns to ask questions using the phrases in the list as in the example.**

Ask Ss to work with their partners. Say, "You should think about your childhood years at primary school for this activity."

Next, attract the students' attention to the example dialogue. Then tell them to ask questions in turn using the phrases in the list and make similar dialogues.

You should monitor Ss during the activity. Finally, ask some pairs to present their dialogues to the class.

**Extra Project Assignment:**

- ◆ Have Ss do a project in groups.
- ◆ The topic is "Our grandparents used to be more productive, more hardworking and healthier than us, so there is something wrong in today's society. What do you think we should do to solve this problem?"
- ◆ Tell Ss to prepare a poster with some visuals and hand it in next week.

## IDIOMS/ PROVERBS CORNER

### (F1- F2- L1- L2)

1. Read the following extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then use the correct form of the idioms to complete the sentences (1-3).

Ask Ss to read the extracts from the audio by paying attention to the idioms in italics. Have them work out the meaning of each idiom from the context. Then have them complete the sentences (1-3). Finally, check their answers.

#### Answer Key:

1. lend a hand
  2. As far as I'm concerned
  3. my heart sank
2. Work in pairs and take turns to make example sentences using the idioms above.

Have Ss work with their partners. Ask them to make example sentences in turn using the idioms in activity 1.

## PRONUNCIATION

### (L1- L2- P1)

1. Study the tables and notice the difference. The examples (1-5) are from the audio.

Have Ss study the tables and notice the difference. Next, go through the examples with the class.

2. Listen to the examples in activity 1 and repeat with the correct intonation. (Audio 3.2)

Tell Ss to look at the examples in the tables in activity 1 again. Play the audio. Ask Ss to listen and repeat with the correct intonation.

#### (Audio 3.2)

1. Can you believe (↗) that?
2. In the past, we used to wash our own (↗) cars, mow our own (↗) grass and paint our own (↘) houses.
3. Why do they behave in that (↘) way?

### IDIOMS/PROVERBS CORNER

1. Read the following extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then use the correct form of the idioms to complete the sentences (1-3).
 

"We used to visit our grandparents very often, but my grandchildren rarely come to my house. While I was waiting for them during the religious festival last month, they phoned me to say they were going to a seaside resort. *My heart sank.*"

"In the past, we used to know all our neighbors. Some of them were just like our relatives. We used to trust each other. When someone needed help, we used to *lend a hand.*"

"As far as I'm concerned, there's something wrong with that."

  1. You should teach your children to ..... when it comes to cleaning up after meals.
  2. ...., we should start a campaign this week. What do you think?
  3. When I heard about that terrible traffic accident, .....
2. Work in pairs and take turns to make example sentences using the idioms above.

### PRONUNCIATION

1. Study the tables and notice the difference. The examples (1-5) are from the audio.
 

#### Rising intonation

<b>Yes/ No questions:</b> (1) Can you believe (↗) that?	<b>Lists:</b> (Intonation rises on each item of the list, but it falls on the last item to show that the list is finished.) (2) In the past, we used to wash our own (↗) cars, mow our own (↗) grass and paint our own (↘) houses.
--	---

#### Falling intonation

<b>Wh-questions:</b> (3) Why do they behave in that (↘) way?	<b>Statements:</b> (4) Life was certainly different when we were (↘) young.	<b>Exclamations:</b> (5) I miss the good old days so (↘) much!
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2. Listen to the examples in activity 1 and repeat with the correct intonation. (Audio 3.2)
3. Listen to the dialogues and repeat with the correct intonation. (Audio 3.3) 

1. A: Was she sleeping when you got there?	B: Yes, she was.
2. A: Did you use to play chess when you were younger?	B: No, I didn't.
3. A: How was your trip to Istanbul?	B: It was amazing!
4. A: What did you eat for breakfast?	B: I ate cheese, olives and eggs.
4. Work in pairs. Act out the dialogues above. Pay attention to the correct intonation.
5. Read the information below. Then study the examples (1-3) taken from the audio.
 

We also use **rising intonation** when we're in the middle of a conversation. We use it at the end of a phrase to show that we haven't finished speaking yet, but we use **falling intonation** when we finish the sentence.

  1. First of (↗) all, we used to respect the elderly a (↘) lot.
  2. In the (↗) past, we used to know all our (↘) neighbors.
  3. A couple of decades (↗) ago, people were generally more (↘) productive.
6. Listen to the examples above and repeat with the correct intonation. (Audio 3.4)

### E-PORTFOLIO ENTRY

Read the instructions below and do the project.

- ✦ Interview one of your grandparents or another elderly relative about the life in the past.
- ✦ Add questions about his/ her past habits.
- ✦ Ask about his/ her opinions on the changes in today's society as well.
- ✦ Translate the interview into English, and hand it in next week.
- ✦ When your teacher gives it back, take a photo of the interview and upload it to your blog.

### LISTENING & SPEAKING

PART - 2

1. Do you know what the following adjectives mean? Use a dictionary if you need to.
 

exhausted	terrified	overjoyed	depressed	shocked
furious	disappointed	embarrassed	relieved	confused

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4. Life was certainly different when we were (↘) young.
5. I miss the good old days so (↘) much!

**3. Listen to the dialogues and repeat with the correct intonation. (Audio 3.3)**

Tell Ss to read the dialogues (1-4). Play the audio. Ask Ss to listen and repeat with the correct intonation.

**(Audio 3.3)**

1. **A:** Was she sleeping when you got there?  
**B:** Yes, she was.
2. **A:** Did you use to play chess when you were younger?  
**B:** No, I didn't.
3. **A:** How was your trip to İstanbul?  
**B:** It was amazing!
4. **A:** What did you eat for breakfast?  
**B:** I ate cheese, olives and eggs.

**4. Work in pairs. Act out the dialogues above. Pay attention to the correct intonation.**

Have Ss work in pairs and act out the dialogues in activity 3. Remind them to pay attention to the correct intonation. Then tell Ss to change roles and act out the dialogues again.

**5. Read the information below. Then study the examples (1-3) taken from the audio.**

Have Ss read the information given. Then ask them to study the examples (1-3). Next, go through the examples with the class.

**6. Listen to the examples above and repeat with the correct intonation. (Audio 3.4)**

Tell Ss to look at the examples in activity 5 again. Play the audio. Ask Ss to listen and repeat with the correct intonation.

**(Audio 3.4)**

1. First of (↗) all, we used to respect the elderly a (↘) lot.

2. In the (↗) past, we used to know all our (↘) neighbors.
3. A couple of decades (↗) ago, people were generally more (↘) productive.

**E-PORTFOLIO ENTRY**

**(F2- S1)**

*Read the instructions below and do the project.*

Ask Ss to read the instructions. Make sure Ss understand how they should prepare their interviews. Remind them that they should hand in their projects next week.

**LISTENING & SPEAKING (PART-2)**

**(F1- F2- L1- L2- P1- S1- S2)**

1. *Do you know what the following adjectives mean? Use a dictionary if you need to.*

Have Ss read the adjectives and try to remember the meaning of each one. Tell Ss that they can use a dictionary if necessary.

**Answer Key:**

1. **exhausted:** çok yorgun
2. **terrified:** çok korkmuş
3. **overjoyed:** çok mutlu
4. **depressed:** çok üzgün
5. **shocked:** şok olmuş
6. **furious:** çok kızgın
7. **disappointed:** hayal kırıklığına uğramış
8. **embarrassed:** utanmış
9. **relieved:** içi rahatlamış
10. **confused:** kafası karışık



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**2. Choose the correct adjectives from activity 1 to complete the sentences below.**

Tell Ss to choose the correct adjectives from activity 1 to complete the sentences.

**Answer Key:**

- 1. embarrassed                      2. depressed
- 3. furious                              4. terrified

**3. Work in pairs. Ask and answer as follows using the adjectives in activity 1.**

Have Ss work with different partners for this activity. Attract the students' attention to the example dialogue. Then tell them to ask and answer in the same way using the adjectives in activity 1. You should monitor Ss during the activity. Finally, ask some pairs to present their dialogues to the class.

**4. Listen to the speakers and write 1 or 2 to fill in the gaps below. (Audio 3.5)**

Tell Ss that they're going to listen to 2 speakers. Play the audio. Have Ss listen to the speakers and write 1 or 2 to fill in the gaps.

**Answer Key:**

**Speaker 1:** A flight

**Speaker 2:** A bus trip

**(Audio 3.5)**

**Speaker 1:**


It was in 2015. I was travelling on a plane for the first time, so I was really nervous. My sister and I were going to Liverpool to visit our grandparents. In the beginning, everything was going smoothly. While I was reading a magazine, my sister was having a chat with the girl next to her. Suddenly, the plane started to shake. It was going up and down. I got terrified. Next, the pilot made an announcement and wanted us to fasten our seatbelts. Some girls were screaming. A little boy was crying. The atmosphere was terrible. The air hostess asked all the people to calm down. After a while, the weather got better.

**2. Choose the correct adjectives from activity 1 to complete the sentences below.**


- While I was singing yesterday, all my classmates were listening to me. Suddenly, I forgot the words. Next, everybody started to laugh at me. I felt really .....
- My grandmother had a heart attack last night, and she's at hospital now. All her children and grandchildren feel .....
- My sister put on my new dress without asking me for permission, and then she spilled tea on it. I got .....
- As I was driving in India a few years ago, I found myself in the tiger area. There were many tigers around my car. I felt .....

**3. Work in pairs. Ask and answer as follows using the adjectives in activity 1.**

When did you last feel exhausted?



When I got home yesterday, my mum was cleaning the house. I helped her do the cleaning. Finally, I felt exhausted.



**4. Listen to the speakers and write 1 or 2 to fill in the gaps below. (Audio 3.5)**

Speaker .....: A bus trip

Speaker .....: A flight

**5. Listen to the speakers' stories again and circle the correct alternative.**

- Speaker 1 was going to Liverpool to visit her **friends / grandparents**.
- When the pilot made the announcement, she was feeling **shocked / terrified**.
- All the passengers on the plane got **relieved / happy** when the shaking stopped.
- When Speaker 2 believed he got lost, he felt **shocked / depressed**.
- The **police officer / bus driver** took him to the hotel where he was staying with his family.

**6. Listen to the speakers again and complete the sentences.**

- While Speaker 1 was ....., her sister was having a chat with another passenger.
- As the plane was shaking, some girls were ....., and a little boy was .....
- While Speaker 2 was ..... with his family, the bus moved and he couldn't leave it.
- When he arrived at the hotel, his family were .....

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Finally, the shaking ended, and everybody felt relieved. It was one of the worst days of my life.

**Speaker 2:**

I was in my first year at secondary school. My parents took my brother and me to New York during the semester break. That morning, we decided to see the popular sights of the city and got on a bus. About 20 minutes later, my parents wanted to get off. The bus was too crowded. While I was trying to get off with my family, the bus moved and I couldn't leave it. At first, I was shocked. I believed I got lost and my parents would never find me again. I didn't have a mobile phone. I didn't know my parents' phone numbers, either. I got totally confused. I didn't know what to do. After that, I remembered the name of the hotel where we were staying and told everything to the bus driver. In the end, he took me back to the hotel. When I arrived there, my parents and my brother were waiting for me. I was very happy to see them again. I'll never forget that day.

7. Study the table below and learn how to tell a story or talk about a past event.

**Useful tips on how to tell a story or talk about a past event**

- ◆ **Say when the story took place.**  
*I was about 19 years old. / It happened 2 years ago. / It happened during my summer holiday last year. / It was in 2015. / I was in my first year at secondary school. / I was travelling through Europe last July.*
- ◆ **Use the Past Continuous to describe the events happening at the same time in the past.**  
*As it was raining hard, everybody was singing and dancing.  
 While the pilot was talking, I remembered something important.  
 When the bus appeared, she was looking for her sister.*
- ◆ **Use linking words to show the sequence of events.**

  - ◆ *First / Firstly / First of all / In the beginning / At first...*
  - ◆ *Second / Secondly / Then / Next / Later on / After that / After a while / Meanwhile / Soon afterwards / An hour later / About 20 minutes later...*
  - ◆ *Finally / Eventually / In the end / At last...*
- ◆ **Use adjectives to describe how you felt.**  
*excited / furious / nervous / exhausted / scared / relieved / anxious / confused / happy...*
- ◆ **End your story in an effective way.**  
*It was an unforgettable day. / That event changed my life. / It was the best day of my life. / It was one of the worst days of my life. / I'll never forget that day.*

8. Work in pairs. Tell your partner one of the speakers' stories in your own words.

9. Work in groups and discuss the following questions. You can give imaginary answers. Talk about the details of the events by using some linking words like *First, Then, Finally, etc.*

1. Have you ever travelled by plane? If yes, do you remember the first time you were on a plane?
2. Have you ever got lost?

10. Prepare a short presentation about a personal experience when you felt disappointed, depressed, embarrassed, shocked or terrified. Make notes by keeping the tips in activity 7 in mind. Give your presentation to the class next lesson.

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**5. Listen to the speakers' stories again and circle the correct alternative.**

First of all, ask Ss to read the sentences (1-5). Next, play the audio. Have Ss listen again and circle the correct alternative. Finally, check their answers.

**Answer Key:**

- |                 |              |
|-----------------|--------------|
| 1. grandparents | 2. terrified |
| 3. relieved     | 4. shocked   |
| 5. bus driver   |              |

**6. Listen to the speakers again and complete the sentences.**

First of all, ask Ss to read the sentences (1-4). Next, play the audio. Have Ss listen and complete the sentences.

**Answer Key:**

1. reading a magazine
2. screaming – crying
3. trying to get off
4. waiting for him

**7. Study the table below and learn how to tell a story or talk about a past event.**

Have Ss study the table. Ask them to pay attention to the examples in italics. Next, go through the tips and the examples with the class.

**8. Work in pairs. Tell your partner one of the speakers' stories in your own words.**

Have Ss tell their partners one of the speakers' stories in their own words. Finally, invite some Ss to present their answers to the class.

**9. Work in groups and discuss the following questions. You can give imaginary answers. Talk about the details of the events by using some linking words like *First, Then, Finally, etc.***

Divide the class into groups. Have them discuss the questions. Finally, invite some Ss to share their answers with the class.

**10. Prepare a short presentation about a personal experience when you felt disappointed, depressed, embarrassed, shocked or terrified. Make notes by keeping the tips in activity 7 in mind. Give your presentation to the class next lesson.**

Ask Ss to read the instructions. Make sure Ss understand how they should prepare their presentations. Remind them that they should give their presentations to the class next lesson.



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## READING & WRITING

(F1- F2- R1- R2- R3- W1)

1. Say what body parts the following words mean. Use a dictionary if you need to.

Have Ss say what body parts the words mean. Tell them that they can use a dictionary if necessary. Then check their answers.

### Answer Key:

**shoulder:** one of the two parts of the body at each side of the neck that join the arms to the rest of the body

**elbow:** the part in the middle of the arm where it bends

**wrist:** the part of the body between the hand and the arm

**heart:** the organ in the chest that sends blood around the body

**lung:** one of the two organs in the chest with which people breathe

2. Read the title of the text and look at the photos on the opposite page. What do you think the text is about? Next, read it and check if your guess is correct.

Ask Ss to guess what the text is about after reading the title and looking at the photos. Then have them read the text and check if they've guessed correctly.

3. Use the following sentences to fill in the blanks (1-4) in the text. There is an extra sentence.

Have Ss read the sentences (a-e). Next, ask them to fill in the blanks in the text using the sentences. Tell Ss that there is an extra sentence. Finally, check their answers.

### Answer Key:

1. e      2. b      3. a      4. d  
(extra sentence: c)

4. Tick the question that CANNOT be answered according to the text. Then answer the other ones.

Have Ss read the text and tick the extra question (Question 6). Next, Ss answer the other questions.

### Answer Key: Suggested answers:

1. He used to ride his bike in a nearby

### READING & WRITING

1. Say what body parts the following words mean. Use a dictionary if you need to.
 

shoulder	elbow	wrist	heart	lung
----------	-------	-------	-------	------
2. Read the title of the text and look at the photos on the opposite page. What do you think the text is about? Next, read it and check if your guess is correct.
3. Use the following sentences to fill in the blanks (1-4) in the text. There is an extra sentence.
  - a. She was aggressively trying to rouse Patricia in order to alert her to the danger.
  - b. I was lying in bed and there was a group of people by me: my family, my parents, a couple of friends, some doctors and nurses.
  - c. I was crying as I was feeling terrible because of my broken wrist.
  - d. When the paramedics arrived in less than 8 minutes, they restarted my heart, and then they rushed me to the hospital.
  - e. When I told the problem to my wife Patricia, who is a psychiatrist, she said we should arrange to see our family doctor the next day.
4. Tick the question that CANNOT be answered according to the text. Then answer the other ones.
  1. What did Matthew use to do very often?
  2. What was the problem when he came home that evening?
  3. What happened soon after he went upstairs?
  4. What was Zola doing while Patricia was reading?
  5. What happened to Zola about a minute later?
  6. What did Patricia say after that?
  7. What happened when the paramedics arrived there?
5. Complete the table using the information in Matthew's story.
 

Plot (the series of events that form the story)	
Setting (the place and time of the story)	
Characters (the people or animals in the story)	
Climax (the most exciting or important event of the story)	

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park very often.

2. His shoulders and elbows were aching badly when he came home that evening.

3. He had a heart attack soon after he went upstairs.

(When Patricia heard the sound, she believed Matthew dropped something. She thought about calling up to him, but she knew he wouldn't hear her if she did as he used to wear headphones when watching telly.)

4. Zola was resting quietly at Patricia's feet.

5. Zola started barking as if she went crazy. She was aggressively trying to rouse Patricia in order to alert her to the danger.

6. Extra question (It cannot be answered according to the text.)

7. They restarted Matthew's heart, and then they rushed him to the hospital.





10. Use the information in the story and complete the table.

Plot	
Setting	
Characters	
Climax	

11. Summarize the story using the information in the table above. Tell it to the class in your own words.

12. When was the last time you felt proud of yourself? Tell the incident to the class.

13. Read the beginning of the story and write a good ending. First, make notes below, and then use them to write a paragraph. Remember to check it for grammar and spelling mistakes before you hand it in next week.

I was watching a movie in my bedroom a few weeks ago. It was almost 7 p.m. Suddenly, I smelled smoke. First, I looked around to check if there was something wrong in my own room, but I saw nothing to worry about. Next, I went to my parents' bedroom, and everything seemed all right there, too. After that, I ran downstairs to the kitchen. And again, there was no problem. I got so relieved. Then I looked out of the window and saw that the house next door was on fire...



**10. Use the information in the story and complete the table.**

First of all, attract the students' attention to the literary terms in the first column of the table. Next, have Ss read the story again and use the related information to complete the table. Finally, ask some students to share their answers with the class.

**Answer Key: Suggested answers:**

<b>Plot</b>	A boy jumped into the pool, but he didn't come out of the water again. The writer saw that he was in trouble and saved his life.
<b>Setting</b>	In the swimming pool in the writer's neighborhood last summer (at 6:45 p.m.).
<b>Characters</b>	The writer, a 10-year-old boy, a young man.
<b>Climax</b>	The writer discovered that the boy was drowning. He swam to the surface and shouted for help. A young man jumped into the water and helped him to set the boy free.

**11. Summarize the story using the information in the table above. Tell it to the class in your own words.**

Have Ss use the information in the table to summarize the story in their own words. Then ask some Ss to tell the summary to the class.

**12. When was the last time you felt proud of yourself? Tell the incident to the class.**

Have Ss answer the question. Ask some Ss to share their answers with the class.

**13. Read the beginning of the story and write a good ending. First, make notes below, and then use them to write a paragraph. Remember to check it for grammar and spelling mistakes before you hand it in next week.**

Have Ss read the beginning of the story and write a good ending. Say, "You should make notes before writing the ending." You can also add, "You should write a paragraph in 120 words or more."

Remind them to check their paragraphs for grammar and spelling mistakes before they hand them in next week.



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**14. Discuss the following question with your partner.**

Ask Ss to work with their partners and discuss the question. Then invite some Ss to share their answers with the class.

**15. Read the following text and choose the correct answer.**

Have Ss read the text and choose the correct answer. Then check their answers.

**Answer Key: B**

**16. Match the people (1-3) with the correct obstacles according to the essay. There is an extra obstacle.**

Have Ss read the essay and match the people (1-3) with the correct obstacles. Tell Ss that there is an extra obstacle. Finally, check their answers.

**Answer Key:**

1. b                      2. d                      3. a

(extra obstacle: c)

**17. Read the essay and write the thesis statement (the sentence in the first paragraph that summarizes the main point of the essay).**

First, go through the instruction of the activity with the class. Say, "The thesis statement is the sentence in the first paragraph that summarizes the main point of the essay."

After that, ask Ss to read the essay and write the thesis statement. Finally, check their answers.

**Answer Key:**

We may go through hard times, but we should keep trying and remember that *every cloud has a silver lining*.

**18. Read the essay again and underline the topic sentence in each of the paragraphs 2, 3 and 4.**

Have Ss read the essay again and underline the topic sentence in each of the paragraphs 2, 3 and 4. Say, "The topic sentence expresses the main idea of the whole paragraph."

Then check their answers.

**14. Discuss the following question with your partner.**

Do you think it is easy to reach your goals?

**15. Read the following text and choose the correct answer.**

The text is a(n) . . . .

- A) autobiography                      B) essay                      C) letter                      D) story

**NEVER GIVE UP YOUR DREAMS**

There is no doubt that all of us have some dreams. It is generally not easy to fulfil them, though. We may go through hard times, but we should keep trying and remember that *every cloud has a silver lining*.



To start with, we may **suffer** from health problems while trying to **attain** our goals. For example, German composer Ludwig van Beethoven lost his hearing in his mid-twenties. Despite being **deaf**, he continued to be productive. He was able to hear the music in his head, and he composed numerous pieces of music, including symphonies and piano concertos. Moreover, he had a serious liver disease and he was in chronic pain. However, the problems couldn't stop him from pursuing his goals. Beethoven is one of the most frequently performed composers in the world.

On our way to success, it is also possible for us to experience a learning disability, but that doesn't mean we cannot succeed. A good example is Agatha Christie, one of the best-selling authors of all time. At school, she used to have problems with writing because she had dyslexia. Can you believe that she often got bad marks for her essays? As she got older, she discovered her hidden talent, and she wrote 66 detective novels and 14 short story collections, which were **published** in more than 40 languages all over the world.



Another challenge we have to cope with may be financial difficulties. Turkish scientist Aziz Sançar, for instance, was born into a family with 8 children. Furthermore, his parents couldn't read or write. He also grew up in a very small town and had to get his education in or near his hometown until he started the faculty of medicine. Nevertheless, he has always **chased** his dreams. Now he is extremely successful and has got many awards, including the 2015 Nobel Prize in Chemistry. He currently works as a professor at the University of North Carolina.

To sum up, we shouldn't give up even if we meet obstacles while attempting to achieve our aims. We may fail, but we should rise again because failure is nothing, but the first step towards success. Winners are not those who never fail, but those who never **quit**.

*\*dyslexia: a condition affecting the brain that makes it difficult for someone to read and write*

**16. Match the people (1-3) with the correct obstacles according to the essay. There is an extra obstacle.**

- |   |                           |
|---|---------------------------|
| <input type="radio"/> 1. Ludwig van Beethoven | a. financial difficulties |
| <input type="radio"/> 2. Agatha Christie      | b. health problems        |
| <input type="radio"/> 3. Aziz Sançar          | c. emotional problems     |
|   | d. a learning disability  |

**17. Read the essay and write the thesis statement (the sentence in the first paragraph that summarizes the main point of the essay).**

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**18. Read the essay again and underline the topic sentence in each of the paragraphs 2, 3 and 4.**

**19. Read the paragraphs 2, 3 and 4 again. Find the supporting points and/ or examples for the topic sentences.**

**20. Answer the following questions according to the essay.**

1. What health problems did Ludwig van Beethoven have?
2. What learning disability did Agatha Christie have when she was at school?
3. What difficulties did Aziz Sançar have when he was very young?



**21. Read the essay and find the highlighted words. Work out the meaning from the context and use the correct form of the words below to complete the sentences (1-5). There is an extra word.**

- suffer      attain      deaf      publish      chase      quit

1. Henry eventually got a part in a movie after many years of ..... his dreams.
2. If you want to ..... your goals, you ought to keep trying.
3. Mike is ....., but he doesn't let his disability stop him from doing what he wants to do.
4. You can't ..... now; you've just started.
5. I used to ..... from breathing difficulties when I was younger.

**22. Work in pairs and take turns to talk about the achievements of the famous people in the essay.**

**Answer Key:**

**Paragraph 2:**

To start with, we may suffer from health problems while trying to attain our goals.

**Paragraph 3:**

On our way to success, it is also possible for us to experience a learning disability, but that doesn't mean we cannot succeed.

**Paragraph 4:**

Another challenge we have to cope with may be financial difficulties.

**19.** *Read the paragraphs 2, 3 and 4 again. Find the supporting points and/ or examples for the topic sentences.*

Ss read the paragraphs to find the supporting points and/ or examples. Finally, check their answers.

**Answer Key: Suggested answers:**

**Paragraph 2:**

For example, German composer Ludwig van Beethoven lost his hearing in his mid-twenties. Despite being deaf, he continued to be productive. Moreover, he had a serious liver disease and he was in chronic pain. However, the problems couldn't stop him from pursuing his goals.

**Paragraph 3:**

A good example is Agatha Christie, one of the best-selling authors of all time. At school, she used to have problems with writing because she had dyslexia. As she got older, she discovered her hidden talent, and she wrote 66 detective novels and 14 short story collections, which were published in more than 40 languages all over the world.

**Paragraph 4:**

Turkish scientist Aziz Sancar, for instance, was born into a family with 8 children. Furthermore, his parents couldn't read or write. He also grew up in a very small town and had to get his education in or near his hometown until he started the faculty of medicine. Nevertheless, he has always chased his dreams.

**20.** *Answer the following questions according to the essay.*

Have Ss answer the questions. Then check their answers.

**Answer Key: Suggested answers:**

1. He was deaf. He also had a serious liver disease and he was in chronic pain.
2. She had dyslexia.
3. He was born into a family with 8 children. His parents couldn't read or write. He grew up in a very small town and had to get his education in or near his hometown until he started the faculty of medicine.

**21.** *Read the essay and find the **highlighted** words. Work out the meaning from the context and use the correct form of the words below to complete the sentences (1-5). There is an extra word.*

Have Ss complete the sentences with the correct form of the words after working out the meaning from the context. Then check their answers.

**Answer Key:**

1. chasing    2. attain    3. deaf  
4. quit    5. suffer  
(extra word: publish)

**22.** *Work in pairs and take turns to talk about the achievements of the famous people in the essay.*

Have Ss work in pairs and talk about the achievements in turn. Then invite some Ss to share their answers with the class.



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**23.** Imagine you're interviewing Aziz Sancar. What questions would you ask him?

Have Ss share their questions with the class.

**24.** To what extent do you agree with the writer of the essay?

Invite some Ss to share their answers with the class.

### VIDEO BLOG ENTRY

(F1– S2)

Read the following instructions and prepare your video blog entry.

Have Ss read the instructions carefully. Make sure they understand how they should prepare the video blog entry. Remind them to upload their video blog entries this weekend.

Ss should fill in the peer evaluation checklists to evaluate their partners after watching their video blog entries.

### DISCUSSION TIME

**1.** Work in groups. Explain the following proverb using examples.

Divide the class into groups and have them use some examples to explain the proverb. Finally, ask the groups to share their answers with the class.

**2.** Work in groups. Do you agree with the quotes below? Why/ Why not? Share your group's opinions with the class.

Have Ss work in groups and discuss the quotes. You should monitor Ss during the activity and provide help if necessary.

Finally, ask the groups to share their opinions with the class.

 See page 147 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 3 on page 147. In this way, each student will be encouraged to be reflective in his/ her own performance and self-evaluate his/ her progress in Theme 3.

**23.** Imagine you're interviewing Aziz Sancar. What questions would you ask him?

**24.** To what extent do you agree with the writer of the essay?

### VIDEO BLOG ENTRY

Read the following instructions and prepare your video blog entry.

- ✦ Imagine there's an online competition, and you should prepare a video blog entry about an unforgettable day in your life when you got **overjoyed**.
- ✦ First, write a paragraph by following the tips in activity 7 on page 43. You can use your imagination for the details. Then tell the story and record yourself.
- ✦ Upload your vlog this weekend. Share it on your blog.
- ✦ Your partner should evaluate you after he/ she watches the video.

PEER EVALUATION CHECKLIST			
Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	VLOG
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	

### DISCUSSION TIME

**1.** Work in groups. Explain the following proverb using examples.

Every cloud has a silver lining.

**2.** Work in groups. Do you agree with the quotes below? Why/ Why not? Share your group's opinions with the class.

"Never give up. Great things take time."  
Anonymous

"Never forget that the best view comes after the hardest climb."  
Anonymous

 See page 147 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section. 

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# THEME 4

# WHAT A LIFE

## Communicative Functions:

- F1.** Describing places, people and events in the past
- F2.** Ordering events
- F3.** Talking about personal experiences in the past

## Language Skills and Learning Outcomes:

### Listening

- E11. 4. L1.** Students will be able to identify expressions related to ordering past events in a recorded text.
- E11. 4. L2.** Students will be able to put the past events in order in a recorded text/ video.

### Pronunciation

- E11. 4. P1.** Students will be able to practise the pronunciation of “-ed” sounds following voiced and unvoiced consonant sounds and following /t/ - /d/ sounds.

### Speaking

- E11. 4. S1.** Students will be able to share their personal experiences in the past.
- E11. 4. S2.** Students will be able to describe places, people and events in the past.

### Reading

- E11. 4. R1.** Students will be able to order the events in the biography of a famous person/ inventor/ scientist/ celebrity.

### Writing

- E11. 4. W1.** Students will be able to write an essay about a well-known figure from Turkish history.

## Preparatory Questions:

- 1.** Aziz Sancar once said, “Shoes were such a luxury for us; we used to wear shoes only when going to school until we started the 7th grade.” Despite many difficulties in his life, Aziz Sancar could achieve success, and he could even win the Nobel Prize. So we can say, “What a life!” when talking about his life story. Do you agree? Why/ Why not?
- 2.** Do you know anyone whose life story makes you say, “What a life!”? If yes, describe his/ her achievements.

## LISTENING & SPEAKING (PART - 1)

(F1- F2- F3- L1- L2- P1- S1- S2)

### 1. Work in pairs. Take turns to answer the following questions.

Ask Ss to work with their partners for this activity. Have pairs take turns to answer the questions. Finally, invite some Ss to share their answers with the class.

### 2. Listen to the conversations and match them with the speech bubbles.

There's an extra speech bubble.

(Audio 4.1)

First of all, ask Ss to read the speech bubbles. Next, play the audio. Have Ss listen to the conversations and match them with the speech bubbles. For this activity, you can pause the audio after each conversation for a few minutes to let Ss find the correct speech bubbles. Finally, check their answers.

#### Answer Key:

Conversation 1 (c)

Conversation 2 (a)

Conversation 3 (d)

(extra speech bubble: b)

(Audio 4.1)

#### Conversation 1:

**Jack:** Hi, Sue.

**Sue:** Hi, Jack.

**Jack:** When did you come back from holiday?

**Sue:** Just a few days ago.

**Jack:** Where were you? When I last saw you, you were trying to make a choice with your parents.

**Sue:** Yes. At first, we couldn't decide where to go. There were 3 options. Mum wanted to go to Japan, while dad preferred travelling to Spain. And the third option was Egypt. After we had done some research on the Net, we made up our minds. When my parents saw the pictures of Egypt, they decided to go there.

**Jack:** Did you enjoy yourselves there?

**Sue:** Yes, we did. We loved Egypt. It was terrific.

LISTENING & SPEAKING
PART - 1

1. Work in pairs. Take turns to answer the following questions.

1. Have you ever travelled abroad? If yes, what countries have you seen so far? If not, what countries would you like to visit?
2. Has anybody ever stolen one of your possessions? If yes, what did they steal?
3. How often do you travel by plane? Have you ever checked in online?
4. Are you forgetful from time to time?
5. How often do you realize that you've left something important at home?
6. What items do you or your family members sometimes forget to take when leaving home? Tick the correct items in the list below.

<input type="checkbox"/> book(s)	<input type="checkbox"/> mobile phone	<input type="checkbox"/> wallet
<input type="checkbox"/> homework	<input type="checkbox"/> identity card	<input type="checkbox"/> (phone) charger
<input type="checkbox"/> key(s)	<input type="checkbox"/> driving licence	<input type="checkbox"/> glasses

2. Listen to the conversations and match them with the speech bubbles. There's an extra speech bubble. (Audio 4.1)

Conversation 1

Conversation 2

Conversation 3

a. I got really shocked because someone had stolen my motorbike.

b. I had worked really hard before I took the final exam.

c. We reached a decision after we had done some research on the Net.

d. I realized I had left something important at home.

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**Jack:** Really?

**Sue:** Yes. We had the time of our lives there. I think you should definitely see Egypt.

**Jack:** Why not?

#### Conversation 2:

**Britney:** Hello, Matt.

**Matt:** Hi, Britney.

**Britney:** What's up? You look upset. Have you failed the final exam?

**Matt:** No.

**Britney:** What's the matter, then?

**Matt:** I was at the post office an hour ago. I stayed inside for about 10 minutes. After I had posted some letters, I walked outside. Guess what! I couldn't find my motorbike because someone had stolen it.

**Britney:** Really? Are you pulling my leg?

**Matt:** No, Britney. That's true. I got really shocked.

**Britney:** That's terrible.

**Matt:** Yes. I don't know what to do.

3. Listen to the conversations again and choose the correct picture for each question.

1. Where did Sue spend her holiday with her parents?



2. Where was Matt an hour ago?



3. What did Emily leave at home yesterday evening?



4. Work in pairs and look back at activity 3. Take turns to ask and answer the questions.

5. Listen again and fill in the missing information in the sentences (1-4).

- 1. Sue's father had wanted to travel to ... before they decided where to go for holiday.
2. Matt went outside after he had ...
3. Matt didn't go to ... after someone had stolen his motorbike.
4. Before Emily went to the airport, she had ... online.

See page 139 for Language Structures.

6. Work in pairs and take turns to talk about the incidents in the audio. Summarize them in your own words.



7. Discuss the following questions.

- 1. Do you think it is a good idea to go to Egypt for holiday? Why/ Why not?
2. Have you ever had an interesting holiday? If yes, describe it to your classmates.

Jim: What happened?

Emily: When I arrived at the airport, I realized that I had left my passport at home. That was terrible.

Jim: Oh, what a pity!

Emily: Yes. I feel so bad.

Jim: Never mind, Emily. You can go another time.

3. Listen to the conversations again and choose the correct picture for each question.

Tell Ss to read the questions and look at the pictures. Next, play the audio. Have Ss listen to the conversations and choose the correct pictures. Then check their answers.

Answer Key:

- 1. A 2. C 3. B



NOTES

Blank lined area for taking notes.

Britney: Did you go to the police station after you had left the post office?

Matt: No.

Britney: You should report the incident to the police, so you ought to go to the nearest police station today.

Matt: You're right. I'll go there immediately.

Conversation 3:

Jim: Good morning, Emily.

Emily: Good morning, Jim.

Jim: What's the matter? You don't look well.

Emily: I feel really unhappy.

Jim: Why? What happened?

Emily: I went to the airport yesterday evening as I wanted to fly to Madrid. I hoped to visit my cousin there. I had bought my ticket in advance. That was a few weeks ago. And I had checked in online before I went to the airport because I didn't want any trouble before my flight. But guess what!





## PRONUNCIATION

### (L1- L2- P1)

1. Say the verbs below. Pay attention to the final sounds.

Ask Ss to say the verbs paying attention to the final sounds.

2. Write the **highlighted** verbs into the correct column in activity 1.

Have Ss write the highlighted verbs into the correct column in activity 1.

3. Listen and check your answers. (Audio 4.2)

Play the audio. Tell Ss to listen and check their answers.

#### Answer Key:

##### Column 1:

watched- hoped- walked- washed

##### Column 2:

injured- happened- stayed- arrived

##### Column 3:

wanted- decided- started- needed

#### (Audio 4.2)

##### Column 1:

watched- hoped- walked- washed

##### Column 2:

injured- happened- stayed- arrived

##### Column 3:

wanted- decided- started- needed

4. Listen again and repeat.

Play the audio. Have Ss listen and repeat.

## LISTENING & SPEAKING (PART- 2)

### (F1- F2- F3- L1- L2- P1- S1- S2)

1. Do the following quiz.

Have Ss do the quiz.

2. Listen to the information and check your answers. (Audio 4.3)

Play the audio. Ask Ss to listen to the information and check their answers to the

### PRONUNCIATION

1. Say the verbs below. Pay attention to the final sounds.
 

/ t / watched - hoped	/ d / injured - happened	/ id / wanted - decided
--------------------------	-----------------------------	----------------------------
2. Write the **highlighted** verbs into the correct column in activity 1.
 

1. She <b>started</b> the project last week.	4. They <b>arrived</b> too late yesterday.
2. He <b>walked</b> through the tunnel.	5. He <b>washed</b> the car a few hours ago.
3. We <b>stayed</b> at a hotel last night.	6. I <b>needed</b> to have a rest.
3. Listen and check your answers. (Audio 4.2)
4. Listen again and repeat.

### LISTENING & SPEAKING

PART - 2

1. Do the following quiz.
 

1. Who is the person in the picture? He is ---- .  
 A) Murad II  
 B) Mehmed II (Mehmed the Conqueror)

2. Which of the following sentences is correct about him?  
 A) He was an Ottoman sultan.  
 B) He was a well-known philosopher.
2. Listen to the information and check your answers. (Audio 4.3)
3. Work in groups and complete the table about the person in the picture above.
 

What do you know about him?	What do you want to learn about him?

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quiz. You can play the audio once more if necessary. Finally, check their answers.

#### Answer Key:

1. B
2. A

#### (Audio 4.3)

We can see **Mehmed II** in the picture. He is also known as *Mehmed the Conqueror*. He was the son of **Murad II**, and he was one of the most successful Ottoman sultans.

3. Work in groups and complete the table about the person in the picture above.

Have Ss work in groups. Ask them to complete the table together. Finally, invite some groups to share their answers with the class.

4. Find the words in bold in the paragraph below and work out the meaning from the context. Then write the correct words next to the definitions (1–4).

Mehmed II is also called *Mehmed the Conqueror* as he **conquered** the city of Constantinople, which is now the modern city of Istanbul, on 29 May 1453. That was one of the most incredible events in history. It marked the end of the Eastern Roman **Empire** because the city had been its capital. After Mehmed II had taken control of the city, the **Middle Ages** finished according to historians. And Mehmed II **ruled** the Ottoman Empire successfully until the year 1481.

- conquer
- empire
- Middle Ages
- rule

1. a period in European history, around the years 1000 - 1453: .....
2. a group of countries that are controlled by a single person or government: .....
3. to take control of a country after a war: .....
4. to have power over a country, a group of people, etc.: .....

5. Listen to the historian and correct the mistakes in the following text. (Audio 4.4)

Mehmed II was born in 1432. When he was 13 years old, his father Murad II decided to get retired and wanted Mehmed to become the sultan. However, Mehmed was very young, and there were too many problems throughout the Ottoman Empire. For this reason, Murad II came back in 1443. So Mehmed could rule the empire only for 3 years. After his father had returned to power, he went to K t hahya and started to live there. In 1450, his father got very ill, so Mehmed came to Edirne again. Soon afterwards, Murad II passed away. Next, Mehmed became the sultan for the second time. He was 17 years old. Before he began to rule the empire, he had had a very good education. According to some sources, he could speak 5 languages fluently. He was also interested in literature, fine arts and architecture. Above all, he was a great leader and a very brave soldier. After the conquest of Istanbul, he made lots of achievements and created a world empire. He had the power for 29 years. Eventually, he passed away in 1481. His tomb is near the Fatih Mosque in Istanbul.



6. Choose the correct option according to the text in activity 5. Which of the following questions DOES NOT have an answer in the text?

- A) How old was Mehmed II when he became the sultan for the first time?
- B) Where did Mehmed II live after his father had come back to rule the Ottoman Empire again?
- C) How long did Mehmed II rule the Ottoman Empire after his father had died?
- D) What preparations had Mehmed II made before he conquered the city of Istanbul?

4. Find the words in bold in the paragraph below and work out the meaning from the context. Then write the correct words next to the definitions (1–4).

Have Ss find the words in bold in the paragraph and ask them to work out the meaning from the context. Then tell them to write the words next to the definitions. Finally, check their answers.

**Answer Key:**

- 1. Middle Ages
- 2. empire
- 3. conquer
- 4. rule

5. Listen to the historian and correct the mistakes in the following text. (Audio 4.4)

First of all, attract the students' attention to the text. Say that there are some mistakes in it. Next, play the audio. Have Ss listen to the historian and correct the mistakes in the text. You can play the audio once more. Then

check their answers.

**Answer Key:** (The correct words are highlighted in the text below.)

Mehmed II was born in 1432. When he was 12 years old, his father Murad II decided to get retired and wanted Mehmed to become the sultan. However, Mehmed was very young, and there were too many problems throughout the Ottoman Empire. For this reason, Murad II came back in 1446. So Mehmed could rule the empire only for 2 years. After his father had returned to power, he went to Manisa and started to live there. In 1451, his father got very ill, so Mehmed came to Edirne again. Soon afterwards, Murad II passed away. Next, Mehmed became the sultan for the second time. He was 19 years old. Before he began to rule the empire, he had had a very good education. According to some sources, he could speak 7 languages fluently. He was also interested in literature, fine arts and architecture. Above all, he was a great leader and a very brave soldier. After the conquest of Istanbul, he made lots of achievements and created a world empire. He had the power for 30 years. Eventually, he passed away in 1481. His tomb is near the Fatih Mosque in Istanbul.

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(Audio 4.4)

Mehmed II was born in 1432. When he was 12 years old, his father Murad II decided to get retired and wanted Mehmed to become the sultan. However, Mehmed was very young, and there were too many problems throughout the Ottoman Empire. For this reason, Murad II came back in 1446. So Mehmed could rule the empire only for 2 years. After his father had returned to power, he went to Manisa and started to live there. In 1451, his father got very ill, so Mehmed came to Edirne again. Soon afterwards, Murad II passed away. Next, Mehmed became the sultan for the second time. He was 19 years old. Before he began to rule the empire, he had had a very good education. According to some sources, he could speak 7 languages fluently. He was also interested in literature, fine arts and architecture. Above all, he was a great leader and a very brave soldier. After the conquest of İstanbul, he made lots of achievements and created a world empire. He had the power for 30 years. Eventually, he passed away in 1481. His tomb is near the Fatih Mosque in İstanbul.

6. Choose the correct option according to the text in activity 5.

Tell Ss to choose the correct option according to the text in activity 5. Elicit the answer (D). After that, have Ss answer the other 3 questions. Ask some Ss to share their answers with the class.

Answer Key: D

Suggested answers:

- A) He was 12 years old.
B) He lived in Manisa.
C) He ruled the empire for 30 years.

NOTES section with a pushpin icon and a series of horizontal dotted lines for writing.

4. Find the words in bold in the paragraph below and work out the meaning from the context. Then write the correct words next to the definitions (1-4).

Mehmed II is also called Mehmed the Conqueror as he conquered the city of Constantinople, which is now the modern city of İstanbul, on 29 May 1453. That was one of the most incredible events in history. It marked the end of the Eastern Roman Empire because the city had been its capital. After Mehmed II had taken control of the city, the Middle Ages finished according to historians. And Mehmed II ruled the Ottoman Empire successfully until the year 1481.

- conquer, empire, Middle Ages, rule

- 1. a period in European history, around the years 1000 - 1453:
2. a group of countries that are controlled by a single person or government:
3. to take control of a country after a war:
4. to have power over a country, a group of people, etc.:

5. Listen to the historian and correct the mistakes in the following text. (Audio 4.4)

Mehmed II was born in 1432. When he was 13 years old, his father Murad II decided to get retired and wanted Mehmed to become the sultan. However, Mehmed was very young, and there were too many problems throughout the Ottoman Empire. For this reason, Murad II came back in 1443. So Mehmed could rule the empire only for 3 years. After his father had returned to power, he went to Kütahya and started to live there. In 1450, his father got very ill, so Mehmed came to Edirne again. Soon afterwards, Murad II passed away. Next, Mehmed became the sultan for the second time. He was 17 years old. Before he began to rule the empire, he had had a very good education. According to some sources, he could speak 5 languages fluently. He was also interested in literature, fine arts and architecture. Above all, he was a great leader and a very brave soldier. After the conquest of İstanbul, he made lots of achievements and created a world empire. He had the power for 29 years. Eventually, he passed away in 1481. His tomb is near the Fatih Mosque in İstanbul.



6. Choose the correct option according to the text in activity 5.

- Which of the following questions DOES NOT have an answer in the text?
A) How old was Mehmed II when he became the sultan for the first time?
B) Where did Mehmed II live after his father had come back to rule the Ottoman Empire again?
C) How long did Mehmed II rule the Ottoman Empire after his father had died?
D) What preparations had Mehmed II made before he conquered the city of İstanbul?

NOTES section with a pushpin icon and a series of horizontal dotted lines for writing.

7. Look at the pictures below. Can you translate the names of the places into Turkish?



The Bosphorus



The Golden Horn



The Boğazkesen (Rumeli) Fortress

8. Label the pictures using the words in the list. Use a dictionary if you need to.

slipway      cannon      navy      chain



1. .... 2. .... 3. .... 4. ....

9. Listen to the historian talking about the conquest of Istanbul. Put the events (a-h) into the correct order. (Audio 4.5)



- a. He improved the Ottoman navy a lot.
- b. He managed to conquer the city thanks to his unbelievable plan.
- c. He began building the Boğazkesen Fortress to control the Bosphorus.
- d. He started the first attack and the cannons began to fire on the walls of the city.
- e. Mehmed II became the sultan and began the preparations for the conquest of Istanbul.
- f. The navy moved about 70 ships over land into the Golden Horn in the dark after they had built a slipway.
- g. The ships couldn't get into the Golden Horn because of the big chain closing the entrance.
- h. After he had designed the cannons, the Ottoman engineers developed them.

7. Look at the pictures below. Can you translate the names of the places into Turkish?

Have Ss look at the pictures and translate the names of the places into Turkish. Then check their answers.

**Answer Key:**

**Picture 1.** Boğaziçi (İstanbul Boğazı)

**Picture 2.** Haliç

**Picture 3.** Rumeli (Boğazkesen) Hisarı

8. Label the pictures using the words in the list. Use a dictionary if you need to.

First, attract the students' attention to the words in the list. Next, have Ss use them to label the pictures. Tell them that they can use a dictionary if necessary.

**Answer Key:**

- 1. cannon
- 2. chain
- 3. slipway
- 4. navy

9. Listen to the historian talking about the conquest of Istanbul. Put the events (a-h) into the correct order. (Audio 4.5)

First of all, attract the students' attention to the events in the sentences (a-h). Next, play the audio. Have Ss listen to the historian and put the events into the correct order. You can play the audio once more. Then check their answers.

**Answer Key:**

- 1. e      2. c      3. h      4. a
- 5. d      6. g      7. f      8. b

(Audio 4.5)

Mehmed II was 19 years old when he became the sultan for the second time in 1451. Meanwhile, his mind was filled with the idea of the conquest of Istanbul. The city was called *Constantinople* in those days, and it was the capital of the Eastern Roman Empire. There were extremely strong walls around the city, but Mehmed II was determined to conquer it, so he made all the necessary preparations. First of all, he started building the Boğazkesen Fortress because he wanted to control the Bosphorus. Next, he designed very large cannons. It was not easy to develop these cannons, but the Ottoman engineers could achieve that, and then they began making them in Edirne. After that, Mehmed II improved the Ottoman navy very much.

Eventually, the first attack started on 6 April 1453. The cannons began to fire on the walls of the city, and that continued for weeks. After a while, the navy had some trouble. The ships couldn't get into the Golden Horn as its entrance was closed with a very big chain. They couldn't break the chain, so Mehmed II made an unbelievable plan. According to the plan, after they had built a slipway, they moved about 70 ships over land into the Golden Horn in the dark, and the Byzantines got shocked and terrified when they saw them there in the morning. Soon afterwards, Mehmed II conquered the city on 29 May 1453.

10. Work in pairs and take turns to describe the conquest of Istanbul in your own words. Add some linking words like *First, Then, Next, After that, Finally, etc.*

Ask Ss to work with different partners. Have them take turns to describe the conquest in their own words by adding some linking words. Then invite some Ss to present their descriptions to the class.

11. Look back at your notes in the second column of the table in activity 3 on page 55. Have you learned all the information you want to?

Have Ss look back at their notes in the second column of the table on page 55. Say, "We have completed the activities about Mehmed II (Mehmed the Conqueror). Have you learned all the information you want to?" Invite some Ss to share their answers with the class.

### VIDEO BLOG ENTRY

(F1- F2- P1- S2)

Read the following instructions and prepare your video blog entry.

Have Ss read the instructions given. Tell them to upload their vlogs to their blogs this weekend. Ask Ss to fill in the checklists to evaluate their partners after watching their vlogs.

#### Extra Project Assignment:

- ◆ Have Ss do a project in groups.
- ◆ The topic is "We are proud of our ancestors; let's remember their heroism."
- ◆ Each group should choose a different figure from our history.
- ◆ Tell Ss to prepare a slide show and present it to the class next week.

10. Work in pairs and take turns to describe the conquest of Istanbul in your own words. Add some linking words like *First, Then, Next, After that, Finally, etc.*

11. Look back at your notes in the second column of the table in activity 3 on page 55. Have you learned all the information you want to?

### VIDEO BLOG ENTRY

Read the following instructions and prepare your video blog entry.

- ◆ Choose an important event in Turkish history such as a historic day in the Independence War. Surf the Net for the detailed information and the visuals.
- ◆ Use the information to write sentences. Then read them aloud and record yourself.
- ◆ Combine your audio recording with some related visuals and make a video blog entry.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ Your partner should evaluate you after he/ she watches the video.

PEER EVALUATION CHECKLIST			
Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	

### READING & WRITING

1. Read all the information on the website and answer the questions.

1. What is the website mainly about? Do you find this type of websites beneficial?
2. Who does this part of the website focus on? What do you know about him?

#### INTERESTING FACTS ABOUT TÜRKİYE

Home Türkiye in General Cities Well-known Figures in Turkish History and Culture

**Mustafa Kemal Atatürk**  
*The founder of modern Türkiye*

Atatürk led the national forces that fought heroically against the occupying enemies in the Independence War. He became the first president when the Republic of Türkiye was established. After that, he introduced numerous political, social, economic and cultural reforms. His achievements were so remarkable that he was respected a lot and became an inspiration to many leaders around the world. He is regarded as one of the greatest leaders of the 20th century.

[More Information](#) [Next Page](#)

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### READING & WRITING

(F1- F2- R1- W1)

1. Read all the information on the website and answer the questions.

Ask Ss to read all the information on the website. Have them answer the questions.

#### Answer Key:

1. It's mainly about interesting facts about Türkiye. & Students' own answers
2. It focuses on Mustafa Kemal Atatürk. & Students' own answers

### NOTES

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2. Read the second part of the website. What do you know about each person in the pictures? Share your answers with the class.

**INTERESTING FACTS ABOUT TÜRKİYE**

Home Türkiye in General Cities Well-known Figures in Turkish History and Culture

Many important figures are included here. They are chosen from different categories such as leadership, science, music, sports, literature, fine arts, philosophy, architecture, and so on.



Sultan Alparslan



Nene Hatun



Oktay Sinanoğlu



Halide Edib Adıvar



Naim Süleymanoğlu



İdil Biret

[More Information](#) [Next Page >](#)

3. Work in groups. Brainstorm well-known figures in Turkish history and culture to make a list.

2. Read the second part of the website. What do you know about each person in the pictures? Share your answers with the class.

Have Ss read the second part of the website. Attract their attention to the people in the pictures. Ask what they know about them. Some Ss share their answers with the class. You can add the information below.

**Sultan Alparslan** (1029 – 1072) was the second sultan of the Seljuk Empire, who greatly expanded the Seljuk territory. He enabled the Turkish settlement in Anatolia with his victory over the Byzantines in 1071.

**Nene Hatun** (1857 – 1955) is regarded as one of the most important female figures in Turkish history. She fought heroically when Fort Aziziye in Erzurum was occupied by the Russian army in November 1877.

**Oktay Sinanoğlu** (1935 – 2015) was a well-known physical chemist and molecular biophysicist. When he was 28, he became the youngest full professor in the 20th-century

history of Yale University. He received many national and international awards.

**Halide Edib Adıvar** (1884 – 1964) was a well-known novelist. She is regarded as one of the heroines of the Independence War since she contributed a lot with her effective speeches to the public. She also supported women's rights in many of her novels.

**Naim Süleymanoğlu** (1967 – 2017) was the Bulgarian-born Turkish weightlifter, who broke many world records and dominated the sport in the mid-1980s and 1990s. He earned lots of gold medals in the Olympics.

**İdil Biret** was born in 1941. She is a gifted concert pianist. At the age of 7, she began studying at the Paris Conservatory when the Turkish parliament enacted a special law that enabled her to study abroad. She has received so many prizes. She has been a state artist since 1971.

3. Work in groups. Brainstorm well-known figures in Turkish history and culture to make a list.

Have Ss work in groups. Ask them to brainstorm well-known figures in Turkish history and culture to make a list. Then invite the groups to read out their lists. Write all the items on the board. Finally, add the ones in the following suggested list. Tell Ss to add all of them to their own lists.

**Answer Key: Suggested list:**

Ertuğrul Gazi, Osman Gazi, Mehmed the Conqueror, Mete Han (Oğuz Kağan), Selim I, Süleyman I, (and other Ottoman sultans), Evliya Çelebi, Hezarfen Ahmed Çelebi, Mimar Sinan, Biruni (Al-Biruni), Farabi (Al-Farabi), Ali Kuşçu (Ali Qushji), Piri Reis, Oruç Reis, Barbaros Hayreddin, İbni Sina, Mevlana, Ahi Evran, Yaşar Doğu, Hamza Yerlikaya, Feza Gürsey, Aziz Sancar, Cahit Arf, Canan Dağdeviren, Suna Kan, Aşık Veysel, Nasreddin Hodja, Dede Korkut, Yunus Emre, Mehmet Akif Ersoy, Sabiha Gökçen, Seyit Ali Onbaşı, etc.

4. Read the infographic on the opposite page. Who is it about? Is his name included in your list in activity 3?

Have Ss read the infographic and answer the questions.

**Answer Key:**

It's about Mimar Sinan. & Students' own answers

5. Fill in the timeline below with the events (a-i) according to the infographic.

Have Ss read the infographic and fill in the timeline with the events (a-i). Then check their answers.

**Answer Key:**

- 1512: e      1535: d      1537: g  
 1538: a      1539: b      1548: i  
 1557: f      1574: c      1588: h

6. Complete the following diagram according to the infographic.

Have Ss complete the diagram according to the infographic. Then check their answers.

**Answer Key:**

- The bridge over the Prut River
- The Şehzade Mosque in İstanbul
- The Süleymaniye Mosque in İstanbul
- The Selimiye Mosque in Edirne

7. Which of the following CANNOT be inferred from the infographic?

Have Ss find the correct option.

**Answer Key:** C

8. Work in pairs. Ask each other questions about Mimar Sinan's life story.

Have Ss work in pairs and ask each other questions about Mimar Sinan's life story.

4. Read the infographic on the opposite page. Who is it about? Is his name included in your list in activity 3?

5. Fill in the timeline below with the events (a-i) according to the infographic.

- a. He joined the military campaign to Moldova and built a bridge.
- b. He became the chief architect as a result of his success.
- c. He built the Selimiye Mosque in Edirne.
- d. He joined the military campaign to Baghdad and made 3 ships.
- e. Some Ottoman officers recruited Sinan to the army.
- f. He built the Süleymaniye Mosque in İstanbul.
- g. He built his first mosque in Syria.
- h. He passed away in İstanbul.
- i. He built the Şehzade Mosque in İstanbul.

6. Complete the following diagram according to the infographic.

7. Which of the following CANNOT be inferred from the infographic?

- A) After Mimar Sinan had learned the nuts and bolts of the jobs 'stonemason' and 'carpenter', he became a member of the Ottoman army.
- B) It took only a short time for Mimar Sinan to learn many different techniques of architecture.
- C) Before Mimar Sinan built a bridge over the Prut River, he had become the chief architect.
- D) Mimar Sinan had created many different types of structures before he passed away.

8. Work in pairs. Ask each other questions about Mimar Sinan's life story.

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Sinan was the chief architect and civil engineer for the Ottoman sultans Süleyman I, Selim II and Murad III, so he worked during the most powerful periods of the Ottoman Empire and created marvellous works of art which decorated different parts of it. He is believed to be one of the greatest architects in Turkish history.

He was born in the village of Ağırnas near Kayseri. His exact birth date is not known, but according to some sources, he was born around the year 1490. He grew up in his hometown. His father was a stonemason and a carpenter. Sinan spent his youth helping him and learned a lot.

### The Most Important Architect of the Ottoman Empire

**1512**  
Some Ottoman officers recruited Sinan to the army. He had the chance to work with successful architects and learned different techniques. He was very talented and ambitious. After a short while, he improved his skills.

**1535**  
He managed to make 3 ships to pass Lake Van during the military campaign to Baghdad.

**1537**  
He completed building the Hüseyin Mosque in Syria. It was the first of his masterpieces, which he had built all around the empire before he gained his fame in art.

**1538**  
He attracted lots of attention after he had built a bridge over the Prut River during the campaign to Moldova.

**1539**  
He was so successful that he became the chief architect.

**1548**  
He finished building the Şehzade Mosque in İstanbul. It is considered his first important work in the classical Ottoman architecture.

**1557**  
He completed the Süleymaniye Mosque in İstanbul, which was the largest mosque of the 16th century. After he had built it, he gained the title Great.

**1574**  
He built the Selimiye Mosque in Edirne, which was his most important work of art.

Great Sinan undertook many projects in his lifetime. He had built over 80 mosques, 34 palaces, 41 public baths, 19 tombs, 12 inns, and so on before he passed away in İstanbul in 1588. Turkish people know him as Mimar Sinan and they have been fascinated by his masterpieces for centuries.

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9. Work with your partner. Take turns to describe the main events in Mimar Sinan's life story in your own words.

10. What 2 questions would you ask Mimar Sinan if you could? Brainstorm with your partner and write down the questions.

1. \_\_\_\_\_?
2. \_\_\_\_\_?

11. Write an essay about a well-known figure in Turkish history whose life story affects you a lot. Before you hand it in next week, work with your partner and check each other's essays for spelling and grammar mistakes.

### E-PORTFOLIO ENTRY

Read the instructions below and do the project.

- ✦ Choose a well-known figure from your list in activity 3 on page 59.
- ✦ Surf the Net to find some information about the main events in his/ her life story.
- ✦ Decide which pieces of information you want to include, and then paraphrase them in your own words. Next, check your sentences for spelling and grammar mistakes.
- ✦ Prepare a poster online using your sentences and related visuals.
- ✦ Finally, upload the poster to your blog.

### DISCUSSION TIME

1. Discuss the following questions in groups, and then share your group's opinions with the class.

1. Mimar Sinan loved his job, and he worked hard all through his career. Do you think these factors are essential to succeed? Why/ Why not?
2. Mimar Sinan created many works of art, so people still remember him. Do you think it is important to be remembered hundreds of years later? In what ways can that be possible?

2. Work in groups. Discuss the questions below. Share your group's opinions with the class.

1. What do you think about Mehmed II? Which information in his life story did you find interesting?
2. Mehmed II was determined to succeed, so he didn't give up when he faced obstacles, and that changed the world. Do you agree? Why/ Why not?

➔ See page 147 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



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9. Work with your partner. Take turns to describe the main events in Mimar Sinan's life story in your own words.

Have Ss work with their partners and ask them to describe the main events in Mimar Sinan's life story in turn. Finally, invite some Ss to present their descriptions to the class.

10. What 2 questions would you ask Mimar Sinan if you could? Brainstorm with your partner and write down the questions.

Have Ss work with different partners for this activity. Ask them to brainstorm and write down the questions. Finally, invite some pairs to present their questions to the class.

11. Write an essay about a well-known figure in Turkish history whose life story affects you a lot. Before you hand it in next week, work with your partner and check each other's essays for spelling and grammar mistakes.

Have Ss read the instructions. Say, "You are supposed to write an essay (a kind of composition) about a well-known figure in Turkish history whose life story affects you a lot."

Ask them to hand in their essays next week. Remind them to work with their partners before they hand them in and check each other's essays for spelling and grammar mistakes.

### E-PORTFOLIO ENTRY

(F1- F2- S2)

Read the instructions below and do the project.

Have Ss read the instructions. Make sure they understand how they should prepare their e-portfolio entries.

### DISCUSSION TIME

1. Discuss the following questions in groups, and then share your group's opinions with the class.

Have Ss work in groups and discuss the questions. You should monitor Ss during the activity and provide help if necessary. Finally, ask them to share their opinions with the class.

2. Work in groups. Discuss the questions below. Share your group's opinions with the class.

Have groups discuss the questions. Then invite the groups to share their opinions with the class.

➔ See page 147 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 4 on page 147. In this way, each student will be encouraged to be reflective in his/ her own performance and self-evaluate his/ her progress in Theme 4.

# THEME 5

# BACK TO THE PAST

## Communicative Functions:

- F1. Expressing wishes and regrets for past events
- F2. Talking about unreal past events

## Language Skills and Learning Outcomes:

### Listening

- E11. 5. L1. Students will be able to identify expressions related to unreal past events in a recorded text.
- E11. 5. L2. Students will be able to determine relevant and/ or irrelevant information in a recorded text/ video about wishes and regrets.

### Pronunciation

- E11. 5. P1. Students will be able to practise the contraction of had/ would.

### Speaking

- E11. 5. S1. Students will be able to talk about their regrets and wishes about past events.
- E11. 5. S2. Students will be able to ask and answer questions about unreal past events.

### Reading

- E11. 5. R1. Students will be able to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past events.

### Writing

- E11. 5. W1. Students will be able to write their opinions and regrets according to **#Iwish**.

## Preparatory Questions:

1. Mehmed the Conqueror chased his dream. The obstacles couldn't stop him. Finally, he attained his goal. We can say that he didn't regret anything because he did all he had to. In my opinion, that should teach us a lesson about life. We should do all we have to if we don't want to have any regrets later on. What do you think?
2. *Regret* means a feeling of sadness about something sad or wrong or about a mistake that you have made. So it is a negative feeling. How do you think this feeling affects us?

## LISTENING & SPEAKING

PART - 1



1. Discuss the following questions with your partner.
  1. How often do you go back home late after school?
  2. How would your parents feel if you had to go home late today, angry or worried?
  3. What do you usually spend your pocket money on? Do you ever waste it? If yes, how?
2. You're going to listen to a teenage boy who had a terrible day. Work in groups and guess what happened. Write down sentences as in the example.

Maybe...

- he argued with one of his classmates.

3. Listen to the conversation between the teenage boy and his mother. Check your guesses in activity 2. (Audio 5.1)



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## LISTENING & SPEAKING (PART-1) (F1- F2- L1- L2- P1- S1- S2)

1. Discuss the following questions with your partner.

Ask Ss to work with their partners for this activity. Have pairs take turns to answer the questions. Finally, invite some Ss to share their answers with the class.

2. You're going to listen to a teenage boy who had a terrible day. Work in groups and guess what happened. Write down sentences as in the example.

Have Ss work in groups for this activity. Ask them to guess what happened to the boy. Attract the students' attention to the example sentence and tell them to write down similar sentences. You should monitor Ss during the activity and provide help if necessary.

3. Listen to the conversation between the teenage boy and his mother. Check your guesses in activity 2. (Audio 5.1)

Play the audio. Have Ss listen to the conversation and check their guesses in activity 2.

### (Audio 5.1)

**Tom:** Hello, Mum!

**Mum:** Tom! You've come home at last! Thank God you're all right. I've felt too worried about you. You're so late. I couldn't contact you all day. Why did you keep me on pins and needles?

**Tom:** Sorry, Mum, but it was a terrible day. I'm happy it finally ended.

**Mum:** Why? What happened?

**Tom:** I'll tell you all from the beginning.

**Mum:** OK. I'm all ears.

**Tom:** First, I missed the school bus in the morning. I got anxious as I had a chemistry exam in the first lesson, so I had to take a taxi, but I spent almost all of my pocket money on it. If I had left home earlier, I could have caught the school bus, and if I had caught it, I wouldn't have taken a taxi and I wouldn't have wasted so much money.

**Mum:** Yes. You should wake up earlier from now on.

**Tom:** You're right, Mum. I wish I had woken up earlier. And when I got to school, I realized that I had forgotten to take my mobile phone with me, so I couldn't contact anyone today. I would have called you if I had had my mobile.

**Mum:** I see.

**Tom:** Then my best friend Jason got very ill during the last lesson. He had to go home, and I went with him because I didn't want to leave him alone. If he hadn't felt so bad, I wouldn't have gone there with him.

**Mum:** OK, Tom. You did the right thing. Did he get well later on?

**Tom:** Yes. He was feeling better when I left him with his parents.

**Mum:** Great.

**Tom:** Yes. I got so relieved. But Mum, that's not all.

**Mum:** Really?

**Tom:** Yes. As I didn't have any money left, I had to walk home. That's why I'm so late. If I had had some money left, I would have got on a bus to come home.

**Mum:** Oh, Tom! You've really had a terrible day.

**4. Listen to the conversation again and choose the correct answer.**

First of all, have Ss read the questions and the options. Next, play the audio. Ask them to listen to the conversation and choose the correct answer to each question. Then check their answers.

**Answer Key:**

1. B                  2. A                  3. A

**5. Listen again and match the conditions (1-6) with the results (a-g). There's an extra result.**

Attract the students' attention to the conditions (1-6) and the results (a-g). Tell them that there is an extra result.

Next, play the audio. Have Ss listen to the conversation again and match the conditions with the correct results. Then check their answers.

**Answer Key:**

1. c                  2. g                  3. a                  4. f  
5. d                  6. e                  (extra result: b)

**6. Work with your partner. Look back at activities 4 and 5. Take turns to ask and answer the questions below.**

Ask Ss to work with their partners for this activity. Have pairs take turns to ask and answer the questions by looking back at activities 4 and 5. Finally, invite some Ss to share their answers with the class.

**Answer Key: Suggested answers:**

1. He could have caught the school bus.
2. No, he wouldn't.
3. He wouldn't have spent almost all of his pocket money.
4. He could have contacted his mother.
5. He wouldn't have gone to Jason's home with him.
6. He could have got on a bus to go back home.

**7. Work in pairs. Take turns to describe the details of Tom's day in your own words.**

Ask Ss to work with different partners

4. Listen to the conversation again and choose the correct answer.

1. Why was Tom's mother worried?  
A) He looked extremely depressed.  
B) She couldn't contact him all day.
2. Why did Tom get anxious in the morning?  
A) He had a chemistry exam in the first lesson, so he had to go to school in time.  
B) He couldn't hand in his chemistry project in time as he was late for school.
3. Something unexpected happened during the last lesson. What was that?  
A) Tom's best friend Jason suddenly got very ill.  
B) Tom's best friend Jason suddenly felt sad.

5. Listen again and match the conditions (1-6) with the results (a-g). There's an extra result.

<input type="radio"/> 1. If Tom had left home earlier,	a. he wouldn't have wasted so much money.
<input type="radio"/> 2. If Tom had caught the school bus,	b. Jason wouldn't have felt very bad.
<input type="radio"/> 3. If Tom hadn't taken a taxi,	c. he could have caught the school bus.
<input type="radio"/> 4. If Tom had remembered to take his mobile phone with him,	d. Tom wouldn't have gone to his home with him.
<input type="radio"/> 5. If Jason had felt well,	e. he could have got on a bus to go home.
<input type="radio"/> 6. If Tom had had some money left,	f. he could have contacted his mother.
	g. he wouldn't have taken a taxi.


6. Work with your partner. Look back at activities 4 and 5. Take turns to ask and answer the questions below.

1. What could have happened if Tom had left home earlier?
2. Would he have taken a taxi if he had caught the school bus?
3. What wouldn't have happened if he hadn't taken a taxi?
4. What could he have done if he had remembered to take his mobile phone with him?
5. What wouldn't Tom have done if his best friend Jason hadn't felt very bad?
6. What could Tom have done if he had had money left?

7. Work in pairs. Take turns to describe the details of Tom's day in your own words.

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for this activity. Have pairs take turns to describe the details of Tom's day in their own words. Finally, invite some Ss to present their descriptions to the class.

 **NOTES**

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**8. Work in groups and discuss the following questions.**

1. Have you ever had a day when you thought everything went wrong? If yes, tell your group members what happened using some linking words like *First, Then, After that*, etc.
2. When was the last time you went home late? Why were you late? What happened after you had got home? How did your parents react? Share your answers with your group members.

 See page 140 for Language Structures.

**9. Study the information in the following table.**

Word	Part of speech	Definition
1. trivial	adjective	having little value or importance
2. cheat	verb	to behave in a dishonest way to get what you want
3. tournament	noun	a sports competition involving a number of teams

**10. Discuss the questions in groups.**

1. How often do you think you waste your time on trivial things?
2. Many people believe that dishonest people cheat in an exam. What do you think?
3. Have you ever taken part in a tournament? If yes, where and when?

**11. Listen to the teenagers and fill in the blanks. (Audio 5.2)**

1. The first teenager had an argument with .....
2. The second teenager had an argument with .....
3. The third teenager had an argument with .....



**12. Listen to the teenagers again and complete the following sentences.**

1. The first teenager says, "If I'd ....., we'd have ....."
2. The second teenager says, "If I'd ....., I'd have ....."
3. The third teenager says, "If I'd ....., I'd have ....."

**8. Work in groups and discuss the following questions.**

Have Ss work in groups and discuss the questions. Then ask some Ss to share their answers with the class.

 See page 140 for Language Structures.

Go through the explanations and the examples on page 140 with the class. Next, have Ss do the activities.

**9. Study the information in the following table.**

Attract the students' attention to the table. Tell them to read the information for the words (1-3) there.

**Answer Key:**

1. trivial: önemsiz / değersiz / boş / saçma
2. cheat: sahtekarlık yapmak/ aldatmak/ hile yapmak (sınavda kopya çekmek)
3. tournament: turnuva

**10. Discuss the questions in groups.**

Have Ss discuss the questions in groups. Then ask some Ss to share their answers with the class.

**11. Listen to the teenagers and fill in the blanks. (Audio 5.2)**

Play the audio. Have Ss listen and fill in the blanks. Then check their answers.

**Answer Key:**

1. his father
2. her English teacher
3. his basketball coach

**(Audio 5.2)**

**Speaker 1:**

When I came home yesterday, I started to play an online game. I didn't realize that a few hours had passed. My father got furious and said I usually wasted my time on trivial things. Unfortunately, we had a big argument, so we spent an awful evening. I wish I hadn't shouted at my father. Now I feel really sorry. If I'd finished the game earlier, we'd have had a nice evening.

**Speaker 2:**

Last Friday we took an English exam. I'd studied really hard, so I was answering the questions easily. Suddenly, I realized that I'd written a word wrongly. I couldn't find my eraser, so I asked my friend for hers. The teacher saw that, and she thought I was cheating. I tried to tell her the truth, but she didn't believe me. As a result, I failed. If I'd found my eraser, I'd have passed the exam.

**Speaker 3:**

I'm crazy about basketball, and I'm in the school team. Before I went to the school gym for the training last Saturday, I'd joined a birthday party. All my classmates were there, so I couldn't leave early. That was a big mistake. Before I got there, the team had started to train. The coach was very angry. I tried to explain, but he didn't listen. Finally, he sent me home. If I'd got to the gym in time, I'd have joined the training.

## 12. Listen to the teenagers again and complete the following sentences.

Play the audio. Have Ss listen and complete the sentences. For this activity, you can pause the audio after each speaker for a few minutes to let Ss complete each sentence. Then check their answers.

### Answer Key:

1. If I'd finished the game earlier, we'd have had a nice evening.
2. If I'd found my eraser, I'd have passed the exam.
3. If I'd got to the gym in time, I'd have joined the training.

## 13. Work with your partner. Take turns to ask and answer the questions below.

Have Ss work in pairs. Tell them to ask and answer the questions in turn. Then ask some Ss to share their answers with the class.

### Answer Key: Suggested answers:

1. They'd have had a nice evening. / His father wouldn't have got furious. / They wouldn't have had an argument.
2. She wouldn't have asked her friend for an eraser. / She'd have passed the exam. / The teacher wouldn't have thought she was cheating.
3. He'd have gone to the school gym for the training in time. / The coach wouldn't have sent him home. / He'd have joined the training.

## 14. Work with your partner. Take turns to make sentences about the situations in the speech bubbles as in the example.

Have Ss work in pairs. First, ask them to read the speech bubble in the first picture. Next, attract their attention to the example under the instructions. Then tell pairs to read the speech bubbles and take turns to make similar sentences about the situations. Finally, invite some Ss to present their sentences to the class.

### Answer Key: Suggested sentences:

2. If the girl in picture 2 hadn't told a lie to her parents, she wouldn't have felt very/so embarrassed.

## 8. Work in groups and discuss the following questions.

1. Have you ever had a day when you thought everything went wrong? If yes, tell your group members what happened using some linking words like *First, Then, After that*, etc.
2. When was the last time you went home late? Why were you late? What happened after you had got home? How did your parents react? Share your answers with your group members.

➔ See page 140 for Language Structures.

## 9. Study the information in the following table.

Word	Part of speech	Definition
1. trivial	adjective	having little value or importance
2. cheat	verb	to behave in a dishonest way to get what you want
3. tournament	noun	a sports competition involving a number of teams

## 10. Discuss the questions in groups.

1. How often do you think you waste your time on trivial things?
2. Many people believe that dishonest people cheat in an exam. What do you think?
3. Have you ever taken part in a tournament? If yes, where and when?

## 11. Listen to the teenagers and fill in the blanks. (Audio 5.2)

1. The first teenager had an argument with .....
2. The second teenager had an argument with .....
3. The third teenager had an argument with .....

## 12. Listen to the teenagers again and complete the following sentences.

1. The first teenager says, "If I'd ....., we'd have ....."
2. The second teenager says, "If I'd ....., I'd have ....."
3. The third teenager says, "If I'd ....., I'd have ....."

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## 13. Work with your partner. Take turns to ask and answer the questions below.

1. What would have happened if the first teenager had ended the game earlier?
2. What would have happened if the second teenager hadn't written the word wrongly?
3. What would have happened if the third teenager had left the party earlier?

## 14. Work with your partner. Take turns to make sentences about the situations in the speech bubbles as in the example.

If the boy in picture 1 hadn't made fun of his friends, they wouldn't have fallen out with him.

1. I made fun of my friends, so they fell out with me.



2. I told a lie to my parents, so I felt very embarrassed.



3. I didn't drive carefully, so I hit a tree.



4. I didn't remember my mother's birthday, so she got very sad.



5. I went to work late many times, so I got the sack and had financial difficulties.



6. I slept very little last week, so my health deteriorated.



## 15. Work in pairs and look at activity 14 again. Take turns to ask and answer questions as follows. You can use your own ideas for the answers.

- A: What would have happened if the boy in picture 1 hadn't made fun of his friends?  
 B: They wouldn't have fallen out with him./ He wouldn't have got into trouble./ They would have got on well with him.

## 16. Remember a past event and describe its result by making a sentence as in the example. Present your sentence to the class.

If I had tidied my room last Sunday, my mother would have been delighted.

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3. If the boy in picture 3 had driven carefully, he wouldn't have hit a tree.
4. If the girl in picture 4 had remembered her mother's birthday, she (her mother) wouldn't have got very sad.
5. If the man in picture 5 hadn't gone to work late many times, he wouldn't have got the sack and wouldn't have had financial difficulties.
6. If the woman in picture 6 hadn't slept very little last week, her health wouldn't have deteriorated.

**15.** *Work in pairs and look at activity 14 again. Take turns to ask and answer questions as follows. You can use your own ideas for the answers.*

Have Ss work with different partners for this activity. First, ask them to read the example dialogue about the first picture. Then tell them to look at activity 14 again, and have them take turns to ask and answer questions about the situations in the other pictures as in the example dialogue. Finally, invite some pairs to present their dialogues to the class.

**Answer Key: Suggested questions and answers:**

2. **A:** What would have happened if the girl in picture 2 hadn't told a lie to her parents?  
**B:** She wouldn't have felt very/ so embarrassed.
3. **A:** What would have happened if the boy in picture 3 had driven carefully?  
**B:** He wouldn't have hit a tree.
4. **A:** What would have happened if the girl in picture 4 had remembered her mother's birthday?  
**B:** She wouldn't have got very sad.
5. **A:** What would have happened if the man in picture 5 hadn't gone to work late many times?  
**B:** He wouldn't have got the sack and wouldn't have had financial difficulties.
6. **A:** What would have happened if the woman in picture 6 hadn't slept very little last week?  
**B:** Her health wouldn't have deteriorated.

**16.** *Remember a past event and describe its result by making a sentence as in the example. Present your sentence to the class.*

Have Ss remember a past event and make a sentence about it as in the example. Ask them to present their sentences to the class.



**NOTES**

A large rectangular area with horizontal dotted lines for writing notes.

## IDIOMS/ PROVERBS CORNER

(F1- F2- L1- L2)

1. Read the following extract from the first audio. Pay attention to the idioms in *italics* and work out the meaning from the context. Then write the correct idioms next to the definitions (a-c).

Have Ss read the extract and work out the meaning of each idiom from the context. After that, ask them to write the correct idioms next to the definitions (a-c).

### Answer Key:

- a. on pins and needles
  - b. be all ears (am all ears)
  - c. Thank God
2. Work in pairs. Take turns to make sentences using the idioms above.

Have Ss work with their partners. Ask them to make sentences using the idioms in turn. Then invite some Ss to share their sentences with the class.

## PRONUNCIATION

(F1- F2- L1- P1- S1- S2)

1. We often use the contraction of "had" and "would" in everyday speech. Listen to the following sentences by paying attention to the **highlighted** words. Then practise saying them. (Audio 5.3)

Attract the students' attention to the highlighted words in the sentences. Play the audio. Have Ss listen to the sentences by paying attention to the highlighted words. Then have Ss practise saying the sentences.

### (Audio 5.3)

1. If **I'd** finished the game earlier, **we'd** have had a nice evening.
  2. If **I'd** found my eraser, **I'd** have passed the exam.
  3. If **I'd** got to the gym in time, **I'd** have joined the training.
2. Present some example sentences to the class in the same way as in activity 1.

### IDIOMS/PROVERBS CORNER

1. Read the following extract from the first audio. Pay attention to the idioms in *italics* and work out the meaning from the context. Then write the correct idioms next to the definitions (a-c).

**Mum:** Tom! You've come home at last! *Thank God* you're all right. I've felt too worried about you. You're so late. I couldn't contact you all day. Why did you keep me *on pins and needles*?

**Tom:** Sorry, mum, but it was a terrible day. I'm happy it finally ended.

**Mum:** Why? What happened?

**Tom:** I'll tell you all from the beginning.

**Mum:** OK. I'm all ears.

- a. very anxious or excited while waiting to find out something: .....
- b. to be listening in an interested manner: .....
- c. something you say when you are happy because something bad did not happen: .....

2. Work in pairs. Take turns to make sentences using the idioms above.

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### PRONUNCIATION

1. We often use the contraction of "had" and "would" in everyday speech. Listen to the following sentences by paying attention to the **highlighted** words. Then practise saying them. (Audio 5.3)

1. If **I'd** finished the game earlier, **we'd** have had a nice evening.
2. If **I'd** found my eraser, **I'd** have passed the exam.
3. If **I'd** got to the gym in time, **I'd** have joined the training.

2. Present some example sentences to the class in the same way as in activity 1.

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### E-PORTFOLIO ENTRY

Read the instructions below and do the project.

- ◆ Prepare a short presentation about a recent past event when you felt sorry, embarrassed or disappointed. Include what happened that day and what you had done before it happened.
- ◆ Remember to add a sentence that starts with "If I had/hadn't ..."
- ◆ Hand in your project next week. When your teacher gives it back, take a photo of your presentation and upload it to your blog.
- ◆ Then give your presentation to the class.

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Have Ss make sentences as in activity 1 and present them to the class.

## E-PORTFOLIO ENTRY

(F1- F2- L1- S1- S2- P1)

Read the instructions below and do the project.

Have Ss read the instructions. Make sure they understand how they should prepare their e-portfolio entries. Tell Ss that they are supposed to give their presentations to the class next week.

### NOTES

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**LISTENING & SPEAKING** PART - 2

- Discuss the questions with your partner.
  - Can you give an example of your wishes that you want to come true?
  - Do you have regrets about anything in the past? What would you change if you could go back to the past?
- Watch the TV program and complete the quotes (1-4). (Video 5.1)
  - "I could have studied at a better university if I had ....."
  - "I would have been healthier if I had ....."
  - "I could have earned a better salary if I had ....."
  - "We would have lived together happily if we had ....."
- Watch the video again and complete the following speech bubbles.
  - I wish I had ..... at high school. If only I had listened to .....
  - I wish I had ..... habits. If only I had .....
  - I wish I hadn't had so many ..... If only I hadn't .....
  - I wish my wife and I had ..... If only we had .....
  - I wish I had ..... in the past.



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**LISTENING & SPEAKING (PART-2)**  
(F1- F2- L1- L2- P1- S1- S2)

**1. Discuss the questions with your partner.**

Ask Ss to work with their partners and discuss the questions. Finally, invite some Ss to share their answers with the class.

**2. Watch the TV program and complete the quotes (1-4). (Video 5.1)**

First, attract the students' attention to the quotes (1-4). Next, play the video. Ask Ss to watch the TV program and complete the quotes. Then check their answers.

**Answer Key:**

- been a hardworking student
- taken better care of my body
- found a good job
- supported each other

**(Video 5.1)**

**Presenter:** Good evening, everyone. Welcome to our program *If I Had Behaved*

*Differently in the Past.* Our guest today is Mr Scott. He is here to share his biggest regrets with us. Welcome to our studio, Mr Scott.

**Mr Scott:** Thank you very much.

**Presenter:** My pleasure. Let's start if you like.

**Mr Scott:** Certainly.

**Presenter:** What would you like to tell us this evening?

**Mr Scott:** Well, I have too many regrets in fact. To start with, I used to be a lazy student when I was at high school. I wasn't interested in the lessons at all. Now I feel so sad about that, but it's too late. I could have studied at a better university if I had been a hardworking student. I wish I had worked harder at high school. If only I had listened to my teachers' advice.

Secondly, I used to have some unhealthy habits when I was younger. For example, I didn't use to have a balanced diet. I didn't do any sports. And I didn't use to get enough sleep. So my health deteriorated. I would have been healthier if I had taken better care of my body. I wish I had had healthy eating habits. If only I had exercised regularly.

Thirdly, I couldn't find a good job, so I didn't earn well, and then my wife and I had arguments very often. I could have earned a better salary if I had found a good job. I wish I hadn't had so many financial difficulties. If only I hadn't argued with my wife.

Unfortunately, my wife and I got divorced. Now I feel so lonely. I wish my wife and I had respected each other. If only we had understood each other's needs. We would have lived together happily if we had supported each other.

I wish I had behaved differently in the past.

**NOTES**

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**3. Watch the video again and complete the following speech bubbles.**

First, attract the students' attention to the speech bubbles in the picture. Next, play the video again. Have Ss watch it and complete the speech bubbles. Then check their answers.

**Answer Key:**

1. worked harder – my teachers' advice
2. had healthy eating – exercised regularly
3. financial difficulties – argued with my wife
4. respected each other – understood each other's needs
5. behaved differently

**4. Discuss the questions with your partner. Support your answers with reasons and/ or examples.**

Ask Ss to work with their partners and discuss the questions by adding reasons and/ or examples to support their answers. Finally, invite some Ss to share their answers with the class.

**5. Work with your partner. Imagine you regret the following past events. Express your regrets about them in turn. Start your sentences using "I wish/ If only":**

Have Ss work in pairs. Attract their attention to the past events in the list. Ask pairs to express their regrets in turn. Finally, invite some Ss to share their answers with the class.

**Answer Key: Suggested answers:**

- I wish I had kept my promise to call my uncle.
- If only I had tidied my room last weekend.
- If only I had written my essay carefully.
- I wish I hadn't told my sister about my friend's secret.
- If only I hadn't forgotten my appointment with my cousin.
- I wish I hadn't deleted all the photos from my mobile phone by mistake.
- I wish I had kept in touch with my old friends.

**LISTENING & SPEAKING** PART - 2

1. Discuss the questions with your partner.
  1. Can you give an example of your wishes that you want to come true?
  2. Do you have regrets about anything in the past? What would you change if you could go back to the past?
2. Watch the TV program and complete the quotes (1-4). (Video 5.1)
  1. "I could have studied at a better university if I had ....."
  2. "I would have been healthier if I had ....."
  3. "I could have earned a better salary if I had ....."
  4. "We would have lived together happily if we had ....."
3. Watch the video again and complete the following speech bubbles.
 


1. I wish I had ..... at high school. If only I had listened to .....

2. I wish I had ..... habits. If only I had .....

3. I wish I hadn't had so many ..... If only I hadn't .....

4. I wish my wife and I had ..... If only we had .....

5. I wish I had ..... in the past.



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4. Discuss the questions with your partner. Support your answers with reasons and/ or examples.
  1. Do you do all your homework? Do you think you learn well enough?
  2. Do you hope you will get into a good university?
  3. Do you think you have healthy eating habits?
  4. Do you exercise regularly?
  5. Do you believe you will get a good job in the future?
5. Work with your partner. Imagine you regret the following past events. Express your regrets about them in turn. Start your sentences using "I wish/ If only":
  - You didn't keep your promise to call your uncle.
  - You didn't tidy your room last weekend.
  - You didn't write your essay carefully.
  - You told your sister about your friend's secret.
  - You forgot your appointment with your cousin.
  - You deleted all the photos from your mobile phone by mistake.
  - You didn't keep in touch with your old friends.
6. Work in groups. Take turns to express your own regrets and wishes about some past events. First, make notes below. Finally, share one of your sentences with the class.

**VIDEO BLOG ENTRY**

Read the following instructions and prepare your video blog entry.

- ✦ Imagine you are a guest at the TV program called *If I Had Behaved Differently in the Past*, and you want to present your biggest regrets. You can use your imagination for the details.
- ✦ Express your regrets and record yourself.
- ✦ Upload your vlog this weekend. Share it on your blog.
- ✦ After watching the video, your partner should evaluate your fluency and accuracy.

PEER EVALUATION CHECKLIST			
Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	<b>VLOG</b>
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	

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## READING & WRITING



1. Discuss the following questions with your partner.
  1. Have you ever kept a diary?
  2. Do you think it is a good idea to keep a diary? Why/ Why not?
2. Read Emily's diary entry. What does she regret?

Friday, 12 December

Dear Diary,

I feel so unhappy! I've failed again! We sat a maths exam this morning, but I couldn't solve most of the problems. Why do I generally fail? I can't achieve my goals. But why? Actually, I know the reason well. I just dream of becoming a successful person, but that's all. Now I regret that I never did what I had to.

Had I studied hard enough before I took the maths exam or the others? No! I wish I had. Did I prepare a study plan at the beginning of the term? Unfortunately, no! If only I had. Did I use to revise regularly? Again, no! I wish I had. If only I hadn't worked for my exams at the last minute.

That was a big mistake.

Besides, my parents have given me lots of advice. If only I had listened to them.

If I had set myself some specific goals, I would have been more motivated. If I had gained time management skills, I could have used my time wisely. And I could have enhanced my knowledge if I had learned how to learn. But that's enough! I promise I will reach my goals. First of all, I should learn how to use effective learning techniques. I'm determined to succeed.

Tomorrow will be a new day for me.

3. Read the diary entry again and tick the correct column for the sentences below.

	TRUE	FALSE	NO INFORMATION
1. Emily could do well in the maths exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. She feels sad because she usually fails her exams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. She also took the geography exam today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Before she took the maths exam, she had studied hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. She regrets not preparing a study plan at the beginning of the term.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Her parents' advice was about effective learning techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. She believes she will never reach her goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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6. Work in groups. Take turns to express your own regrets and wishes about some past events. First, make notes below. Finally, share one of your sentences with the class.

Ask Ss to work in groups. Have them take turns to express their own regrets and wishes about some past events.

Say, "First, you should make notes below the instructions. Then you should use your notes to talk about your regrets and wishes."

Finally, invite some Ss to share one of their sentences with the class.

## VIDEO BLOG ENTRY

(F1- F2- P1- S1- S2)

Read the following instructions and prepare your video blog entry.

Have Ss read the instructions given. Tell them to upload their vlogs this weekend.

Ask Ss to fill in the peer evaluation checklists to evaluate their partners' accuracy and fluency after watching their vlogs.

## READING & WRITING

(F1- F2- R1- W1)

1. Discuss the following questions with your partner.

Have Ss discuss the questions in pairs.

Then ask some Ss to share their answers with the class.

2. Read Emily's diary entry. What does she regret?

Have Ss read the diary entry and answer the question. Then check their answers.

### Answer Key:

She regrets that she never did what she had to.

3. Read the diary entry again and tick the correct column for the sentences below.

First, attract the students' attention to the sentences (1-7). Advise Ss to underline the key words in them and scan the diary entry for the words. Have Ss tick the correct column for the sentences. Then check their answers.

### Answer Key:

- |                   |                   |
|-------------------|-------------------|
| 1. False          | 2. True           |
| 3. No information | 4. False          |
| 5. True           | 6. No information |
| 7. False          |                   |



## NOTES

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**4. Answer the following questions according to the diary entry.**

Have Ss read the diary entry and answer the question. Then check their answers.

**Answer Key: Suggested answers:**

1. Emily would have been more motivated if she had set herself some specific goals.
2. She could have used her time wisely if she had gained time management skills.
3. She could have enhanced her knowledge if she had learned how to learn/ how to use effective learning techniques.

**5. Work in pairs and read the diary entry again. Take turns to describe Emily's wishes and regrets about past events starting with "Emily wishes".**

Ask Ss to work in pairs and read the diary entry again. Have them take turns to describe Emily's wishes and regrets. Finally, invite some Ss to share their answers with the class.

**Answer Key: Suggested answers:**

Emily wishes she had done what she had to.

Emily wishes she had studied hard enough before she took the maths exam or the others.

Emily wishes she had prepared a study plan at the beginning of the term.

Emily wishes she had revised regularly.

Emily wishes she hadn't worked for her exams at the last minute.

Emily wishes she had listened to her parents' advice.

Emily wishes she had set herself some specific goals.

Emily wishes she had gained time management skills.

Emily wishes she had learned how to learn/ how to use effective learning techniques.

4. Answer the following questions according to the diary entry.

1. What would have happened if Emily had set herself some specific goals?
2. What could have happened if she had gained time management skills?
3. What could have happened if she had learned how to learn?

5. Work in pairs and read the diary entry again. Take turns to describe Emily's wishes and regrets about past events starting with "Emily wishes".

6. Discuss the following questions with your partner.

1. Have you ever felt in the same way as Emily did before her final decision?
2. Do you think Emily's final decision is a good one? Why/ Why not? To what extent do you agree with Emily?
3. How often do you join online chat groups?

7. Read the messages in the following chat group. What are they mainly about?

Search  Login

**James** (12 minutes ago)  
#wish  
I wish I had made time to play games with my children. Now they are teenagers, and they want to spend almost all of their time with their friends.

**Molly** (26 minutes ago)  
#wish  
I wish I had spent more time with my family, especially my parents. Now I see they've always wanted me to be happy. They've never given up loving me.

**Alice** (2 hours ago)  
#wish  
I wish I hadn't worried too much about what others thought of my actions. It took me a long time to **overcome**. I realized that was **nonsense**.

**Max** (6 hours ago)  
#wish  
I wish I hadn't **resigned** from the local company. I wanted to have a more challenging job, but I couldn't find it. And my **income** declined a lot.

**Zoe** (11 hours ago)  
#wish  
I wish I hadn't been a **stingy** person. Although I had lots of money, I never helped the needy. If only I had become a member of a charity.

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**6. Discuss the following questions with your partner.**

Have Ss discuss the questions in pairs. Then ask some Ss to share their answers with the class.

**7. Read the messages in the following chat group. What are they mainly about?**

Have Ss read the messages and answer the question. Then check their answers.

**Answer Key:**

They are mainly about regrets.

**NOTES**

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8. Write the correct names according to the text in activity 7. Who may the following sentences be said by?

1. ....: My income wouldn't have declined if I hadn't resigned from the local company.

2. ....: My parents would have become happy if I had spent more time with them.

3. ....: I would have been happier if I hadn't worried too much about what others thought of my actions.

4. ....: I would have helped the needy if I hadn't been a stingy person.

5. ....: My children and I would have spent a great time together if I had made time to play games with them.

9. Write what the following words refer to according to the text in activity 7.

1. (Line 4) they : .....

2. (Line 8) They : .....

3. (Line 16) it : .....

10. Find the **highlighted** words in the text and work out the meaning from the context. Then match the definitions (1-4) below with the words (a-e). There is an extra word.

<input type="radio"/> 1. to give up a job or position	a. overcome
<input type="radio"/> 2. not generous	b. nonsense
<input type="radio"/> 3. to succeed in controlling a problem	c. resign
<input type="radio"/> 4. an idea or a statement that you think is silly or not true	d. income
	e. stingy

11. Use the correct form of the words in activity 10 to complete the sentences below. One of the words IS NOT necessary for this activity.

1. Eventually, Martin ..... his fear of flying.

2. Tourism is a major source of ..... for the families in this area.

3. My elder uncle is so ..... that he's never bought me a present.

4. When the financial problems increased, some of the directors ..... from the company.

12. Discuss the questions with your partner. Support your answers with reasons.

1. Did your parents use to play games with you when you were a child?

2. Do you worry too much about what others think of your actions?

3. Do you think you are a stingy person?

8. Write the correct names according to the text in activity 7. Who may the following sentences be said by?

Attract the students' attention to the sentences (1-5). Have them write the correct names according to the text in activity 7. Then check their answers.

- Answer Key:**
1. Max                      2. Molly                      3. Alice
4. Zoe                        5. James

9. Write what the following words refer to according to the text in activity 7.

Have Ss find the words (1-3) in the text in activity 7 and write what they refer to. Then check their answers.

- Answer Key:**
1. James' children
2. (Molly's family, especially her parents)  
Molly's parents
3. a more challenging job

10. Find the **highlighted** words in the text and work out the meaning from the context. Then match the definitions (1-4) below with the words (a-e). There is an extra word.

Have Ss find the highlighted words in the text and work out the meaning from the context. Then tell them to match them with the definitions. Finally, check their answers.

- Answer Key:**
1. c                              2. e                              3. a
4. b
- (extra word: d)


11. Use the correct form of the words in activity 10 to complete the sentences below. One of the words IS NOT necessary for this activity.

Have Ss complete the sentences (1-4) using the correct form of the words in activity 10. Then check their answers.

- Answer Key:**
1. overcame                      2. income                      3. stingy
4. resigned

12. Discuss the questions with your partner. Support your answers with reasons.

Have Ss discuss the questions in pairs by adding reasons to support their answers. Finally, invite some Ss to share their answers with the class.

 **NOTES**

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**13.** Add 3 short messages into the chat group below. Use your imagination for the details.

Tell Ss to imagine they are the people called Adam, Veronica and Albert. Have them write 3 short messages about their regrets. Finally, ask Ss to present their short messages to the class.

**14.** Write your own short message. Express your opinions and regrets about something in the past. Start with "I wish".

Have Ss write their own short messages expressing their opinions and regrets about something in the past. Finally, ask Ss to present their short messages to the class.


**DISCUSSION TIME**

Discuss the quote in groups. Then share your group's opinions with the class.

Have Ss work in groups and discuss the quote. You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share their opinions with the class.

 See page 148 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 5 on page 148. In this way, each student will be encouraged to be reflective in his/ her own performance and self-evaluate his/ her progress in Theme 5.

 **NOTES**

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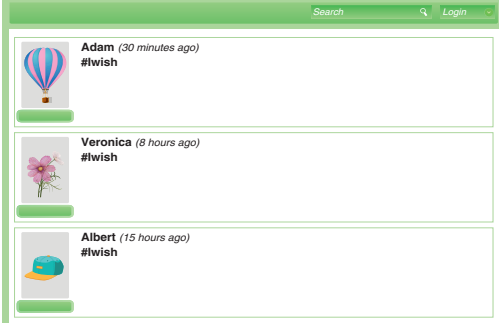
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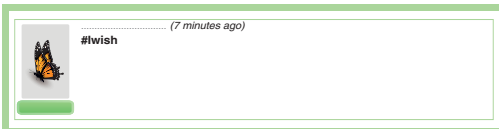
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13. Add 3 short messages into the chat group below. Use your imagination for the details.



14. Write your own short message. Express your opinions and regrets about something in the past. Start with "I wish".




**DISCUSSION TIME**


Discuss the quote in groups. Then share your group's opinions with the class.

"Regrets in life are just lessons learned. When you experience challenging times, the most important thing is to learn from the experience. That will teach you what you need to grow yourself."


Anonymous

 See page 148 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



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 **NOTES**

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# THEME 6

# OPEN YOUR HEART

## Communicative Functions:

- F1.** Expressing degrees of certainty in the past
- F2.** Expressing criticism for the events in the past

## Language Skills and Learning Outcomes:

### Listening

**E11. 6. L1.** Students will be able to find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video.

### Pronunciation

**E11. 6. P1.** Students will be able to practise the pronunciation of "contraction in past modals".

### Speaking

**E11. 6. S1.** Students will be able to criticize an action in the past.

**E11. 6. S2.** Students will be able to express their inferences from the results of events in the past.

### Reading

**E11. 6. R1.** Students will be able to draw conclusions for the past events in a text.

### Writing

**E11. 6. W1.** Students will be able to write a letter to criticize an event/ organization.

## Preparatory Questions:

- 1.** Do you think it is easy for people to open their hearts when it seems necessary to talk about their problems or feelings?
- 2.** Is it easy for you to open your heart? Why/ Why not?

## LISTENING & SPEAKING (PART- 1)

(F2- L1- P1- S1)

### 1. Discuss the following questions with your partner.

Ask Ss to work with their partners for this activity. Have pairs take turns to ask and answer the questions. Finally, invite some Ss to share their answers with the class.

### 2. Listen to the conversations and match them with the speech bubbles. There's an extra speech bubble. (Audio 6.1)

Attract the students' attention to the speech bubbles. Play the audio. Have Ss listen to the conversations and match them with the correct speech bubbles. For this activity, you can pause the audio after each conversation for a few minutes to let Ss find the correct speech bubbles. Finally, check their answers.

#### Answer Key:

- Conversation 1: d  
 Conversation 2: b  
 Conversation 3: c  
 (extra speech bubble: a)

#### (Audio 6.1)

##### Conversation 1:

**Susan:** David, what's the matter with you?

**David:** Oh, Susan. I feel so bad.

**Susan:** Why? If you have a problem, I can lend an ear. You can open your heart to me.


**David:** Well, my friends Bill and Tom came to us this afternoon because we had to prepare a slide show together for tomorrow's geography lesson. After we had finished it, Tom saw my ball and started to play with Bill. Next, he hit the ball very hard. Unfortunately, he broke the desk lamp.

**Susan:** That was a big mistake, David. They could've broken the TV, thank God that didn't happen. You shouldn't have let your friends play inside.

**LISTENING & SPEAKING**
PART - 1

1. Discuss the following questions with your partner.

1. How do you think the boy in the picture is feeling?
2. Do you sometimes feel the same way as him?
3. What do you think we should do when we do something wrong? Get depressed or try hard to correct our mistakes?
4. Who do you usually talk to when you do something wrong? Tick the correct people in the list below.



your mother  
 your father  
 your sister/ brother

your best friend  
 one of your cousins  
 one of your teachers


the psychological counselor of your school  
 a psychologist


2. Listen to the conversations and match them with the speech bubbles. There's an extra speech bubble. (Audio 6.1)


Conversation 1


Conversation 2

Conversation 3

a.  I'm very sad as I won't be able to hand in the project in time.

b.  I made someone sad as I didn't visit him/ her.

c.  I made someone upset because I didn't help him/ her.

d.  I'm upset because one of my friends did something wrong.

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**David:** Yes. You're right. I wish I hadn't.

**Susan:** Anyway, stop worrying. It's no use crying over spilt milk. Now let's go to your room and clean it before mum comes. And then you should tell her the truth.

**David:** OK, Susan.

##### Conversation 2:

**Tina:** Hi, Mum.

**Mum:** Hi, Tina. Where have you been?

**Tina:** I went to the cinema with my friends after school, and then we drank coffee.

**Mum:** But I talked to you last night. I said your grandma missed you a lot, and then you promised to visit her after school today. Don't you remember?

**Tina:** Oh, Mum! I completely forgot about that. I've been so busy at school today.

**Mum:** That's awful, Tina. You should've visited your grandma. I phoned her this morning. When I said you would visit her after school, she got very happy. You shouldn't have forgotten about that.

3. Listen to the conversations again and choose the correct picture for each question.

1. What did Tom break in David's house this afternoon?

A)  B)  C) 

2. What did Tina forget to do after school today?

A)  B)  C) 

3. What did Mark's mother ask him to help her with?

A)  B)  C) 

4. Work in pairs. Ask and answer the questions in activity 3 in turn as in the example.

What did Tom break in David's house this afternoon?

He broke .....

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**Tina:** I wish I hadn't.

**Mum:** She was waiting for you. I'm sure she felt disappointed.

**Tina:** Mum, I'm very sorry. I'll phone her now. And I'll say I'll definitely visit her tomorrow.

### Conversation 3:

**Sophie:** Hey, Mark. How's it going?

**Mark:** Hi, Sophie. I don't feel well today.

**Sophie:** Why? What's wrong?

**Mark:** Well, I did something wrong yesterday afternoon. And I broke my mum's heart.

**Sophie:** Really? What did you do?

**Mark:** When I came home from school, mum was doing the housework. She was exhausted and asked me to help her. But I didn't want to. So I told her a lie. I said I had lots of homework. An hour later, she came to my room and saw that I was lying in bed and listening to music on my mobile. She got very sad.

**Sophie:** I'm afraid you made a big mistake.

**Mark:** Yes, you're right, Sophie. I shouldn't have told a lie to my mum. That was so embarrassing. I felt terrible. I should've helped her with the cleaning.

**Sophie:** Absolutely! I think you should talk to your mum and say you are sorry. I'm sure she'll understand you.

### 3. Listen to the conversations again and choose the correct picture for each question.

First of all, attract the students' attention to the questions (1-3) and tell them to look at the pictures in the options carefully.

Play the audio. Have Ss listen to the conversations again and choose the correct picture for each question. Finally, check their answers.

### Answer Key:

1. A                      2. C                      3. B

### 4. Work in pairs. Ask and answer the questions in activity 3 in turn as in the example.

Ask Ss to work with their partners for this activity. Have pairs take turns to ask and answer the questions. Finally, invite some Ss to share their answers with the class.

### Answer Key: Suggested questions and answers:

1. What did Tom break in David's house this afternoon?

He broke a desk lamp there.

2. What did Tina forget to do after school today?

She forgot to visit her grandma.

3. What did Mark's mother ask him to help her with?

She asked him to help her with the cleaning.

**5. Underline the correct alternative in each sentence below. Then listen to the conversations again and check your answers.**

First, attract the students' attention to the sentences (1-6). Ask them to underline the correct alternative in each sentence.

Then play the audio. Have Ss listen to the conversations again and check their answers.

Finally, check the students' answers.

**Answer Key:**

1. broken the TV
2. let your friends play inside
3. visited
4. forgotten about that
5. told a lie to my mum
6. helped her with the cleaning

**6. Work in groups. Read the instructions and do the activity.**

Have Ss work in groups and discuss the questions. They should share the details with their group members. You should monitor Ss during the activity and provide help if necessary. Finally, invite some Ss to share their experiences with the class.

 See page 141 for Language Structures.

Go through the explanations and the examples on page 141 with the class. Next, have Ss do the activities.

Alternatively, you can divide the Language Structures section of this theme into two parts. Here, you can focus on the first part entitled "Expressing criticism for the events in the past", and ask Ss to do only activity A. Besides, you can delay studying the rest until you finish activity 7 on page 82. You can also have Ss do activities B and C then.

**7. Work in groups. Discuss the following questions by using your own ideas. Then share your group's answers with the class.**

**5. Underline the correct alternative in each sentence below. Then listen to the conversations again and check your answers.**

**In conversation 1, Susan says to David,**

1. "They could've caused something worse / broken the TV, thank God that didn't happen."
2. "You shouldn't have let your friends play inside / given your friends the ball."

**In conversation 2, Tina's mother says to her,**

3. "You should've visited / phoned your grandma."
4. "You shouldn't have disappointed her / forgotten about that."


**In conversation 3, Mark says to Sophie,**

5. "I shouldn't have told a lie to my mum / broken my mum's heart."
6. "I should've cleaned my room / helped her with the cleaning."

**6. Work in groups. Read the instructions and do the activity.**

- Choose one of the following questions.
  1. Have you ever made someone upset as you didn't help him/her? If yes, what happened?
  2. Have you ever felt upset about something that one of your friends caused? If yes, what happened?
- Make notes below about your answer. You can use your imagination for the details.

- Take turns to share the answers with the group members.

 See page 141 for Language Structures.

**7. Work in groups. Discuss the following questions by using your own ideas. Then share your group's answers with the class.**

1. What do you think David should/ shouldn't have done?
2. What do you think Tina should/ shouldn't have done?
3. What do you think Mark should/ shouldn't have done?

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Have Ss work in groups and discuss the questions by using their own ideas. You can tell them to take turns to answer the questions (1-3). Finally, ask the groups to share their answers with the class.

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8. Work with your partner. Take turns to express regrets about the following situations as in the example.

*I wish I hadn't eaten too much ice cream. I shouldn't have eaten too much ice cream.*

- I ate too much ice cream, and then I got a sore throat.
- I didn't wear my coat yesterday afternoon, so I caught a cold.
- I didn't lock the door, so the thief could enter easily.
- I cut my finger as I chopped the tomatoes very quickly.
- I didn't offer my seat to an elderly woman on the bus yesterday, and then she fell down.
- I went to a holiday resort instead of visiting my grandparents during the Ramadan Feast.
- I was late for the job interview last Monday. For this reason, I couldn't get the job.
- I sent text messages to my best friend during the lesson instead of listening to the teacher.

9. Work with a different partner and look at activity 8. Take turns to criticize the past actions as follows.

- You shouldn't have eaten too much ice cream. / You could have eaten less ice cream.
- If you hadn't eaten too much ice cream, you wouldn't have got a sore throat.

### IDIOMS / PROVERBS CORNER

Read the extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then complete the sentences (1–3) using the correct form of the idioms.

a. David: Oh, Susan. I feel so bad.  
Susan: Why? If you have a problem, I can *lend an ear*. You can *open your heart* to me.

b. Susan: Anyway, stop worrying. It's no use *crying over spilt milk*. Now let's go to your room and clean it before mum comes. And then you should tell her the truth.

1. Sue is very understanding. I feel I can ..... to her.
2. You've broken the glass, but you shouldn't ..... Just clean up the mess.
3. Kate is a true friend. She always ..... when I have problems.

8. Work with your partner. Take turns to express regrets about the following situations as in the example.

Have Ss work in pairs. First, attract their attention to the situations given. Then have pairs take turns to express regrets about the situations as in the example. Finally, invite some Ss to share their answers with the class.

#### Answer Key: Suggested answers:

I wish I had locked the door. I should have locked the door.

I wish I had offered my seat to the elderly woman on the bus yesterday. I should have offered my seat to the elderly woman on the bus yesterday.

I wish I hadn't been late for the job interview last Monday. I shouldn't have been late for the job interview last Monday.

I wish I had worn my coat yesterday afternoon. I should have worn my coat yesterday afternoon.

I wish I hadn't chopped the tomatoes very quickly. I shouldn't have chopped the tomatoes

very quickly.

I wish I hadn't gone to a holiday resort instead of visiting my grandparents during the Ramadan Feast. I shouldn't have gone to a holiday resort instead of visiting my grandparents during the Ramadan Feast.

(I wish I had visited my grandparents during the Ramadan Feast. I should have visited my grandparents during the Ramadan Feast.)

I wish I hadn't sent text messages during the lesson instead of listening to the teacher. I shouldn't have sent text messages during the lesson instead of listening to the teacher.

(I wish I had listened to the teacher during the lesson. I should have listened to the teacher during the lesson.)

9. Work with a different partner and look at activity 8. Take turns to criticize the past actions as follows.

Have Ss work in pairs and do the activity.

#### Answer Key: Suggested answers:

- You should have locked the door. / You could have remembered to lock the door.

- If you had locked the door, the thief couldn't have entered (easily).

- You should have offered your seat to the elderly woman. / You could have done the right thing.

- If you had offered your seat to her, she wouldn't have fallen down.

- You shouldn't have been late for the job interview. / You could have got there in time.

- If you hadn't been late for the interview, you could have got the job.

- You should have worn your coat. / You could have remembered to wear your coat.

- If you had worn your coat, you wouldn't have caught a cold.

- You shouldn't have chopped the tomatoes very quickly. / You could have chopped the tomatoes carefully.

• If you hadn't chopped the tomatoes very quickly, you wouldn't have cut your finger.

• You shouldn't have gone to a holiday resort instead of visiting your grandparents during the Ramadan Feast. / You could have visited your grandparents during the Ramadan Feast instead of going to a holiday resort.

• If you had visited your grandparents during the Ramadan Feast, they would have been very happy.

• You shouldn't have sent text messages to your best friend during the lesson instead of listening to the teacher. / You could have listened to the teacher instead of sending text messages to your best friend during the lesson.

• If you had listened to the teacher, you could have understood the lesson.

## IDIOMS/ PROVERBS CORNER

(F2- L1- S1)

Read the extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then complete the sentences (1-3) using the correct form of the idioms.

Have Ss read the extracts and work out the meaning of the idioms from the context. Then ask them to complete the sentences using the correct form of the idioms.

### Answer Key:

1. open my heart
2. cry over spilt milk
3. lends an ear



## NOTES

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8. Work with your partner. Take turns to express regrets about the following situations as in the example.

*I wish I hadn't eaten too much ice cream. I shouldn't have eaten too much ice cream.*

- I ate too much ice cream, and then I got a sore throat.
- I didn't wear my coat yesterday afternoon, so I caught a cold.
- I didn't lock the door, so the thief could enter easily.
- I cut my finger as I chopped the tomatoes very quickly.
- I didn't offer my seat to an elderly woman on the bus yesterday, and then she fell down.
- I went to a holiday resort instead of visiting my grandparents during the Ramadan Feast.
- I was late for the job interview last Monday. For this reason, I couldn't get the job.
- I sent text messages to my best friend during the lesson instead of listening to the teacher.

9. Work with a different partner and look at activity 8. Take turns to criticize the past actions as follows.



- *You shouldn't have eaten too much ice cream. / You could have eaten less ice cream.*
- *If you hadn't eaten too much ice cream, you wouldn't have got a sore throat.*

## IDIOMS/ PROVERBS CORNER



Read the extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then complete the sentences (1-3) using the correct form of the idioms.

a. David: Oh, Susan. I feel so bad.  
Susan: Why? If you have a problem, I can *lend an ear*. You can *open your heart* to me.

b. Susan: Anyway, stop worrying. It's no use *crying over spilt milk*. Now let's go to your room and clean it before mum comes. And then you should tell her the truth.

1. Sue is very understanding. I feel I can ..... to her.
2. You've broken the glass, but you shouldn't .....  
Just clean up the mess.
3. Kate is a true friend. She always ..... when I have problems.

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## NOTES

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## PRONUNCIATION

- In everyday speech, we often use the contraction of past modals like "could have" and "should have". Listen to the sentences from the audio by paying attention to the **highlighted** words. Then practise saying them. (Audio 6.2)
  - They **could've** broken the TV, thank God that didn't happen.
  - You **should've** visited your grandma.
  - I **should've** helped her with the cleaning.
- Work in groups. Take turns to present example sentences as in activity 1. Pronounce the contraction of past modals correctly.

## E-PORTFOLIO ENTRY




Work in pairs. Read the instructions below and do the project.

- Prepare a conversation about a past event which you felt sorry about. First, write the script together. Add a sentence that starts with "You should/ shouldn't have...".
- Then choose the roles and memorize your lines.
- Hand in your project next week. When your teacher gives it back, take a photo of the script and upload it to your blog.
- Finally, act out your conversation for the class. Remember to ask a classmate to record it, and then upload it to your blog as well.

## LISTENING & SPEAKING

PART - 2

- Use the words in the list below to label the pictures.

tablet charger	USB cable	socket
		
- Discuss the following questions with your partner.
  - Do you think it is a good idea to contact a call center when a customer has a problem with a product or service?
  - Have you ever contacted a call center? If yes, why?

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## PRONUNCIATION

(F2- L1- P1- S1)

- In everyday speech, we often use the contraction of past modals like "could have" and "should have". Listen to the sentences from the audio by paying attention to the **highlighted** words. Then practise saying them. (Audio 6.2)

Attract the students' attention to the highlighted words in the sentences (1-3). Play the audio. Have Ss listen to the sentences by paying attention to the highlighted words. Then have Ss practise saying the sentences.

(Audio 6.2)

- They **could've** broken the TV, thank God that didn't happen.
- You **should've** visited your grandma.
- I **should've** helped her with the cleaning.

- Work in groups. Take turns to present example sentences as in activity 1. Pronounce the contraction of past modals correctly.

Tell Ss to work in groups. Have them take turns to present example sentences as in activity 1. Remind them to use the contraction of past modals. Finally, ask some Ss to present their sentences to the class.

## E-PORTFOLIO ENTRY

(F2- S1- P1)

Work in pairs. Read the instructions below and do the project.

Have Ss read the instructions. Tell them that they are supposed to hand in their projects next week.

## LISTENING & SPEAKING (PART- 2)

(F1- F2- L1- P1- S1- S2)

- Use the words in the list below to label the pictures.

First of all, attract the students' attention to the words in the list. Tell them that they can use a dictionary if they need to. Have them use the words to label the pictures. Finally, check their answers.

### Answer Key:

- socket
  - tablet charger
  - USB cable
- Discuss the following questions with your partner.

Ask Ss to work with their partners for this activity. Have pairs take turns to answer the questions. Finally, invite some Ss to share their answers with the class.



## NOTES

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**3. Listen to the phone conversation between a customer and a call center worker. What is the customer's problem? (Audio 6.3)**

First of all, attract the students' attention to the pictures. Say, "The customer in the first picture has a problem and she is talking to the call center worker about it. Listen to the conversation and try to understand what the customer's problem is." Next, play the audio and have them listen and write down the problem. Finally, check their answers.

**Answer Key: Suggested answer:**

While she was online yesterday evening, the battery of her tablet went dead. After that, she couldn't charge it again, so she can't use it now.

**(Audio 6.3)**

**Call Center Worker (CCW):** Good morning. High Electronics. How may I help you?

**Martha:** Good morning. I'm one of your customers, and I need some help.

**CCW:** Could you say who's calling, please?

**Martha:** Martha Taylor.

**CCW:** Let me check, please. Yes, Mrs Taylor, you bought a tablet from us 2 months ago. Is that right?

**Martha:** Yes.


**CCW:** OK, Mrs Taylor. Could you please describe the problem?

**Martha:** Well, after I had bought the tablet, I didn't have any problems until yesterday. But while I was online yesterday evening, the battery went dead. After that, I couldn't charge it again, so I can't use it now. What should I do?

**4. Listen to the second part of the phone conversation and complete the sentences (1-6) using the correct form of the phrases below. (Audio 6.4)**

First of all, attract the students' attention to the phrases in the list. Next, tell them to read the gapped sentences (1-6). Then play the audio and have Ss listen and complete

3. Listen to the phone conversation between a customer and a call center worker. What is the customer's problem? (Audio 6.3)



4. Listen to the second part of the phone conversation and complete the sentences (1-6) using the correct form of the phrases below. (Audio 6.4)

- + try using another socket
- + place the charger
- + cause the problem
- + get out of order
- + have some physical damage
- + break because of any misuse

1. Several things might have .....
2. You should have ..... into the socket properly.
3. The socket might have .....
4. You should have .....
5. Then your charger must have .....
6. The USB cable might have .....

5. Listen again and check your answers.

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the sentences using the correct form of the phrases. You'll check the students' answers in activity 5.

**(Audio 6.4)**

**Martha:** Would you please help me?

**CCW:** Certainly, Mrs Taylor. I would be happy to help you. Several things might have caused the problem. First of all, can you answer some questions, please?

**Martha:** Yes, of course.

**CCW:** You should have placed the charger into the socket properly. Are you sure you did that?

**Martha:** Yes.

**CCW:** All right. The socket might have got out of order. That may be the reason for the problem. You should have tried using another socket. Did you do that?

**Martha:** Yes, I did.

**CCW:** Then your charger must have had some physical damage. That usually happens.

**Martha:** Really? I haven't thought of it at all.

6. Choose the correct answer according to the phone conversation.

The call center worker - - - - before ending the phone conversation.

- A) advised the customer to call the technical support team
- B) offered to talk to the technical support team for the customer
- C) sent the technical support team to the customer
- D) managed to solve the problem of the customer

7. Discuss the questions with your partner.

1. Do you think the call center worker helped the customer well enough?
2. Have you ever had a similar problem to the one that the customer in the audio had? If yes, describe the details.

8. Choose the correct explanations for the following past events.

1. Lily might have taken a taxi to the airport last night.
  - A) It is certain that Lily took a taxi to the airport last night.
  - B) It is possible that Lily took a taxi to the airport last night.
2. Jay must have arrived at the bus station late last Sunday.
  - A) It is certain that Jay arrived at the bus station late last Sunday.
  - B) It is likely that Jay arrived at the bus station late last Sunday.
3. Adam couldn't have seen the accident yesterday morning.
  - A) I'm sure that Adam saw the accident yesterday morning.
  - B) I'm certain that Adam didn't see the accident yesterday morning.

9. Work in pairs and read the situations (1-9). Take turns to draw conclusions using the following past modals.



might have

must have

couldn't have

1. I can smell my sister's perfume. She / be / in my room a few minutes ago.
2. Rick went to London last Sunday. You / see / him in the post office this morning.
3. Perhaps they were ill. They / go / to the hospital.
4. This is not Pam's handwriting. She / write / the letter.
5. Mike wasn't at the factory at the time. He / cause / the fire.
6. Maybe Tracy felt very tired. She / need / a holiday.
7. Ken is very good at physics. He / solve / all the problems in the exam on his own.
8. Veronica is a very honest person. She / tell / the truth to the headmaster.
9. I'm not sure Beth waited there till the end. She / leave / the ceremony early.

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**CCW:** Yes. The USB cable might have broken because of any misuse. I believe you need some technical help, Mrs Taylor. I'll talk to our technical support team immediately and give them all the information about your problem. I'm sure they'll contact you as soon as possible.

**Martha:** Oh, that's great. Thank you very much.

**CCW:** You're welcome, Mrs Taylor. Have a good day.

**Martha:** Have a good day.

5. Listen again and check your answers.

Play the audio and ask Ss to listen and check their answers.

**Answer Key:**

1. caused the problem
2. placed the charger
3. got out of order
4. tried using another socket
5. had some physical damage
6. broken because of any misuse

6. Choose the correct answer according to the phone conversation.

Ask Ss to read the gapped sentence and choose the correct answer to complete it. Next, check their answers.

**Answer Key:** B

7. Discuss the questions with your partner.

Ask Ss to work with their partners for this activity. Have pairs take turns to answer the questions. Finally, invite some Ss to share their answers with the class.

8. Choose the correct explanations for the following past events.

Have Ss read the past events (1-3) and choose the correct explanation for each one. Then check their answers.

**Answer Key:**

1. B                      2. A                      3. B

9. Work in pairs and read the situations (1-9). Take turns to draw conclusions using the following past modals.

First of all, ask Ss to work with their partners for this activity. Next, attract the students' attention to the past modals in the list.

Then tell the pairs to read the situations (1-9). Have them take turns to draw conclusions using the past modals given. Finally, invite some Ss to share their answers with the class.

**Answer Key:**

1. She must have been in my room a few minutes ago.
2. You couldn't have seen him in the post office this morning.
3. They might have gone to the hospital.
4. She couldn't have written the letter.
5. He couldn't have caused the fire.
6. She might have needed a holiday.
7. He must have solved all the problems in the exam on his own.
8. She must have told the truth to the headmaster.
9. She might have left the ceremony early.

**10. Work in groups. Draw conclusions for the events in the newspaper headlines. Then share your group's opinions with the class.**

Tell Ss to work in groups. Next, attract their attention to the newspaper headlines given. Have them draw conclusions for the events in the headlines.

Remind Ss to use the past modals *might have*, *must have* or *couldn't have*. Give them enough time for the activity. Finally, invite the groups to share their opinions with the class.

**READING & WRITING**

(F1- F2- R1- W1)

**1. Discuss the following questions in pairs.**

Have Ss discuss the questions in pairs. Then ask some Ss to share their answers with the class.

**2. Read the following news report about a mystery and answer the question.**

Have Ss read the news report and answer the question. Then check their answers.

**Answer Key: Suggested answer:**

A Canadian businessman, his wife and all of the 6 crew members went missing.

**3. Choose the correct answer according to the text in activity 2.**

Ask Ss to choose the correct answer according to the text in activity 2. Next, check their answers.

**Answer Key: D**

**4. Read the text again and choose the correct meaning for the following words.**

Have Ss read the text again by paying attention to the words given. Ask them to work out the meaning from the context and choose the correct meaning for each word. Then check their answers.

**Answer Key:**

1. A                      2. B                      3. B

**10. Work in groups. Draw conclusions for the events in the newspaper headlines. Then share your group's opinions with the class.**

**A middle-aged man was found in his car last week. Since then, he hasn't remembered anything, even his name.**

**There was a fire at the restaurant next to the park after midnight last Tuesday. Nobody knows how it started.**

**A caravan was found near the forest last weekend. Nobody was in it, and there were no signs of violence.**

**Two young men went fishing last Saturday. Nobody has seen them since then.**

**A well-known rock star was found unconscious in a hotel room last night. Now he is in hospital.**

**READING & WRITING**

**1. Discuss the following questions in pairs.**

- Do you like mystery stories? Why/ Why not?
- Have you ever read or watched about a mystery? If yes, summarize it to your partner.

**2. Read the following news report about a mystery and answer the question. Who went missing?**

**A** sailing boat was found abandoned a few miles off the west coast of Hawaii last Saturday. When some fishermen came across it, there was nobody on the boat. They didn't see any signs of an accident or a fight as well. But according to the records, there were 8 people on board when the boat left port, and 6 of them were the crew members. And the other people were the owners, a Canadian businessman and his wife. All of them were missing. Their personal belongings were still on the boat, though.



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**3. Choose the correct answer according to the text in activity 2.**

- Which of the following information is true?
- The incident took place near the east coast of Hawaii.
  - There were some signs of a fight on the boat.
  - There were 8 crew members on the boat.
  - The owners' personal belongings were on the boat.

**4. Read the text again and choose the correct meaning for the following words.**

- (Line 1) abandoned
  - left and no longer used
  - reached with difficulty
- (Line 2) came across
  - examined thoroughly
  - met or found by chance
- (Line 5) crew
  - people travelling on a ship, plane, etc.
  - people working on a ship, plane, etc.

**5. Work in groups. Make inferences for the mystery in activity 2. Then share your group's opinions with the class.**

**6. Read the title of the magazine article below and look at the map. Guess what the article is about.**

**7. Read the article and check if your guess is correct.**

**Have you ever heard about this mysterious place?**

The Bermuda Triangle is an area of the Atlantic Ocean between Bermuda, Miami and Puerto Rico. It is well-known because many ships and planes have disappeared there for **ages**. For instance, the US Navy ship *the Cyclops* and 300 people on board got lost in the triangle in 1918. And in 1941, the US ships *the Proteus* and the *Nereus* went missing in the area. A **submarine** called *the Scorpion* also **vanished** with a crew of 99 in 1968.



Lots of planes disappeared without a trace in the triangle as well. The most famous of all is *Flight 19*. In 1945, 5 US Navy planes left Florida and flew into the triangle. After a short while, they went missing. Next, a **rescue** plane went there, and it got lost, too. Many boats and planes searched for them, but they couldn't find the planes or their crews.

There were many other disappearances like an aircraft with 42 passengers in 1954, a bomber in 1961, and an Air Force tanker with a crew of 8 in 1962. All these incidents took place suddenly, and nothing could be found afterwards. Nobody can explain the strange disappearances completely, so the Bermuda Triangle **remains** a mystery.

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8. Read the text again and tick the correct column for the sentences (1-6).

	TRUE	FALSE	NO INFORMATION
1. The Bermuda Triangle is near Europe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The US Navy ship <i>the Cyclops</i> disappeared in 1928.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The US ship <i>the Nereus</i> got lost with 120 people on board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Some US Navy planes disappeared in 1945.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. A boat managed to find the crew of <i>Flight 19</i> in the ocean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. An aircraft carrying bombs went missing in 1961.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Write what the following numbers refer to according to the text.

- 300 : .....
- 99 : .....
- 1954 : .....

10. Find the **highlighted** words in the text and work out the meaning from the context. Then write the correct words next to the definitions (1-5).

ages	submarine	vanish	rescue	remain
1. the act of helping someone out of a dangerous situation: .....				
2. to stay in the same place or condition: .....				
3. a very long time: .....				
4. to disappear in a sudden, surprising way: .....				
5. a ship that can travel underwater: .....				

11. Discuss the questions with your partner.  
Which information in the article do you think is the most interesting? Why?

12. Read the following inferences and circle the correct alternative.

- Many people say the ships or planes which got lost in the Bermuda Triangle **might / couldn't** have sunk to the bottom of the ocean because of terrible weather conditions.
- Lots of people believe some enemy ships or planes **must / couldn't** have attacked them.
- Some people think something powerful **might / couldn't** have pulled them underwater.
- According to some people, aliens **might / couldn't** have abducted them as they believe there is no life in outer space.

13. Work in groups. Make inferences for the mysterious disappearances in the Bermuda Triangle. Then share your group's opinions with the class.

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**5. Work in groups. Make inferences for the mystery in activity 2. Then share your group's opinions with the class.**

Tell Ss to work in groups. Have them make inferences for the mystery in activity 2. Remind Ss to use the past modals *might have*, *must have* or *couldn't have*.

Give them enough time for the activity. Finally, invite the groups to share their opinions with the class.

**6. Read the title of the magazine article below and look at the map. Guess what the article is about.**

Have Ss read the title of the magazine article and look at the map. Ask them to guess what the article is about. They'll check their guesses in activity 7.

**7. Read the article and check if your guess is correct.**

Tell Ss to read the article and check if they have guessed correctly. Finally, check their answers.

**Answer Key: Suggested answer:**

The article is about the mystery of the Bermuda Triangle.

**8. Read the text again and tick the correct column for the sentences (1-6).**

First, attract the students' attention to the sentences (1-6). Advise Ss to underline the key words in them and scan the text for the words. Have Ss tick the correct column for the sentences. Finally, check their answers. Encourage Ss to correct the false sentences.

**Answer Key:**

**1. False**

(The Bermuda Triangle is an area of the Atlantic Ocean between Bermuda, Miami and Puerto Rico./ It is near the continent of America./ It is far from Europe.)

**2. False**

(The US Navy ship *the Cyclops* disappeared in 1918.)

**3. No information**

**4. True**

**5. False**

(Nobody could find the crew of *Flight 19* in the ocean.)

**6. True**

**9. Write what the following numbers refer to according to the text.**

Tell Ss to find the numbers (1-3) in the text and write what they refer to. Then check their answers.

**Answer Key: Suggested answers:**

**1.** 300: the number of the people (who were) on *the Cyclops*

**2.** 99: the number of the crew of *the Scorpion* (which disappeared in 1968)

**3.** 1954: the year when an aircraft with 42 passengers disappeared

**10.** Find the **highlighted** words in the text and work out the meaning from the context. Then write the correct words next to the definitions (1-5).

First of all, ask Ss to read the text again and find the highlighted words. Have them work out the meaning from the context.

Next, attract the students' attention to the words in the list. Have Ss write them next to the definitions (1-5). Finally, check their answers.

**Answer Key:**

- 1. rescue      2. remain      3. ages
- 4. vanish     5. submarine

**11.** Discuss the questions with your partner.

Have Ss work with their partners and discuss the questions. Then ask some Ss to share their answers with the class.

**12.** Read the following inferences and circle the correct alternative.

Tell Ss to read the inferences (1-4) and circle the correct alternative. Then check their answers.

**Answer Key:**

- 1. might    2. must    3. might    4. couldn't

**13.** Work in groups. Make inferences for the mysterious disappearances in the Bermuda Triangle. Then share your group's opinions with the class.

Tell Ss to work in groups. Have them make inferences for the mysterious disappearances in the Bermuda Triangle. Remind Ss to use the past modals *might have*, *must have* or *couldn't have*.

Give them enough time for the activity. Finally, invite the groups to share their opinions with the class.

**8.** Read the text again and tick the correct column for the sentences (1-6).

	TRUE	FALSE	NO INFORMATION
1. The Bermuda Triangle is near Europe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The US Navy ship <i>the Cyclops</i> disappeared in 1928.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The US ship <i>the Nereus</i> got lost with 120 people on board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Some US Navy planes disappeared in 1945.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. A boat managed to find the crew of <i>Flight 19</i> in the ocean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. An aircraft carrying bombs went missing in 1961.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9.** Write what the following numbers refer to according to the text.

1. 300 : .....

2. 99 : .....

3. 1954 : .....

**10.** Find the **highlighted** words in the text and work out the meaning from the context. Then write the correct words next to the definitions (1-5).

ages
submarine
vanish
rescue
remain

1. the act of helping someone out of a dangerous situation: .....

2. to stay in the same place or condition: .....

3. a very long time: .....

4. to disappear in a sudden, surprising way: .....

5. a ship that can travel underwater: .....

**11.** Discuss the questions with your partner.  
Which information in the article do you think is the most interesting? Why?

**12.** Read the following inferences and circle the correct alternative.

1. Many people say the ships or planes which got lost in the Bermuda Triangle **might / couldn't** have sunk to the bottom of the ocean because of terrible weather conditions.

2. Lots of people believe some enemy ships or planes **must / couldn't** have attacked them.

3. Some people think something powerful **might / couldn't** have pulled them underwater.

4. According to some people, aliens **might / couldn't** have abducted them as they believe there is no life in outer space.

**13.** Work in groups. Make inferences for the mysterious disappearances in the Bermuda Triangle. Then share your group's opinions with the class.

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14. Imagine you took part in one of the following events a short time ago, but you weren't satisfied with it. Write a letter criticizing the event. Remember to add some sentences with past modals like "should have" and "could have". Before you hand in your letter next week, check it for spelling and grammar mistakes.

- ♦ a dinner at a restaurant
- ♦ a cruise on a yacht
- ♦ a stay at a hotel
- ♦ a visit to a museum
- ♦ a visit to a funfair
- ♦ a celebration
- ♦ a music festival
- ♦ an art exhibition

### VIDEO BLOG ENTRY

Read the following instructions and prepare your video blog entry.

- ♦ Surf the Net for a mysterious event, or you can make up a story.
- ♦ Write the summary in your own words and remember to add your inferences using "might/must/ couldn't have". Next, read it aloud and record yourself.
- ♦ Combine your audio recording with some related visuals. Make a video blog entry.
- ♦ Upload your vlog this weekend. Share it on your blog.
- ♦ Your partner should evaluate you after he/ she watches the video.

#### PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



### DISCUSSION TIME

Discuss the following quotes in groups. Then present your group's opinions to the class.

"Mystery creates wonder and wonder is the basis of man's desire to understand."  
Neil Armstrong

"Mystery is at the heart of creativity."  
Julia Cameron

➔ See page 148 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



Ask Ss to fill in the peer evaluation checklists to evaluate their partners' accuracy and fluency after watching their vlogs.

### DISCUSSION TIME

Discuss the following quotes in groups. Then present your group's opinions to the class.

Have Ss work in groups and discuss the quotes. Tell Ss, "You are supposed to say if you agree or disagree. Remember to add some examples and/ or reasons."

You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share their opinions with the class.

**Neil Armstrong** (1930 - 2012) was an American astronaut and aeronautical engineer. He was the first person to walk on the moon in 1969.

**Julia Cameron** was born in 1948. She is an American teacher, author, poet, filmmaker, composer and journalist.

14. Imagine you took part in one of the following events a short time ago, but you weren't satisfied with it. Write a letter criticizing the event. Remember to add some sentences with past modals like "should have" and "could have". Before you hand in your letter next week, check it for spelling and grammar mistakes.

Attract the students' attention to the events given. Ask them to choose one of them and write a letter criticizing it.

Remind them to check it for spelling and grammar mistakes before handing it in next week.

### VIDEO BLOG ENTRY

(F1)

Read the following instructions and prepare your video blog entry.

Have Ss read the instructions given. Tell them to upload their vlogs this weekend.

➔ See page 148 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 6 on page 148.

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# THEME 7

# FACTS ABOUT TÜRKİYE

## Communicative Functions:

- F1. Talking about landmarks and monuments
- F2. Describing cities and historic sites
- F3. Asking for and giving more detailed information

## Language Skills and Learning Outcomes:

### Listening

**E11. 7. L1.** Students will be able to recognize information about the description of a monument or a historic site in a recorded text.

### Pronunciation

**E11. 7. P1.** Students will be able to practise the pronunciation of /wəz/ and /wɒz/.

### Speaking

**E11. 7. S1.** Students will be able to give a presentation on a monument or a historic site.

**E11. 7. S2.** Students will be able to interview with a friend to get detailed information about the places he/ she has visited.

### Reading

**E11. 7. R1.** Students will be able to find out specific information in a text describing historic sites in Türkiye.

### Writing

**E11. 7. W1.** Students will be able to write a blog post recommending places to visit in Türkiye.

## Preparatory Questions:

1. Many people say Türkiye is a country just like paradise. Do you agree? Why/ Why not?
2. Which aspects of Türkiye do you like best?
3. Which aspects of your hometown do you like best?

## LISTENING & SPEAKING

PART - 1



1. Work with your partner. Label the pictures with the words below. Use a dictionary if you need to.

tower    palace    castle    monument    bridge    amphitheater



2. Work in groups. Make a list of Türkiye's must-see tourist attractions.

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## LISTENING & SPEAKING (PART-1)

(F1- F2- F3- L1- P1- S2)

1. Work with your partner. Label the pictures with the words below. Use a dictionary if you need to.

Ask Ss to work with their partners for this activity. Attract the students' attention to the words given. Say, "You can use a dictionary if you need to."

Have pairs label the pictures with the words. Finally, check their answers.

### Answer Key:

- |                 |           |
|-----------------|-----------|
| 1. monument     | 2. castle |
| 3. amphitheater | 4. palace |
| 5. tower        | 6. bridge |

2. Work in groups. Make a list of Türkiye's must-see tourist attractions.

Have Ss work in groups. Ask them to brainstorm and make a list of Türkiye's must-see tourist attractions.

You should monitor Ss during the activity and provide help if necessary. Finally, invite the groups to read out their lists. Meanwhile, you can write them on the board. Finally, you can add some more tourist attractions, particularly the most popular ones.

3. Match the following tourist attractions with the correct pictures. There is an extra picture.

3. Match the following tourist attractions with the correct pictures. There is an extra picture.

- |                     |                           |                       |
|---------------------|---------------------------|-----------------------|
| a. Cappadocia       | b. The Sumela Monastery   | c. The Mevlana Museum |
| d. Ephesus          | e. The Ishak Pasha Palace | f. Mount Nemrut       |
| g. The Hoşap Castle | h. The Varda Bridge       |                       |



4. Work in pairs and look at activity 3 again. Take turns to answer the question.  
Have you ever been to any of these places? If yes, talk about the experience(s).

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4. Work in pairs and look at activity 3 again. Take turns to answer the question.

Have Ss work with their partners for this activity. Ask them to look at activity 3 again. Have them take turns to answer the question. Finally, invite some Ss to share their answers with the class.

**5. Listen to the phone conversation and tick the correct pictures. (Audio 7.1)**

Attract the students' attention to the question. Next, tell Ss to look at the pictures and read the captions.

Play the audio. Have Ss listen to the phone conversation and tick the correct pictures. It's advisable to play the audio again. Ask Ss to listen again to see if they have ticked the correct pictures. Then check their answers.

**Answer Key:**

Pictures 1, 3, 4 and 6

**(Audio 7.1)**

**Tracy:** Hey, Roy. How's it going?

**Roy:** Great, Tracy. I'm walking on air in Istanbul. My holiday here is wonderful.

**Tracy:** Really?

**Roy:** Yes. Istanbul is a fascinating city. It's one of the most beautiful cities I've ever seen. Yesterday I joined a sightseeing tour.

**Tracy:** How was it?

**Roy:** It was very nice.

**Tracy:** Were you with your parents?

**Roy:** No, I wasn't. Mum was under the weather, and dad stayed with her. Now she's well.

**Tracy:** Good.

**Roy:** Yes. On the tour, I saw lots of must-see attractions like the Topkapı Palace, the Sultan Ahmed Mosque and the Ayasofya Mosque.

**Tracy:** Did you like them?

**Roy:** Sure. They were terrific! After the tour, I also visited the Galata Tower, which is near our hotel. It's among the city's most popular sights, too.

**Tracy:** Was it attractive?

**Roy:** Yes, it was. It was amazing. I found the history of the tower very interesting as well.

**Tracy:** Really? Can you tell me a little bit?

**Roy:** Of course.

**Tracy:** Thanks.

5. Listen to the phone conversation and tick the correct pictures. (Audio 7.1)  
Which tourist attractions did Roy visit yesterday?

1. The Topkapı Palace  
2. The Istanbul Archaeological Museum  
3. The Sultan Ahmed Mosque  
4. The Hagia Sophia (Ayasofya) Grand Mosque  
5. The Aya Irini Museum  
6. The Galata Tower

6. Listen to the second part of the phone conversation and correct the mistakes in the following extract from a travel brochure. (Audio 7.2)

The Galata Tower is located in the center of the city. It's around 75 meters tall, so it provides a spectacular view of the city.

The tower was built in the 13th century by the Genoese colonies, and it was used to watch the area nearby for any signs of danger.

In 1509, the tower was badly damaged in a fire. Then it was restored by the famous Ottoman architect Sinan.

In the 16th century, it was used as a hospital.

It was opened to the public in 1956. Nowadays, it's a very popular attraction, and it's visited by thousands of tourists every year.

In the 18th century, a man called Hazaarfen Ahmed Celebi wanted to fly, so he made wings and attached them to his arms.

Then he jumped off the Galata Tower and flew over the Bosphorus for about 8 kilometers. Finally, he landed in Üsküdar on the Asian side.

See page 142 for Language Structures.

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**6. Listen to the second part of the phone conversation and correct the mistakes in the following extract from a travel brochure. (Audio 7.2)**

First of all, attract the students' attention to the text. Say, "The text is an extract from a travel brochure. There are some mistakes in it."

Tell Ss to read it quickly in order to get ready for the listening activity. Next, play the audio. Have Ss listen to the second part of the phone conversation and correct the mistakes in the extract.

It's advisable to play the audio again. Ask Ss to listen again to see if they have corrected all the mistakes in the extract. Finally, check their answers.

**Answer Key:**

(The correct words are highlighted in the text below.)

The Galata Tower is located in the center of the city. It's around **67** meters tall, so it provides a spectacular view of the city.

The tower was built in the **14th** century

by the Genoese colonies, and it was used to watch the area nearby for any signs of danger.

In 1509, the tower was badly damaged in an earthquake. Then it was restored by the famous Ottoman architect Hayreddin.

In the 16th century, it was used as a prison.

It was opened to the public in 1967. Nowadays, it's a very popular attraction, and it's visited by thousands of tourists every year.

In the 17th century, a man called Hezarfen Ahmed Çelebi wanted to fly, so he made wings and attached them to his arms.

Then he jumped off the Galata Tower and flew over the Bosphorus for about 6 kilometers. Finally, he landed in Üsküdar on the Asian side.

(Audio 7.2)

**Roy:** Tracy, I'll read you a little from this travel brochure.

**Tracy:** All right.

**Roy:** The Galata Tower is located in the center of the city. It's around 67 meters tall, so it provides a spectacular view of the city. The tower was built in the 14th century by the Genoese colonies, and it was used to watch the area nearby for any signs of danger.

**Tracy:** Sounds interesting.

**Roy:** Yes. In 1509, the tower was badly damaged in an earthquake. Then it was restored by the famous Ottoman architect Hayreddin. In the 16th century, it was used as a prison. It was opened to the public in 1967. Nowadays, it's a very popular attraction, and it's visited by thousands of tourists every year.

**Tracy:** How nice! I want to see that place.

**Roy:** You should come to İstanbul as soon as possible. It's worth seeing.

**Tracy:** Right.

**Roy:** And there's a story about the tower. Do you want to hear it?

**Tracy:** Yes, of course.

**Roy:** In the 17th century, a man called Hezarfen Ahmed Çelebi wanted to fly, so he made wings and attached them to his arms.

**Tracy:** Really?

**Roy:** Yes. Then he jumped off the Galata

Tower and flew over the Bosphorus for about 6 kilometers. Finally, he landed in Üsküdar on the Asian side.

**Tracy:** What an incredible story!

**Roy:** Absolutely. Tracy, I feel exhausted. I think I'll hit the sack.

**Tracy:** OK, Roy. Take care. Good night.

**Roy:** See you. Good night.

 See page 142 for Language Structures.

Go through the explanations and the examples on page 142 with the class. Next, have Ss do the activity.



NOTES

Lined area for taking notes.

**7. Work with your partner. Take turns to ask and answer questions about the text in activity 6 as in the example.**

Attract the students' attention to the example dialogue. Have Ss work in pairs and build up dialogues by taking turns to ask and answer questions about the text in activity 6 as in the example.

**8. Discuss the questions in groups.**

Have Ss work in groups and discuss the questions. You should monitor Ss during the activity and provide help if necessary. Finally, invite some Ss to share their answers with the class.

**9. Listen to Nisa and choose the correct picture. (Audio 7.3)**

Attract the students' attention to the question. Next, tell Ss to look at the pictures and read the captions. Play the audio. Have Ss listen and choose the correct picture. Then check their answers.

**Answer Key: A**

**(Audio 7.3)**

My classmates and I went on a 2-day trip to Çanakkale in March. On the first day, we saw the Ancient City of Troy. The historic site was great. And on the second day, we went to Gelibolu and visited a lot of must-see attractions like the Kilitbahir Castle, which is next to the sea. After that, we visited the Çanakkale Martyrs' Monument. It's a memorial that was erected to remember the brave Turkish soldiers who died in Çanakkale in 1915.

It was opened to the public in 1960. There is a museum underneath, which was opened in 1975. There are also the Mehmetçik Monument and the Turkish Martyrs' Cemetery nearby. We visited them all. I believe the whole area is so impressive. I'll always remember that school trip. And I'll never forget those heroes who died for our homeland. You should definitely go to Çanakkale. It's worth seeing.

7. Work with your partner. Take turns to ask and answer questions about the text in activity 6 as in the example.

Where is the Galata Tower located?  
It's located in the center of the city.

8. Discuss the questions in groups.  
1. Have you ever been to any of the attractions in activity 5? If yes, talk about the experience(s).  
2. Do you think the history of the Galata Tower is interesting?

9. Listen to Nisa and choose the correct picture. (Audio 7.3)  
Which attraction is Nisa giving detailed information about?

A) The Çanakkale Martyrs' Monument    B) The Ancient City of Troy (Truva)    C) The Kilitbahir Castle

10. Listen again and choose the correct answer.  
1. Nisa and her classmates went to Çanakkale for ... days.  
A) 2    B) 3    C) 4  
2. The Çanakkale Martyrs' Monument was erected to remember the brave Turkish soldiers who died in ....  
A) 1914    B) 1915    C) 1918  
3. The Çanakkale Martyrs' Monument was opened to the public in ....  
A) 1956    B) 1958    C) 1960  
4. The museum underneath the monument was opened in ....  
A) 1973    B) 1975    C) 1977  
5. Nisa and her classmates also visited the Mehmetçik Monument and the ... nearby.  
A) Ertuğrul Bay    B) Seddülbahir Bay    C) Turkish Martyrs' Cemetery

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**10. Listen again and choose the correct answer.**

Tell Ss to read the gapped sentences and all the options. Play the audio. Have Ss listen and choose the correct answer. Then check their answers.

**Answer Key:**

1. A    2. B    3. C  
4. B    5. C

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11. Work in pairs and discuss the questions.

1. Why is the Çanakkale Martyrs' Monument important?
2. Have you ever visited the monument? If yes, how did you feel there?
3. Nisa believes the whole area is impressive. Do you agree? Why/ Why not?

12. Work in pairs. Ask your partner the following questions about a monument or a historic site that he/ she has visited.

- When did you visit the attraction?
- Where is it located?
- When was it built?
- Why was it built?
- When was it opened to the public?
- What activities can be done there?
- What other places can be seen nearby?
- Which one did you like best? Why?
- Do you think the attraction is worth seeing? Why/ Why not?

IDIOMS/ PROVERBS CORNER

1. Read the extracts from the audios. Pay attention to the idioms in italics and work out the meaning from the context. Then write the correct idioms next to the definitions (a-c).

- |   |
|---|
| 1. Tracy : Hey, Roy. How's it going?<br>Roy : Great, Tracy. I'm <i>walking on air</i> in Istanbul. My holiday here is wonderful.          |
| 2. Tracy : Were you with your parents?<br>Roy : No, I wasn't. Mum was <i>under the weather</i> , and dad stayed with her. Now she's well. |
| 3. Roy : Tracy, I feel exhausted. I think I'll <i>hit the sack</i> .<br>Tracy : OK, Roy. Take care. Good night.                           |

- a. to go to bed: .....
- b. to feel extremely happy or excited: .....
- c. to feel slightly unwell: .....

2. Use the correct form of the idioms to complete the following sentences.

1. I ..... when I passed my history exam.
2. We have a busy day tomorrow, so we should .....
3. My nephew didn't go to school yesterday because he .....

3. Work in pairs. Take turns to make example sentences using the idioms.

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11. Work in pairs and discuss the questions.

Ask Ss to work with their partners and take turns to answer the questions. Finally, invite some Ss to share their answers with the class.

Answer Key:

1. The Çanakkale Martyrs' Monument is a memorial for the Turkish soldiers who died in Çanakkale in 1915 and it was erected to remember those brave soldiers.
2. Students' own answers
3. Students' own answers

12. Work in pairs. Ask your partner the following questions about a monument or a historic site that he/ she has visited.

Attract the students' attention to the questions. Ask Ss to work in pairs. Have them take turns to ask and answer the questions

about a monument or a historic site that they have visited. You should monitor Ss during the activity. Say, "If necessary, you can surf the Net for the answers to some questions." Finally, invite some pairs to present their dialogues to the class.

IDIOMS/ PROVERBS CORNER  
(F1- F2- F3- L1- S2)

1. Read the extracts from the audios. Pay attention to the idioms in italics and work out the meaning from the context. Then write the correct idioms next to the definitions (a-c).

First of all, tell Ss to read the extracts (1-3) and pay attention to the idioms in italics. Have them work out the meaning from the context. Then ask Ss to write the correct idioms next to the definitions (a-c). Finally, check their answers.

Answer Key:

- a. hit the sack
- b. walk on air
- c. be under the weather

2. Use the correct form of the idioms to complete the following sentences.

Have Ss complete the sentences using the correct form of the idioms. Check their answers.

Answer Key:

1. walked on air
2. hit the sack
3. was under the weather

3. Work in pairs. Take turns to make example sentences using the idioms.

Have Ss work in pairs and take turns to make example sentences using the idioms. Ask some Ss to share their sentences with the class.



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## PRONUNCIATION

(F1- F2- F3- L1- P1- S2)

1. Study the information in the table below.

Have Ss study the information in the table. Make sure Ss understand the difference in the pronunciation of “was”.

2. Listen to the extracts by paying attention to the pronunciation of the highlighted words. (Audio 7.4)

Tell Ss to read the extracts (1-3). Next, play the audio. Have Ss listen to the extracts by paying attention to the pronunciation of the highlighted words.

(Audio 7.4)

1. Tracy: How **was** it?  
Roy: It **was** very nice.
2. Tracy: Were you with your parents?  
Roy: No, I **wasn't**.
3. Tracy: **Was** it attractive?  
Roy: Yes, it **was**. It **was** amazing.

3. Listen again and repeat.

Play the audio. Ask Ss to listen to the extracts and repeat.

4. Act out the extracts in activity 2 in pairs. Then change roles and act them out again.

Ask Ss to work in pairs and act out the extracts in activity 2. Then have them change roles and act out the extracts again.

5. Act out the dialogues below in pairs. Then change roles and act them out again.

Ask Ss to act out the dialogues in pairs. Then have them change roles and act them out again.

## PRONUNCIATION

1. Study the information in the table below.

The pronunciation of “was”	
In negative sentences and short answers	In positive sentences and questions
strong form /wɒz/	weak form /wəz/
+ He <b>wasn't</b> at home last night.	+ I <b>was</b> in Balikesir a few days ago.
+ “Was she late?” “Yes, she <b>was</b> .”	+ Where <b>was</b> Mike yesterday evening?

2. Listen to the extracts by paying attention to the pronunciation of the highlighted words. (Audio 7.4)

1. Tracy: How **was** it?  
Roy : It **was** very nice.
2. Tracy: Were you with your parents?  
Roy : No, I **wasn't**.
3. Tracy: **Was** it attractive?  
Roy : Yes, it **was**. It **was** amazing.

3. Listen again and repeat.
4. Act out the extracts in activity 2 in pairs. Then change roles and act them out again.
5. Act out the dialogues below in pairs. Then change roles and act them out again.  
1. A: Why was Jane depressed?                    B: Because she was fired from her job.  
2. A: Was Bill at school yesterday?            B: No, he wasn't. He was ill.  
3. A: Was the movie awful?                    B: Yes, it was. It was extremely boring.

## E-PORTFOLIO ENTRY

Read the instructions below and do the project.

- + Look at the questions in activity 12 on page 92 again and use them to prepare an interview. You can add your own questions as well.
- + Interview one of your classmates or a friend from another class and note down his/ her answers.
- + Hand in your project next week. When your teacher gives it back, take a photo of the interview and upload it to your blog.

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## E-PORTFOLIO ENTRY

(F1- F2- F3- S2- P1)

Read the instructions below and do the project.

Have Ss read the instructions. Tell them that they are supposed to hand in their projects next week.



## NOTES

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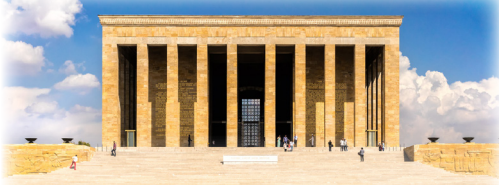
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LISTENING & SPEAKING

PART - 2



1. What do you know about Anıtkabir? Share the information with the class.
2. Listen to the information about Anıtkabir and complete the sentences. (Audio 7.5)



Anıtkabir is the mausoleum of Mustafa Kemal Atatürk. It is located in Anıttepe in Ankara. When Atatürk passed away on 10 November 1938, the Ankara (1) ..... Museum became his first mausoleum until Anıtkabir was built in (2) ..... It was designed by the architects Professor (3) ..... and Associate Professor Orhan Arda. Its construction began in (4) ..... Anıtkabir is an excellent example of the Turkish architecture, and it has Seljuk and (5) ..... architectural characteristics as well. The Monument Block consists of 3 main parts: The Lions Road, the Ceremonial Ground and the Mausoleum. The Lions Road is (6) ..... meters long and it has 24 lion statues, which were made by the sculptor Hüseyin Özkan. Within the Anıtkabir site, there are (7) ..... towers like the Independence Tower, the Freedom Tower, the Peace Tower and the Victory Tower.



3. Work in pairs. Take turns to ask and answer questions about the text above.
4. Discuss the questions in groups. Have you ever visited Anıtkabir? If yes, which part did you find more interesting than the others?



(Audio 7.5)

Anıtkabir is the mausoleum of Mustafa Kemal Atatürk. It is located in Anıttepe in Ankara. When Atatürk passed away on 10 November 1938, the Ankara Ethnography Museum became his first mausoleum until Anıtkabir was built in 1953. It was designed by the architects Professor Emin Onat and Associate Professor Orhan Arda. Its construction began in 1944. Anıtkabir is an excellent example of the Turkish architecture, and it has Seljuk and Ottoman architectural characteristics as well. The Monument Block consists of 3 main parts: The Lions Road, the Ceremonial Ground and the Mausoleum. The Lions Road is 262 meters long and it has 24 lion statues, which were made by the sculptor Hüseyin Özkan. Within the Anıtkabir site, there are 10 towers like the Independence Tower, the Freedom Tower, the Peace Tower and the Victory Tower.

LISTENING & SPEAKING (PART-2)

(F1- F2- F3- L1- P1- S1- S2)

1. What do you know about Anıtkabir? Share the information with the class.

Ask some Ss to share their answers with the class.

2. Listen to the information about Anıtkabir and complete the sentences. (Audio 7.5)

Attract the students' attention to the information about Anıtkabir. Tell Ss to read it quickly. Next, play the audio. Have Ss listen and fill in the missing information. Then play the audio again. Have Ss listen again to see if they have filled in all the missing information correctly.

Answer Key:

- |                |         |
|----------------|---------|
| 1. Ethnography | 2. 1953 |
| 3. Emin Onat   | 4. 1944 |
| 5. Ottoman     | 6. 262  |
| 7. 10          |         |

3. Work in pairs. Take turns to ask and answer questions about the text above.

Have pairs take turns to ask and answer questions about the text.

4. Discuss the questions in groups.

Ask Ss to work in groups and discuss the questions. Have them take turns to share the details with the group members. Finally, invite some Ss to share their answers with the class.



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**5. Watch the extract from a documentary and choose the correct answer. (Video 7.1)**

Attract the students' attention to the question and the options. Play the video. Have Ss watch the extract and choose the correct answer. Then check their answers.

**Answer Key: B**

*(Video 7.1)*

**THE TOPKAPI PALACE**

The Topkapı Palace is one of the most popular attractions in Türkiye. It is situated among the Marmara Sea, the Bosphorus and the Golden Horn.

The palace became a museum in 1924. Every year it is visited by thousands of tourists from all over the world.

The Topkapı Palace Museum is of great importance to historians because of the valuable collections that display the history and culture of the Ottoman Empire.

The Topkapı Palace was built by Mehmed II. Its construction started in 1460, and it was completed in 1478.

And after that, the Ottoman Empire was ruled from the Topkapı Palace by nearly 30 sultans. It was the most important place of the empire for about 4 centuries.

The Topkapı Palace consisted of 4 courtyards, which were surrounded by high walls.

The first courtyard was open to the public, and it had the largest garden.

The second courtyard wasn't open to the public. Only official visitors could enter it. The council meetings were held there several times a week to discuss state affairs.

The Tower of Justice, which is the tallest structure in the palace, is in the second courtyard as well.

The sultans used to live in the third courtyard. And the people who worked for them lived there, too.

The third courtyard was also called *the Enderun Courtyard* because the Enderun School was there.

The fourth courtyard includes some mansions like the Baghdad Köşk and the

**5. Watch the extract from a documentary and choose the correct answer. (Video 7.1)**

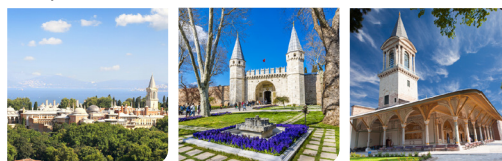


Which of the following information IS NOT included in the extract?

- A) the exact location of the Topkapı Palace
- B) the architectural details of the Topkapı Palace
- C) a brief history of the Topkapı Palace
- D) some of the main sections of the Topkapı Palace

**6. Watch the documentary again and underline the correct alternative in the sentences below.**

1. The Topkapı Palace became a museum in 1924 / 1934.
2. The Topkapı Palace was built by **Mahmud II / Mehmed II**.
3. The construction of the Topkapı Palace began in 1460 / 1478.
4. The Ottoman Empire was ruled from the Topkapı Palace for about 4 / 5 centuries.
5. The council meetings were held in the **first / second** courtyard of the Topkapı Palace several times a week to discuss state affairs.
6. The Tower of Justice is located in the **second / third** courtyard of the palace.
7. The third courtyard was also called the **Enderun / Library** Courtyard.
8. There are some mansions like **the Tehran Köşk / the Baghdad Köşk** in the fourth courtyard.



**7. Work with your partner and look at activity 6 again. Take turns to ask and answer questions about the Topkapı Palace.**

**8. Discuss the following questions in groups. Support your answers with reasons and/or examples.**

1. Have you ever visited the Topkapı Palace? If yes, do you recommend it to your friends?
2. The Topkapı Palace Museum has valuable collections that display the history and culture of the Ottoman Empire. Do you think this type of museums are important?

**9. Give a short presentation on a monument or a historic site. First, surf the Net and make some notes. Then present the relevant information to the class next week.**

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Mecidiye Köşk. This courtyard was one of the most beautiful sections of the Topkapı Palace.

**6. Watch the documentary again and underline the correct alternative in the sentences below.**

First, attract the students' attention to the sentences (1-8). Next, play the video again. Have Ss watch the documentary and underline the correct alternative in each sentence. Then check their answers.

**Answer Key:**

- |            |                     |
|------------|---------------------|
| 1. 1924    | 2. Mehmed II        |
| 3. 1460    | 4. 4                |
| 5. second  | 6. second           |
| 7. Enderun | 8. the Baghdad Köşk |

**7. Work with your partner and look at activity 6 again. Take turns to ask and answer questions about the Topkapı Palace.**

Ask Ss to work in pairs. Have pairs look at activity 6 again and take turns to ask and answer questions about the Topkapı Palace.

## VIDEO BLOG ENTRY

Read the following instructions and prepare your video blog entry.

- ✦ Surf the Net for a historic site in Türkiye which is not as well-known as others. Write down sentences about it, including a brief history. Next, read them aloud and record yourself.
- ✦ Combine your audio recording with some related visuals, and prepare your documentary.
- ✦ Upload your vlog this weekend. Share it on your blog.
- ✦ Your partner is supposed to evaluate you after he/she watches the video.

PEER EVALUATION CHECKLIST			
Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	

## READING & WRITING

- Discuss the following question in groups.  
What are the well-known historic sites in the geographical region where your hometown is?
- Read text A and circle the correct alternative in the following sentence.  
Text A is an extract from a travel brochure / an encyclopedia.
 

(A) **THE MOUNT NEMRUT NATIONAL PARK**  
The giant stone heads on the top of Mount Nemrut are among Türkiye's most famous tourist attractions. The site was established as a national park in 1988. It is located near the village of Kahla in Adiyaman. It is notable for its ancient tomb and temple complex. The extraordinary monumental statues were formed over 2,000 years ago. The complex was constructed by King Antiochus I in 62 BC.

The unique historic site was included in the UNESCO World Heritage List in 1987. Mount Nemrut is worth seeing. You'll go on an unforgettable journey through history if you visit it.


- Choose the question which DOES NOT have an answer in text A.
  - When was the Mount Nemrut National Park opened?
  - Where is the Mount Nemrut National Park located?
  - How were the stone heads on Mount Nemrut made?
  - Who were the stone heads on Mount Nemrut built by?
- Answer the other questions above.

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**8. Discuss the following questions in groups. Support your answers with reasons and/ or examples.**

Ask Ss to work in groups and discuss the questions. Have them take turns to share their answers with the group members by supporting the answers with reasons and/ or examples. Finally, invite some Ss to share their answers with the class.

**9. Give a short presentation on a monument or a historic site. First, surf the Net and make some notes. Then present the relevant information to the class next week.**

Ask Ss to give a short presentation on a monument or a historic site. Remind them to surf the Net and make some notes about the relevant information beforehand with the aim of using them in their presentations. Tell Ss that it will be a homework assignment and they are supposed to give their presentations to the class next week.

## VIDEO BLOG ENTRY

(F1- F2- L1- S1- P1)

**Read the following instructions and prepare your video blog entry.**

Have Ss read the instructions. Tell them to upload their vlogs this weekend. Ask Ss to fill in the peer evaluation checklists to evaluate their partners after watching their vlogs.

## READING & WRITING

(F1- F2- F3- R1- W1)

**1. Discuss the following question in groups.**

Have Ss discuss the question in groups. Then ask the groups to share their answers with the class. You can add the historic sites in the following list.

### Suggested list of some well-known historic sites:

**The Aegean Region:** The Ancient Cities of Aizanoi, Amos, Anavarza, Aphrodisias, Blaundos, Ephesus, Erythrai, Hierapolis, Kaunos, Kolophon and Notion, Knidos, Lagina Hekate, Laodicea, Letoon, Miletos, Musgebi, Pedesa, Pergamon, Phokaia, Sardis, Stratonikeia, Telmessos, Telmissos, Teos, Tlos, Tripolis.

**The Mediterranean Region:** The Ancient Cities of Antiphellos, Aspendos, Chimera, Demre (Myra), Etenna, Kekova, Kibyra, Laertes, Limyra, Olba, Olympos, Patara, Perge, Phaselis, Sagalassos, Seleukeia, Selge, Selinus, Side, Termessos, Xanthos.

**The Marmara Region:** The Ancient Cities of Assos and Troy.

**The Central Anatolian Region:** The Ancient Cities of Alacahöyük, Astra, Cappadocia (Underground Cities), Çatalhöyük (Neolithic City), Gordion, Hattuşa, Karahöyük, Kilistra.

**The Eastern and South-eastern Anatolian Regions:** The Ruins of Ani, Arsameia and Dara Mesopotamia, Göbeklitepe, Karahantepe, the Zeugma Archaeological Site.

**The Black Sea Region:** The Ancient City of Amisos, the Sumela Monastery.

**2. Read text A and circle the correct alternative in the following sentence.**

Have Ss circle the correct alternative.

Check their answers.

**Answer Key:** a travel brochure

**3. Choose the question which DOES NOT have an answer in text A.**

Ss read the text and choose the correct question. Check their answers.

**Answer Key:** C

**4. Answer the other questions above.**

Ss answer the other questions (Questions A, B and D) according to text A. Check their answers.

**Answer Key:**

**A)** It was opened in 1988.

**B)** It is located near the village of Kahta in Adiyaman.

**D)** They were built by King Antiochus I.

**5. Read text B. What ancient city does the text describe?**

Have Ss read text B and answer the question. Then check their answers.

**Answer Key:**

The Ancient City of Ephesus

**6. Look at the pictures of some parts of the ancient city. Choose the one which IS NOT mentioned in text B.**

First of all, attract the students' attention to the pictures (1-6). Say, "The Ancient City of Ephesus contains all of the places in these pictures, but text B mentions only 5 of them." Next, read the captions aloud. Then tell Ss to read text B again and choose the correct picture. Finally, check their answers.

**Answer Key:**

Picture 3 (The Marble Road)



**NOTES**

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**VIDEO BLOG ENTRY**



Read the following instructions and prepare your video blog entry.

- + Surf the Net for a historic site in Türkiye which is not as well-known as others. Write down sentences about it, including a brief history. Next, read them aloud and record yourself.
- + Combine your audio recording with some related visuals, and prepare your documentary.
- + Upload your vlog this weekend. Share it on your blog.
- + Your partner is supposed to evaluate you after he/ she watches the video.

**PEER EVALUATION CHECKLIST**

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



**READING & WRITING**



**1. Discuss the following question in groups.**

What are the well-known historic sites in the geographical region where your hometown is?

**2. Read text A and circle the correct alternative in the following sentence.**

Text A is an extract from a travel brochure / an encyclopedia.

**(A) THE MOUNT NEMRUT NATIONAL PARK**

The giant stone heads on the top of Mount Nemrut are among Türkiye's most famous tourist attractions. The site was established as a national park in 1988. It is located near the village of Kahta in Adiyaman. It is notable for its ancient tomb and temple complex. The extraordinary monumental statues were formed over 2,000 years ago. The complex was constructed by King Antiochus I in 62 BC.

The unique historic site was included in the UNESCO World Heritage List in 1987. Mount Nemrut is worth seeing. You'll go on an unforgettable journey through history if you visit it.

**3. Choose the question which DOES NOT have an answer in text A.**

- A)** When was the Mount Nemrut National Park opened?
- B)** Where is the Mount Nemrut National Park located?
- C)** How were the stone heads on Mount Nemrut made?
- D)** Who were the stone heads on Mount Nemrut built by?



**4. Answer the other questions above.**

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**5. Read text B. What ancient city does the text describe?**

**(B)**

The ancient city which is located near the town of Selçuk in the west of Türkiye is one of the most popular tourist attractions of the country. It was founded as a **seaport** in the 10th century BC, and then it became a very important trade center.

The Ancient City of Ephesus is of great historical value with lots of well-preserved structures. Here are some of them in chronological order. *The Temple of Artemis*, which was built in the 6th century BC, was among the first temples on earth. It is considered one of the Seven **Wonders** of the Ancient World. *The Great Theater* was established in the 3rd century BC. Then it was enlarged during the Roman period. It used to be the largest amphitheater in Anatolia in ancient times with a seating capacity of over 24,000.

*The Terrace Houses* are situated on the hill opposite the Temple of Hadrian. They are also called "the houses of the rich". The oldest building **dates back** to the 1st century BC. People continued to live there until the 7th century AD. Some of the houses have been restored in recent years and they can be visited today. *The Temple of Hadrian* was built at the beginning of the 2nd century AD and was **dedicated** to Emperor Hadrian. It is one of the most beautiful buildings in the historic site. *The Library of Celsus*, which was **constructed** in 117 AD, was the third richest library in ancient times. It still looks impressive, so it attracts lots of attention. The Ancient City of Ephesus was included in the UNESCO World Heritage List in 2015 because it was one of the greatest cities of ancient times.

**6. Look at the pictures of some parts of the ancient city. Choose the one which IS NOT mentioned in text B.**



1. The Great Theater



2. The Library of Celsus



3. The Marble Road



4. The Temple of Hadrian



5. The Temple of Artemis



6. The Terrace Houses

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7. Read text B again and ask appropriate questions to elicit the answers below.

- Near the town of Selçuk.
- In the 10th century BC.
- In the 6th century BC.
- The Great Theater.
- The houses of the rich.
- The 1st century BC.
- Emperor Hadrian.
- The Library of Celsus.
- In 2015.

8. Read the **highlighted** words in text B and work out the meaning from the context. Then write the correct words next to the definitions (a-e).

- to say publicly that something is in someone's honor: .....
- to build something: .....
- a city or town with a port that can be used by ships: .....
- to have existed since a particular time in the past: .....
- something that fills you with great admiration: .....

9. Work in pairs. Take turns to ask and answer questions about texts A and B.

10. Work in pairs and discuss the questions. Support your answers with reasons.

- Which tourist attraction do you think is more interesting, the Mount Nemrut National Park or the Ancient City of Ephesus?
- Have you ever visited the Mount Nemrut National Park and/ or the Ancient City of Ephesus? If yes, do you recommend one/ both of them to your friends?

11. Write a blog post to recommend a few places to visit in Türkiye. Then present it to the class next week.

**DISCUSSION TIME**

- Discuss the question in pairs. Then present your opinions to the class.  
Why are tourist attractions important to a country?
- Work in groups. Discuss the following facts about Türkiye.
  - Almost all the Turkish people believe that our country's culture should be kept.
  - Ramadan in Türkiye is a social ritual to revive the communal relationship apart from a spiritual practice.
  - Hospitality is one of the most important characteristics of the Turkish people.
  - The young have great respect for the old in Türkiye.
  - Mutual respect is important in all types of relationships in Türkiye.
  - Altruism is of great importance to the Turkish people.

See page 149 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.

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**7. Read text B again and ask appropriate questions to elicit the answers below.**

First, attract the students' attention to the answers (1-9). Have Ss read text B again and ask appropriate questions to elicit the answers. Tell them to write the questions in their notebooks. Finally, invite some Ss to present the questions to the class.

**Answer Key: Suggested questions:**

- Where is the ancient city located?
- When was the ancient city founded as a seaport?
- When was the Temple of Artemis built?
- What structure was established in the 3rd century BC?
- What are the Terrace Houses also called?
- When does the oldest building date back to?
- Who was the Temple of Hadrian dedicated to?
- What structure was constructed in

117 AD? (What structure was the third richest library in ancient times?)

**9. When was the Ancient City of Ephesus included in the UNESCO World Heritage List?**

**8. Read the highlighted words in text B and work out the meaning from the context. Then write the correct words next to the definitions (a-e).**

First, have Ss find the highlighted words in text B and work out the meaning from the context. Next, attract the students' attention to the definitions (a-e). Have Ss write the correct words next to the definitions. Finally, check their answers.

**Answer Key:**

- dedicate
- construct
- seaport
- date back
- wonder

**9. Work in pairs. Take turns to ask and answer questions about texts A and B.**

Tell Ss to work in pairs and take turns to ask and answer questions about texts A and B.

**10. Work in pairs and discuss the questions. Support your answers with reasons.**

Have Ss work in pairs and discuss the questions by supporting their answers with reasons. Then ask some Ss to share their answers with the class.

**11. Write a blog post to recommend a few places to visit in Türkiye. Then present it to the class next week.**

Ask Ss to write a blog post to recommend a few places to visit in Türkiye.

Remind them to check it for spelling and grammar mistakes before handing it in next week. Say, "You are supposed to present it to the class next week as well."

### DISCUSSION TIME

1. Discuss the question in pairs. Then present your opinions to the class.

Have Ss work in pairs and discuss the question. Then ask some pairs to share their opinions with the class.

2. Work in groups. Discuss the following facts about Türkiye.

Have Ss work in groups and discuss the sentences (1-6). You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share their opinions with the class.

 See page 149 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 7 on page 149.



#### NOTES

Dotted lines for writing notes.

7. Read text B again and ask appropriate questions to elicit the answers below.

- |                             |                            |                           |
|-----------------------------|----------------------------|---------------------------|
| 1. Near the town of Selçuk. | 4. The Great Theater.      | 7. Emperor Hadrian.       |
| 2. In the 10th century BC.  | 5. The houses of the rich. | 8. The Library of Celsus. |
| 3. In the 6th century BC.   | 6. The 1st century BC.     | 9. In 2015.               |

8. Read the **highlighted** words in text B and work out the meaning from the context. Then write the correct words next to the definitions (a-e).

- a. to say publicly that something is in someone's honor: .....
- b. to build something: .....
- c. a city or town with a port that can be used by ships: .....
- d. to have existed since a particular time in the past: .....
- e. something that fills you with great admiration: .....

9. Work in pairs. Take turns to ask and answer questions about texts A and B.

10. Work in pairs and discuss the questions. Support your answers with reasons.

1. Which tourist attraction do you think is more interesting, the Mount Nemrut National Park or the Ancient City of Ephesus?
2. Have you ever visited the Mount Nemrut National Park and/ or the Ancient City of Ephesus? If yes, do you recommend one/ both of them to your friends?

11. Write a blog post to recommend a few places to visit in Türkiye. Then present it to the class next week.

### DISCUSSION TIME

1. Discuss the question in pairs. Then present your opinions to the class.

Why are tourist attractions important to a country?

2. Work in groups. Discuss the following facts about Türkiye.

1. Almost all the Turkish people believe that our country's culture should be kept.
2. Ramadan in Türkiye is a social ritual to revive the communal relationship apart from a spiritual practice.
3. Hospitality is one of the most important characteristics of the Turkish people.
4. The young have great respect for the old in Türkiye.
5. Mutual respect is important in all types of relationships in Türkiye.
6. Altruism is of great importance to the Turkish people.

 See page 149 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



#### NOTES

Dotted lines for writing notes.

# THEME 8

# SPORTS

## Communicative Functions:

- F1. Reporting news
- F2. Interviewing someone
- F3. Talking about sports

## Language Skills and Learning Outcomes:

### Listening

**E11. 8. L1.** Students will be able to identify the lexis and jargon about extreme sports in a recorded text.

### Pronunciation

**E11. 8. P1.** Students will be able to practise rising and falling intonation in questions.

### Speaking

- E11. 8. S1.** Students will be able to exchange opinions about outdoor/ extreme sports.
- E11. 8. S2.** Students will be able to ask questions to carry out an interview with a sportsperson.

### Reading

**E11. 8. R1.** Students will be able to analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs.

### Writing

**E11. 8. W1.** Students will be able to write a report on the interview they have carried out with a sportsperson.

## Preparatory Questions:

1. Do you do any sports regularly? If yes, which one(s)?
2. Would you rather play or watch sports? Why?
3. Do you prefer traditional or extreme sports? Why?

## LISTENING & SPEAKING (PART- 1)

(F1- F2- F3- L1- P1- S1- S2)

1. Work in pairs. Label the pictures with the extreme sports given below. Use a dictionary if you need to.

First, ask Ss to work in pairs. Next, attract their attention to the extreme sports in the list. Have Ss use them to label the pictures. Finally, check their answers.

### Answer Key:

- |                    |                  |
|--------------------|------------------|
| 1. snowboarding    | 2. skydiving     |
| 3. rafting         | 4. hang-gliding  |
| 5. paragliding     | 6. weightlifting |
| 7. wrestling       | 8. scuba diving  |
| 9. wingsuit flying |                  |

2. Look at the pictures in activity 1 and discuss the questions with your partner.

Have Ss discuss the questions in pairs. Then ask some Ss to share their answers with the class.

3. Brainstorm and complete the mind map in groups.

Have Ss work in groups. Ask them to brainstorm and complete the mind map. Say, "You are supposed to complete the mind map with different extreme sports from the ones in activity 1." Finally, ask the groups to share their answers with the class.

4. Listen to the interview and write the interviewer's questions. (Audio 8.1)

Play the audio. Have Ss listen to the interview and write the interviewer's questions. Then check their answers.

### Answer Key:


1. Are you interested in extreme sports?
2. What extreme sports have you tried so far?
3. What's your favorite extreme sport?
4. When did you try it for the first time?
5. What extreme sports would you like to try in the future?


### LISTENING & SPEAKING


PART - 1

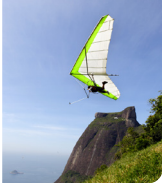
1. Work in pairs. Label the pictures with the extreme sports given below. Use a dictionary if you need to.


scuba diving    wrestling    weightlifting    skydiving    snowboarding  
wingsuit flying    paragliding    hang-gliding    rafting


  
1. \_\_\_\_\_


  
2. \_\_\_\_\_


  
3. \_\_\_\_\_


  
4. \_\_\_\_\_

  
5. \_\_\_\_\_

  
6. \_\_\_\_\_

  
7. \_\_\_\_\_

  
8. \_\_\_\_\_


  
9. \_\_\_\_\_


SAFETY WARNING: DO NOT TRY THESE SPORTS UNLESS PROPERLY TRAINED!

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2. Look at the pictures in activity 1 and discuss the questions with your partner.
 

Have you ever tried any of the extreme sports in the pictures?  
If yes, which one(s)? Did you like the experience(s)? Why/ Why not?  
If not, which one(s) would you like to try? Why?
3. Brainstorm and complete the mind map in groups.
 


4. Listen to the interview and write the interviewer's questions. (Audio 8.1)
 



  1. \_\_\_\_\_ ?
  2. \_\_\_\_\_ ?
  3. \_\_\_\_\_ ?
  4. \_\_\_\_\_ ?
  5. \_\_\_\_\_ ?
5. Listen to the interview again and choose the correct answer.
  1. Claire is interested in extreme sports because she thinks they're ....
 

A) entertaining	B) exciting	C) rewarding
-----------------	-------------	--------------
  2. Claire says her favorite extreme sport is ....
 

A) paragliding	B) windsurfing	C) wingsuit flying
----------------	----------------	--------------------
  3. Claire tried her favorite extreme sport for the first time 2 ---- ago.
 

A) months	B) weeks	C) years
-----------	----------	----------
  4. When she first did it, she was on holiday in ----, a coastal town in Türkiye.
 

A) Akyaka	B) Fethiye	C) Marmaris
-----------	------------	-------------

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*(Audio 8.1)*

**Interviewer:** Hello! I'm Mike Stone, from the magazine *Teen Life*. We're conducting a survey about extreme sports this week. Do you have a few moments? Can you answer my questions?

**Claire:** Yes, of course.

**Interviewer:** What's your name?

**Claire:** I'm Claire.

**Interviewer:** OK, Claire. Here's the first question. Are you interested in extreme sports?

**Claire:** Yes. I'm fond of extreme sports because I think they're exciting.

**Interviewer:** What extreme sports have you tried so far?

**Claire:** Well, I've tried surfing, paragliding and snowboarding.

**Interviewer:** What's your favorite extreme sport?

**Claire:** I love paragliding. It's fascinating. When I go paragliding, I'm in seventh heaven. I feel really overjoyed.

**Interviewer:** When did you try it for the first time?

**Claire:** I went to Türkiye on holiday 2 years ago. I was in Fethiye, a town on the south-west coast. While I was on the beach in Ölüdeniz, I saw lots of paragliders in the sky. They looked so attractive that I decided to try paragliding. Next, I went to Babadağ Mountain and jumped down. While I was flying like a bird over the beautiful beach, I felt extremely happy.

**Interviewer:** What extreme sports would you like to try in the future?

**Claire:** I'd like to try hang-gliding and rafting.

**Interviewer:** OK, Claire. Thank you for your time.


**Claire:** You're welcome.

**5. Listen to the interview again and choose the correct answer.**

Ask Ss to read the gapped sentences and the options. Next, play the audio. Have Ss listen and choose the correct answer. Then check their answers.

**Answer Key:**

1. B    2. A    3. C    4. B

 **NOTES**

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**6. Listen again and choose the correct picture for each question.**

Attract the students' attention to the questions and the pictures. Play the audio. Have Ss listen to the interview again and choose the correct picture for each question. Then check their answers.

**Answer Key:**

1. B      2. C

**7. Work in pairs and discuss the questions. Support your answers with reasons and/ or examples.**

Have Ss discuss the questions in pairs. Finally, ask some Ss to share their answers with the class.

**8. Listen to the interview with the second teenager and tick the picture of his favorite extreme sport. (Audio 8.2)**

Attract the students' attention to the pictures. Play the audio. Have Ss listen to the interview and tick the correct picture. Then check their answers.

**Answer Key:** Picture 3

**(Audio 8.2)**

**Interviewer:** And now, it's your turn. Is it okay if I ask you some questions?

**Dylon:** Sure. Go ahead.

**Interviewer:** All right. What's your name?

**Dylon:** Dylon.

**Interviewer:** Dylon, are you interested in extreme sports?

**Dylon:** Yes. I like them a lot.

**Interviewer:** Why do you like extreme sports?

**Dylon:** Because they're challenging. When you do extreme sports, you feel a sense of achievement. I think that's great.

**Interviewer:** What extreme sports have you tried so far?


**Dylon:** I've tried wrestling, windsurfing and mountain biking.

**Interviewer:** What's your favorite extreme sport?



**Dylon:** It's wrestling. I'm crazy about it. Actually, I'm in the school team. My coach says that I'm gifted in it.

6. Listen again and choose the correct picture for each question.

1. Which of the following IS NOT an extreme sport that Claire has tried before?

A)  B)  C) 

2. Which of the following IS NOT an extreme sport that Claire wants to try in the future?

A)  B)  C) 


7. Work in pairs and discuss the questions. Support your answers with reasons and/ or examples.

1. Claire says that extreme sports are exciting. Do you agree?

2. Have you ever been to Oludeniz in Fethiye? If yes, did you enjoy yourself there? If not, would you like to go there?

3. Have you ever tried paragliding on Babadağ Mountain? If yes, did you like the experience? If not, would you like to try it?

8. Listen to the interview with the second teenager and tick the picture of his favorite extreme sport. (Audio 8.2)

1.   2.   3.  

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**Interviewer:** When did you try it for the first time?

**Dylon:** When I was 14, my cousin Andy suggested going to a wrestling tournament. I accepted, and then I got really fascinated while I was watching it. When I came back, I talked to the coach. Next, he wanted me to wrestle with a boy. Although it was my first game, the coach told me that I had lots of natural talent, and he let me join the team at the drop of a hat.

**Interviewer:** That's great.

**Dylon:** Yes.

**Interviewer:** What extreme sports would you like to try in the future?

**Dylon:** I'd like to try weightlifting and scuba diving.

**Interviewer:** That's all, Dylon. Thank you very much.

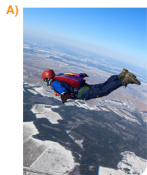
**Dylon:** Don't mention it.

9. Listen to the interview again and tick the correct column for the sentences below.

	TRUE	FALSE	NO INFORMATION
1. Dylan is interested in extreme sports because he thinks they are challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. He tried hang-gliding a few years ago.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He first tried mountain biking when he was on holiday last summer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. His coach tells Dylan that he is gifted in wrestling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. He first watched a wrestling tournament with his uncle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. He tried wrestling for the first time at the age of 11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. His cousin is in the school wrestling team, too.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Dylan was successful when he first wrestled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Listen again and choose the correct picture.

Which of the following IS NOT one of the extreme sports that Dylan would like to try in the future?



11. Work in groups and discuss the following questions. Support your answers with reasons and/ or examples.

1. Are you keen on doing challenging sports?
2. Dylan says when you do extreme sports, you feel a sense of achievement. Do you agree with him?
3. Do you think watching a wrestling tournament is interesting?
4. Would you like to try windsurfing and/ or mountain biking?

➔ See page 143 for Language Structures.

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11. Work in groups and discuss the following questions. Support your answers with reasons and/ or examples.

Have Ss work in groups and discuss the questions. Tell Ss to answer the questions in turn. Then ask some Ss to share their answers with the class.

➔ See page 143 for Language Structures.

Go through the explanations and the examples on page 143 with the class. Next, have Ss do the activity.



## NOTES

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9. Listen to the interview again and tick the correct column for the sentences below.

First, attract the students' attention to the sentences (1-8). Advise Ss to underline the key words in them. Next, play the audio. Have Ss listen to the interview and tick the correct column for the sentences. Finally, check their answers.

### Answer Key:

- |                   |          |
|-------------------|----------|
| 1. True           | 2. False |
| 3. No information | 4. True  |
| 5. False          | 6. False |
| 7. No information | 8. True  |

10. Listen again and choose the correct picture.

Play the audio. Have Ss listen to the interview again and choose the correct picture. Then check their answers.

### Answer Key: A

**12.** Read the role cards below. Follow the instructions and role-play the situation. Then change roles and role-play again.

First, divide the class into 2 groups. Say, “Students A should read the first role card and Students B should read the second one.” Next, they start to role-play. Monitor Ss while they’re doing the activity. Then have pairs change roles and role-play again.

**13.** Work in groups. Take turns to report your partner’s answers to your group members starting as in the example.

Ask Ss to work in groups. Attract their attention to the example given. Tell Ss to look at their partners’ answers to the questions in the interview in activity 12. Next, have them take turns to report their partners’ answers to their group members. Finally, invite some Ss to present the answers to the class.

### IDIOMS/ PROVERBS CORNER

(F1- F2- F3- L1)

**1.** Read the following extracts from the audios. Choose the correct meaning for each idiom in italics.

Have Ss read the extracts and work out the meaning of the idioms from the context. Then ask them to choose the correct meaning for each idiom. Check their answers.

#### Answer Key:

1. A            2. A            3. B

**2.** Work with your partner. Take turns to make example sentences using the idioms in activity 1.

Ask Ss to work with their partners. Have them take turns to make example sentences using the idioms in activity 1. Then ask some Ss to present their sentences to the class.

**12.** Read the role cards below. Follow the instructions and role-play the situation. Then change roles and role-play again.

**STUDENT A**

Imagine you are the interviewer. Ask Student B the questions in activity 4 on page 101 and carry out your interview. Note down his/ her answers.

**STUDENT B**

Imagine Student A is carrying out an interview with you. Answer his/ her questions. You can use your imagination for the answers.

**13.** Work in groups. Take turns to report your partner’s answers to your group members starting as in the example.

*Enderiz says that he’s interested in extreme sports because he thinks they’re fabulous...*

### IDIOMS/ PROVERBS CORNER

**1.** Read the following extracts from the audios. Choose the correct meaning for each idiom in italics.

**Interviewer:** Hello! I’m Mike Stone, from the magazine Teen Life. We’re conducting a survey about extreme sports this week. Do you *have a few moments*? Can you answer my questions?

**Claire:** Yes, of course.

**Claire:** I love paragliding. It’s fascinating. When I go paragliding, I’m *in seventh heaven*. I feel really overjoyed.

**Dylon:** When I came back, I talked to the coach. Next, he wanted me to wrestle with a boy. Although it was my first game, the coach told me that I had lots of natural talent, and he let me join the team *at the drop of a hat*.

1. have a few moments
  - A) have a short period of time available for something
  - B) have two or three moments for something
2. in seventh heaven
  - A) extremely happy
  - B) extremely tired
3. at the drop of a hat
  - A) immediately without talking to the headmaster
  - B) immediately without stopping to think about it

**2.** Work with your partner. Take turns to make example sentences using the idioms in activity 1.

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## NOTES

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**P**RONUNCIATION

1. Study the interviewer's questions in the table below and notice the difference.

Rising intonation in Yes/ No questions	Falling intonation in wh-questions
<ul style="list-style-type: none"> <li>Do you have a few moments?</li> <li>Can you answer my questions?</li> <li>Are you interested in extreme sports?</li> <li>Is it okay if I ask you some questions?</li> </ul>	<ul style="list-style-type: none"> <li>Why do you like extreme sports?</li> <li>What extreme sports have you tried so far?</li> <li>What's your favorite extreme sport?</li> <li>When did you try it for the first time?</li> </ul>

2. Listen to the questions in activity 1 and repeat with the correct intonation. (Audio 8.3)

3. Listen to the following dialogues and repeat with the correct intonation. (Audio 8.4)

1. A: Are you fond of scuba diving? B: Yes, I am.  
 2. A: Have you ever tried rafting? B: No, I haven't.  
 3. A: When did you take up surfing? B: Last summer.  
 4. A: How often do you go mountain biking? B: Twice a month.

4. Act out the dialogues above in pairs. Pay attention to the correct intonation. Then change roles and act them out again.

**V**IDEO **B**LOG **E**NTRY

Work in pairs. Read the following instructions and prepare your video blog entry.

- Imagine one of you is the interviewer, and the other one is a famous sportsperson. Prepare an interview.
- Write the script together. You can use the questions in activity 4 on page 101 or different ones. As for the answers, surf the Net or just use your imagination.
- Choose the roles and record your conversation.
- Then change roles and role-play again. Record this conversation as well.
- Upload your vlog this weekend. Share it on your blog.
- After watching the vlog, you and your partner should fill in the peer evaluation checklists to evaluate each other's fluency and accuracy.

PEER EVALUATION CHECKLIST			
Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory	
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory	

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## PRONUNCIATION

(F1- F2- F3- L1- P1- S1- S2)

1. Study the interviewer's questions in the table below and notice the difference.

Attract the students' attention to the table and tell them to notice the difference in the intonation between Yes/ No questions and wh-questions. Say, "Intonation rises in Yes/ No questions and falls in wh-questions."

2. Listen to the questions in activity 1 and repeat with the correct intonation. (Audio 8.3)

Play the audio. Have Ss listen to the questions in activity 1 and repeat with the correct intonation.

(Audio 8.3)

### Rising intonation in Yes/ No questions:

Do you have a few moments?  
 Can you answer my questions?  
 Are you interested in extreme sports?

Is it okay if I ask you some questions?

### Falling intonation in wh-questions:

Why do you like extreme sports?  
 What extreme sports have you tried so far?  
 What's your favorite extreme sport?  
 When did you try it for the first time?

3. Listen to the following dialogues and repeat with the correct intonation. (Audio 8.4)

Play the audio. Have Ss listen to the dialogues and repeat with the correct intonation.

(Audio 8.4)

1. A: Are you fond of scuba diving?  
 B: Yes, I am.  
 2. A: Have you ever tried rafting?  
 B: No, I haven't.  
 3. A: When did you take up surfing?  
 B: Last summer.  
 4. A: How often do you go mountain biking?  
 B: Twice a month.

4. Act out the dialogues above in pairs. Pay attention to the correct intonation. Then change roles and act them out again.

Have Ss work in pairs and act out the dialogues in activity 3 by paying attention to the correct intonation. Then tell them to change roles and act out the dialogues again.

## VIDEO BLOG ENTRY

(F1- F2- F3- L1- P1- S1- S2)

Work in pairs. Read the following instructions and prepare your video blog entry.

Ask Ss to work in pairs for this activity.

Have them read the instructions. Make sure all the Ss understand how they should prepare their vlogs. Tell them to upload their vlogs this weekend.

Ask Ss to fill in the checklists to evaluate their partners' fluency and accuracy after watching their vlogs.

## LISTENING & SPEAKING (PART- 2)

(F1- F2- F3- L1- P1- S1- S2)

1. **Work in groups. Brainstorm the Turkish sportspeople who are/ were very talented at outdoor/ extreme sports and prepare a list.**

Have Ss work in groups. Ask them to brainstorm and prepare a list. Tell them they can surf the Net if they need to. Finally, invite the groups to read out their lists.

2. **Match the extreme sports below with the pictures. There is an extra sport.**

Attract the students' attention to the extreme sports (a-d) and the pictures (1-3). Have them match the extreme sports with the pictures. Then check their answers.

### Answer Key:

1. d                      2. b                      3. a  
(extra sport: c)

3. **Listen to the speaker and answer the questions. (Audio 8.5)**

Attract the students' attention to the questions. Play the audio. Have Ss listen to the speaker and answer the questions. Then check their answers.

### Answer Key:

1. Yasemin Dalkılıç                      2. freediving






### (Audio 8.5)

Have you ever heard of Yasemin Dalkılıç? She is a famous Turkish sportsperson who has broken many world records. She was born in Ankara in 1979. She says she was very keen on swimming when she was only 3 years old.

When she was 10, she became a licensed swimmer. When she was 14, she was selected for the Turkish National Swimming Team and became a diver there. She represented Türkiye successfully in many tournaments around the world.

When she was a student at Middle East Technical University in Ankara, she joined the freediving club. With that team, she competed so well in the World Freediving Championship in Italy in 1998 that she was regarded as the most successful female freediver there.

**LISTENING & SPEAKING** PART - 2

1. **Work in groups. Brainstorm the Turkish sportspeople who are/ were very talented at outdoor/ extreme sports and prepare a list.** 
2. **Match the extreme sports below with the pictures. There is an extra sport.**  
a. freediving                      b. bungee jumping                      c. parasailing                      d. caving  

3. **Listen to the speaker and answer the questions. (Audio 8.5)** 
  1. Who is the speaker talking about?
  2. Which extreme sport in activity 2 is the sportsperson very talented at?
4. **Listen again and complete the sentences.**
  1. The sportsperson was born in Ankara in .....
  2. At the age of ....., she became a licensed swimmer.
  3. At the age of ....., she was selected for the Turkish National Swimming Team.
  4. When she was a member of the freediving club at Middle East Technical University, she competed very well in the championship in ..... in 1998.
  5. When she broke her first world record in 1999, she dived for ..... meters and remained underwater for 2 minutes 27 seconds without any breathing equipment.
  6. She dived for ..... meters in the year 2000 and became the best female freediver of the world who could dive the deepest.
  7. .... is one of her favorite extreme sports.
5. **Work with your partner and take turns to ask each other questions about the sportsperson in activity 4.**
6. **Work in pairs and discuss the following questions.**
  1. Did you feel proud when you learned about the famous freediver?
  2. Would you like to represent your country internationally in the future? If yes, how?

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Her first world record was in 1999, when she dived for 68 meters and remained underwater for 2 minutes 27 seconds while she had no breathing equipment.

Yasemin Dalkılıç was very talented at freediving, so she managed to break many world records in different categories. One of them was in the year 2000, when she dived for 120 meters, and as a result, she became the best female freediver of the world to dive the deepest.

Yasemin Dalkılıç is interested in various extreme sports as well. She says one of her favorite extreme sports is skiing.

4. **Listen again and complete the sentences.**

Attract the students' attention to the gapped sentences (1-7). Play the audio. Have Ss listen to the speaker again and complete the sentences. Then check their answers.

### Answer Key:

1. 1979                      2. 10                      3. 14                      4. Italy  
5. 68                      6. 120                      7. skiing

7. Discuss the following question in groups. Then share your group's opinions with the class.  
Yasemin Dalkılıç says that everybody can achieve their goals. What do you think?

**READING & WRITING**

1. Discuss the questions in pairs.  
Have you ever heard of Hamza Yerlikaya? What do you know about him?

2. Read the following text and choose the correct answer.  
The text is an extract from a(n) ....

A) autobiography      B) biography      C) interview      D) report

...

**Reporter:** And now, could you please tell us briefly how you started this sport and what happened afterwards?

**Hamza Yerlikaya:** Sure. When I was a child, my father was fond of wrestling. That certainly affected me very much, and I started wrestling in Istanbul at the age of 10. I used to train really hard. Of course, my trainers helped me a lot to improve my talents. The first international tournament which I took part in was the 1991 World Championship in Canada. I was awarded as the fourth best wrestler there. That was very encouraging. In 1993, when I joined the European Championship in Istanbul, I took second place. I also participated in the World Championship in Stockholm in the same year, and I won 3 titles: the champions of the world, Europe and the 1993 Olympics. I was 17 at the time. Thus, I was chosen as "the wrestler of the century" by FILA\*. I felt extremely proud of myself.

**Reporter:** In fact, you have made all the Turkish people feel very proud many times. What is more, FILA has announced that you are in the third place on their list of the 100 greatest wrestlers of all time with your 23 gold, 4 silver and 3 bronze medals. That is terrific! Congratulations!

\*FILA: The International Federation of Associated Wrestling Styles (French: Fédération Internationale des Luttes Associées)

3. Choose the question which CANNOT be answered according to the text.

A) When did Hamza Yerlikaya first represent his country internationally?  
B) How old was he when he was awarded a gold medal for the first time?  
C) How many medals did he win throughout his sports career?  
D) How old was he when he quit competing professionally?

4. Answer the other questions above according to the text.

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## READING & WRITING

(F1- F2- F3- R1- W1)

### 1. Discuss the questions in pairs.

Have Ss discuss the questions in pairs. Then ask some Ss to share their answers with the class.

### 2. Read the following text and choose the correct answer.

First of all, attract the students' attention to the gapped sentence. Next, have Ss read the text and choose the correct answer. Finally, check their answers.

**Answer Key:** C

### 3. Choose the question which CANNOT be answered according to the text.

Have Ss read the text again and choose the question that cannot be answered according to the text. Finally, check their answers.

**Answer Key:** D

### 5. Work with your partner and take turns to ask each other questions about the sportsperson in activity 4.

Ask Ss to work in pairs. Have pairs look at activity 4 again and take turns to ask and answer questions about the sportsperson.

### 6. Work in pairs and discuss the following questions.

Ask Ss to work in pairs and answer the questions in turn. Then ask some Ss to share their answers with the class.

### 7. Discuss the following question in groups. Then share your group's opinions with the class.

Have Ss work in groups and discuss the question. Tell them to support their answers with reasons and/ or examples. Then ask the groups to share their opinions with the class.

### 4. Answer the other questions above according to the text.

Have Ss answer the other questions in activity 3. Check their answers.

**Answer Key:**

A) In 1991.

B) 17.

C) 30.

#### Extra Project Assignment:

- ◆ Have Ss do a project in groups.
- ◆ The topic is "All the sporting achievements deserve public awareness."
- ◆ Tell Ss to prepare a booklet about the Turkish sportspeople's international achievements in the 21st century.
- ◆ Ask Ss to hand in the booklet next week.

**5. Discuss the questions below in pairs.**

Have Ss discuss the questions in pairs.

Then ask some Ss to share their answers with the class.

**6. Choose a Turkish sportsperson and imagine you have interviewed him/her. Write a report on the interview including some information about how he/ she started the sport and what achievements he/ she has made so far. Start as follows.**

Tell Ss to choose a Turkish sportsperson and imagine that they have interviewed him/her. Ask them to write a report on the interview and include some information about how he/ she started the sport and what achievements he/ she has made so far. Say that they can surf the Net for the relevant information.

Tell Ss that they are supposed to hand in their reports next week.

**7. Use the words below to label the extreme sports in the pictures.**

Attract the students' attention to the words in the list. Next, have Ss use them to label the extreme sports in the pictures (1-3). Then check their answers.

**Answer Key:**

1. cliff diving                      2. zorbing  
3. bobsledding

**8. Read the title of the text on the opposite page and look at the pictures. Guess what the text is about. Then read the text and check if your guess is correct.**

Have Ss read the title of the text and look at the pictures. Next, ask Ss to guess what the text is about. Then tell Ss to read the text and check if they have guessed correctly.

**9. Read the text and put the paragraphs (A-E) into the correct order.**

Have Ss read the text and put the paragraphs (A-E) into the correct order. Then check their answers.

**Answer Key:**

1. D            2. A            3. C  
4. E            5. B

5. Discuss the questions below in pairs.


1. Did you feel proud when you read about Hamza Yerlikaya?
2. Which information in the text did you find the most interesting?

6. Choose a Turkish sportsperson and imagine you have interviewed him/ her. Write a report on the interview including some information about how he/ she started the sport and what achievements he/ she has made so far. Start as follows.

I have interviewed the famous sportsperson ..... He/ She says that ...

7. Use the words below to label the extreme sports in the pictures.

bobsledding	cliff diving	zorbing
-------------	--------------	---------




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

8. Read the title of the text on the opposite page and look at the pictures. Guess what the text is about. Then read the text and check if your guess is correct.

9. Read the text and put the paragraphs (A-E) into the correct order.

10. Choose the information which is false according to the text.

- A) Extreme sports like rafting and snowboarding have been well-known for a long time.
- B) Cliff divers should get proper training so that they can do the sport safely.
- C) Riders roll downhill inside a giant plastic ball when they perform zorbing.
- D) Bobsledders use various protection equipment as the sport is really risky.



11. Read the **highlighted** words in the text and work out the meaning from the context. Then write the correct words next to the definitions (1-4).

1. (of glass, plastic, etc.) allowing you to see through it: .....
2. a person trying to find or get the thing mentioned: .....
3. a period of ten years: .....
4. a powerful effect that something has on somebody: .....

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**10. Choose the information which is false according to the text.**

Attract the students' attention to the options (A-D). Ask them to read the text again and choose the information which is false according to the text. Then check their answers.

**Answer Key:** D

**11. Read the highlighted words in the text and work out the meaning from the context. Then write the correct words next to the definitions (1-4).**

Have Ss read the text and find the highlighted words. Tell them to read the sentences which include them and work out the meaning from the context. Have Ss write the words next to the definitions.

**Answer Key:**

1. transparent                      2. seeker  
3. decade                          4. impact

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LATEST ARTICLES  
Published on 9 April 2022

**ARE YOU INTO EXTREME SPORTS? IF YES, ADD YOUR EXPERIENCES.**

**A** On the other hand, there are some uncommon ones which have been included in the list of popular extreme sports in recent years. One of them is called **cliff diving**. It is defined as the acrobatic perfection of diving into water from a cliff. The sport is very risky, so it should be done only by athletes who have gone through proper training to perform it safely. This extreme sport certainly requires incredible concentration.

**B** These sports are regarded as extremely challenging since they usually involve height, speed or great physical effort. Extreme sports are definitely essential to the lives of thrill **seekers**. Here are only a few examples. Can you add more? Please share your experiences with us.

**C** Secondly, **zorb**ing is a new type of extreme sports. It is described as the sport of rolling downhill inside an orb, which is a kind of giant ball that is made of **transparent** plastic. The plastic ball is double walled, so riders are protected from the full **impact** of hitting the ground many times. The sport, however, is not recommended to people who feel dizzy easily.

**D** Extreme sports are activities with a high level of danger and a large amount of excitement. Many people who love adventure are really keen on these sports. There are lots of well-known extreme sports such as rock climbing, rafting, bungee jumping, skydiving, snowboarding and surfing. They have been popular all around the world for many **decades**.

**E** Another example is **bobsledding**. To do this winter sport, teams of two or four members race down a narrow icy track in special high-tech sleds. The only thing that protects bobsledders in a crash is the helmet, so they take a big risk. It is a timed sport and the winners are determined according to the teams' times.

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12. Read the text again and discuss the following questions in pairs. Support your answers with reasons and/ or examples.

Ask Ss to work in pairs and read the text again. Have pairs take turns to answer the questions. Remind them to support their answers with reasons and/ or examples. Then ask some Ss to share their answers with the class.

### Answer Key:

1. Rock climbing, rafting, bungee jumping, skydiving, snowboarding, surfing. & Students' own answers
2. Students' own answers
3. Students' own answers

### E-PORTFOLIO ENTRY

(F1- F3- S1- P1)

Read the instructions below and do the project.

Have Ss read the instructions. Tell them that they are supposed to hand in their projects next week.

12. Read the text again and discuss the following questions in pairs. Support your answers with reasons and/ or examples.

1. Which of the common extreme sports below are mentioned in the text? Circle them and say which one you think is more amusing than the others.

♦ rock climbing	♦ bungee jumping	♦ caving
♦ rafting	♦ parasailing	♦ snowboarding
♦ windsurfing	♦ skydiving	♦ surfing

2. Which of the uncommon extreme sports in the text would you like to try? Cliff diving, zorb or bobsledding?

3. Are you a thrill seeker? Do you know anyone who you can describe as a thrill seeker?


**E-PORTFOLIO ENTRY**

Read the instructions below and do the project.

- ♦ Choose an example of uncommon extreme sports, and surf the Net to get some information about it.
- ♦ Use the information to write some sentences about the sport. Check them for spelling and grammar mistakes.
- ♦ Prepare a slide show using the sentences. Remember to add related visuals.
- ♦ Hand in your project next week. After your teacher checks it, upload it to your blog.
- ♦ Finally, present your slide show to the class.

**DISCUSSION TIME**

1. Work in groups and discuss the following quote. Then present your group's opinions to the class.



Atatürk once said, "I like sportspeople who are smart, agile and also well-behaved."

2. Discuss the following questions in groups. Then share your group's opinions with the class.

Many psychologists say that doing sports helps teens develop and maintain friendships. Do you agree? Why/ Why not?

See page 149 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.

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### DISCUSSION TIME

1. Work in groups and discuss the following quote. Then present your group's opinions to the class.

Have Ss work in groups and discuss the quote. You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to present their opinions to the class.

2. Discuss the following questions in groups. Then share your group's opinions with the class.

Have Ss work in groups and discuss the questions. You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share their opinions with the class.

See page 149 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 8 on page 149.

# THEME 9

# MY FRIENDS

## Communicative Functions:

- F1. Describing events, places and people
- F2. Asking for and giving clarification

## Language Skills and Learning Outcomes:

### Listening

**E11. 9. L1.** Students will be able to organize specific information in a narrative about a person or an event.

### Pronunciation

**E11. 9. P1.** Students will be able to practise the pronunciation of assimilation and elision.

### Speaking

**E11. 9. S1.** Students will be able to ask and answer questions to clarify a well-known/ common person or a place.

### Reading

**E11. 9. R1.** Students will be able to scan online and printed newspaper articles about well-known people to find out personal details.

### Writing

**E11. 9. W1.** Students will be able to write a text about their teachers and friends for a school magazine.

**E11. 9. W2.** Students will be able to write a booklet to describe their hometown.

## Preparatory Questions:

1. We like some people more than others. What characteristics affect you a lot when you make new friends?
2. Do you have friends that you open your heart to?
3. Have you ever had friends that supported you through hard times?
4. Some people say that the world is a better place with our friends. Do you agree? Why/ Why not?

## LISTENING & SPEAKING

PART - 1



1. Label the pictures using the adjectives in the list. There is an extra adjective.

lazy helpful trustworthy generous outgoing  
adventurous hardworking shy bad-tempered



1. .... 2. .... 3. .... 4. ....



5. .... 6. .... 7. .... 8. ....

2. Complete the sentences using the correct adjectives. There are 2 extra adjectives.

selfish responsible honest arrogant stingy  
easygoing punctual polite patient loyal

- Someone who is ..... always tells the truth and is not likely to steal or cheat.
- Someone who is ..... usually does something or arrives somewhere at the right time, not late.
- Someone who is ..... is generally unwilling to spend money.
- Someone who is ..... only thinks of his/ her own advantage.
- Someone who is ..... is unpleasantly proud and behaves as if he/ she is more important than other people.
- Someone who is ..... remains constant in his/ her support for a person.
- Someone who is ..... is usually relaxed and not easily upset or worried.
- Someone who is ..... is not rude and often says 'Please' and 'Thank you'.

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## LISTENING & SPEAKING (PART- 1)

(F1- F2- L1- P1- S1)

1. Label the pictures using the adjectives in the list. There is an extra adjective.

First of all, attract the students' attention to the adjectives in the list. Next, have Ss use them to label the pictures (1-8).

**Answer Key:**

- generous
- helpful
- hardworking
- bad-tempered
- outgoing
- adventurous
- shy
- lazy

(extra adjective: trustworthy)

2. Complete the sentences using the correct adjectives. There are 2 extra adjectives.

First of all, attract the students' attention to the adjectives in the list. Next, have Ss use them to complete the sentences (1-8).

**Answer Key:**

- honest
- punctual
- stingy
- selfish
- arrogant
- loyal
- easygoing
- polite

(extra adjectives: responsible - patient)

3. Choose the correct adjectives from the list below and complete the table.

Personality Adjectives				
Positive				Negative

supportive, jealous, moody, unfriendly, thoughtful  
bossy, respectful, modest, intolerant, irresponsible  
optimistic, cheerful, impatient, reliable, kind  
pessimistic, stubborn, self-confident, dishonest, organized

See page 144 for Language Structures.

4. Read the speech bubbles. Which one(s) do you agree with? What's your opinion?

- In my opinion, a true friend is someone who is tolerant and supportive.
- I think a true friend is someone who is patient, kind and easygoing.
- In my view, a true friend is someone who is honest and reliable.
- The way I see it, true companions are those who keep promises.
- I believe true companions are those who show respect to each other.
- I suppose true companions are people who are not selfish or bossy.

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➔ See page 144 for Language Structures.

Go through the explanations and the examples on page 144 with the class. Next, have Ss do the activity.

**4. Read the speech bubbles. Which one(s) do you agree with? What's your opinion?**

First, attract the students' attention to the speech bubbles. Ask them which one(s) they agree with. Moreover, encourage Ss to express their own opinions.

**5. Listen to Tracy talking about her best friend and circle the correct alternative in the following sentences. (Audio 9.1)**

First, tell Ss to read the sentences (1-5). Next, play the audio. Have Ss listen and circle the correct alternative in each sentence. You had better play the audio again. Ask Ss to listen again to see if they have circled the correct alternatives. Then check their answers.

**Answer Key:**

- |                |               |
|----------------|---------------|
| 1. kind        | 2. thoughtful |
| 3. selfish     | 4. modest     |
| 5. trustworthy |               |

**(Audio 9.1)**

My best friend is Mia. I like her a lot. I think she's got a wonderful personality. First of all, Mia is a very kind person. I believe her kindness is one of her greatest strengths. Secondly, she's so thoughtful. She always thinks about how she can help her friends. She also avoids making people upset. She's someone who cares about other people's feelings. She's not selfish at all. I can't stand people who only think of their own pleasure.

She's really modest as well. I think that's great. What's more, Mia is so honest and trustworthy that I can describe her as a straight arrow. All in all, she's very special to me. I hope our friendship will never end.

**3. Choose the correct adjectives from the list below and complete the table.**

- |             |            |                |            |               |
|-------------|------------|----------------|------------|---------------|
| supportive  | jealous    | moody          | unfriendly | thoughtful    |
| bossy       | respectful | modest         | intolerant | irresponsible |
| optimistic  | cheerful   | impatient      | reliable   | kind          |
| pessimistic | stubborn   | self-confident | dishonest  | organized     |

Personality Adjectives	
Positive	Negative

➔ See page 144 for Language Structures.

**4. Read the speech bubbles. Which one(s) do you agree with? What's your opinion?**

1. In my opinion, a true friend is someone who is tolerant and supportive.	2. I think a true friend is someone who is patient, kind and easygoing.	3. In my view, a true friend is someone who is honest and reliable.
		
4. The way I see it, true companions are those who keep promises.	5. I believe true companions are those who show respect to each other.	6. I suppose true companions are people who are not selfish or bossy.
		

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**5. Listen to Tracy talking about her best friend and circle the correct alternative in the following sentences. (Audio 9.1)**

- According to Tracy, her best friend Mia is a very **kind / generous** person.
- Tracy thinks Mia is a **thoughtful / loyal** friend.
- Tracy believes Mia is not a **bad-tempered / selfish** person.
- Tracy says that Mia is really **just / modest**.
- According to Tracy, Mia is very **trustworthy / self-confident**.

**6. Work in pairs and look at activity 5. Ask and answer as in the example.**

- A:** Is Tracy's best friend someone who is kind or generous?  
**B:** She is someone who is kind.

**7. Listen to Tracy and tick the correct sentences. (Audio 9.2)**

- Tracy met Mia for the first time 3 years ago.
- Tracy went to the park for a picnic with her grandmother.
- Tracy called an ambulance when her grandmother felt ill in the park.
- According to Tracy, Mia is a helpful and supportive person.
- Tracy is going to a pop concert with Mia next week.

**8. Complete the sentences with the correct personality adjectives.**

- I think my best friend is someone who is ..... and .....
- I believe my best friend is someone who is not ..... or .....

**9. Work in pairs and read the role cards below. Follow the instructions and role-play the situation. Then change roles and role-play again.**

<p><b>STUDENT A</b></p> <p>Imagine you are interviewing Student B for the school magazine. Ask the following questions.</p> <p>Who is your best friend? Why?          Can you tell me the day when you met her/ him for the first time?</p>	<p><b>STUDENT B</b></p> <p>Imagine Student A is carrying out an interview with you for the school magazine.</p> <p>Listen to Student A's questions and answer them. Include some information about your best friend's personality.</p>
---	--

**10. Work in groups. Ask each other questions and find the person who is the most generous/ adventurous/ punctual/ stubborn/ polite/ optimistic/ pessimistic in your group. Then share the results with the class as in the example.**

Sermet is the person who is the most generous in our group...

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**6. Work in pairs and look at activity 5. Ask and answer as in the example.**

Ask Ss to work in pairs. It's advisable to tell them to work with different partners for this activity. Have them look at activity 5 and take turns to ask and answer as in the example. Finally, invite some pairs to present their dialogues to the class.

**Answer Key: Suggested dialogues:**

**2. A:** Is Tracy's best friend someone who is thoughtful or loyal?

**B:** She is someone who is thoughtful.

**3. A:** Is Tracy's best friend someone who is not bad-tempered or selfish?

**B:** She is someone who is not selfish.

**4. A:** Is Tracy's best friend someone who is just or modest?

**B:** She is someone who is modest.

**5. A:** Is Tracy's best friend someone who is trustworthy or self-confident?

**B:** She is someone who is trustworthy.

**7. Listen to Tracy and tick the correct sentences. (Audio 9.2)**

First, attract the students' attention to the sentences (1-5). Advise Ss to underline the key words in them. Next, play the audio. Have Ss listen and tick the correct sentences. It's advisable to play the audio again. Ask Ss to listen again to see if they have ticked the correct sentences. Then check their answers.

**Answer Key:**

Sentences 2, 4 and 5

**(Audio 9.2)**

I'd like to tell you the day when I met Mia for the first time. That was 2 years ago. I was staying with my grandma. The weather was fantastic that day, so we decided to go to the park for a picnic.

The place where we were having our sandwiches was wonderful. A girl who looked as old as me was sitting on a bench near us and reading a book.

Everything was great, but my grandma

suddenly felt very bad. I got into a panic and I started to cry. I didn't know what to do. The girl immediately ran to help us. Next, she called an ambulance. She even got into the ambulance with us and waited at the hospital for hours. Meanwhile, I learned that her name was Mia. She was so friendly and helpful that I liked her a lot.

Luckily, my grandma began feeling better soon. As I was saying goodbye to Mia, I thanked her very much and gave her my phone number because both of us wanted to meet again.

Now Mia is my best friend. We have a lot in common. Actually, we are like two peas in a pod, so we have good fun together.

I feel that Mia is the right person when I need a shoulder to cry on. She always listens to me patiently when I tell her my problems. She's so supportive.

We see each other very often. We're planning to go to a pop concert next week.

I hope we'll be good friends forever.

**8. Complete the sentences with the correct personality adjectives.**

Attract the students' attention to the gapped sentences. Have Ss complete them in their own words. Ask them to share their answers with the class.

**9. Work in pairs and read the role cards below. Follow the instructions and role-play the situation. Then change roles and role-play again.**

First, divide the class into 2 groups. Next, say, "Students A should read the first role card and Students B should read the second one."

Next, they start to role-play. Monitor Ss while they're doing the activity. Then have pairs change roles and role-play again. Finally, invite some pairs to present their dialogues to the class.

10. Work in groups. Ask each other questions and find the person who is the most generous/ adventurous/ punctual/ stubborn/ polite/ optimistic/ pessimistic in your group. Then share the results with the class as in the example.

Ask Ss to work in groups. Attract their attention to the example given.

Have Ss find the person who is the most generous/ adventurous/ punctual/ stubborn/ polite/ optimistic/ pessimistic in their groups. Then ask them to share the results with the class as in the example.

It's advisable to tell Ss that they can ask each other questions like "Do you think you are a generous person? If yes, why do you think so?", and so on. In this way, they can support their answers with reasons and/ or examples. In addition, it will be easier to find the right people.

## IDIOMS/ PROVERBS CORNER

(F1- L1)

1. Read what Tracy says about her best friend. Pay attention to the idioms in italics and work out the meaning from the context.

Have Ss read what Tracy says about her best friend. Tell them to pay attention to the idioms in italics and work out the meaning from the context.

2. Replace the underlined phrases below with the correct idioms.

Attract the students' attention to the underlined phrases in the sentences (1-3). Have Ss replace the phrases with the correct idioms. Then check their answers.

### Answer Key:

1. a shoulder to cry on
2. like two peas in a pod
3. a straight arrow

5. Listen to Tracy talking about her best friend and circle the correct alternative in the following sentences. (Audio 9.1)



1. According to Tracy, her best friend Mia is a very **kind / generous** person.
2. Tracy thinks Mia is a **thoughtful / loyal** friend.
3. Tracy believes Mia is not a **bad-tempered / selfish** person.
4. Tracy says that Mia is really **just / modest**.
5. According to Tracy, Mia is very **trustworthy / self-confident**.

6. Work in pairs and look at activity 5. Ask and answer as in the example.

- A: Is Tracy's best friend someone who is kind or generous?  
B: She is someone who is kind.

7. Listen to Tracy and tick the correct sentences. (Audio 9.2)



1. Tracy met Mia for the first time 3 years ago.
2. Tracy went to the park for a picnic with her grandmother.
3. Tracy called an ambulance when her grandmother felt ill in the park.
4. According to Tracy, Mia is a helpful and supportive person.
5. Tracy is going to a pop concert with Mia next week.

8. Complete the sentences with the correct personality adjectives.

1. I think my best friend is someone who is ..... and .....
2. I believe my best friend is someone who is not ..... or .....

9. Work in pairs and read the role cards below. Follow the instructions and role-play the situation. Then change roles and role-play again.



- |   |  |
|---|--|
| <p><b>STUDENT A</b></p> <p>Imagine you are interviewing Student B for the school magazine. Ask the following questions.</p> <p><i>Who is your best friend? Why?</i></p> <p><i>Can you tell me the day when you met her/ him for the first time?</i></p> | <p><b>STUDENT B</b></p> <p>Imagine Student A is carrying out an interview with you for the school magazine.</p> <p>Listen to Student A's questions and answer them. Include some information about your best friend's personality.</p> |
|---|--|

10. Work in groups. Ask each other questions and find the person who is the most generous/ adventurous/ punctual/ stubborn/ polite/ optimistic/ pessimistic in your group. Then share the results with the class as in the example.

*Semet is the person who is the most generous in our group...*

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## IDIOMS/ PROVERBS CORNER



1. Read what Tracy says about her best friend. Pay attention to the idioms in italics and work out the meaning from the context.

"Mia is so honest and trustworthy that I can describe her as *a straight arrow*."

"We have a lot in common. Actually, we are *like two peas in a pod*, so we have good fun together."

"I feel that Mia is the right person when I need a *shoulder to cry on*. She always listens to me patiently when I tell her my problems. She's so supportive."



2. Replace the underlined phrases below with the correct idioms.

1. I wish you had been here yesterday. I was depressed and needed someone who could listen to me sympathetically. ....
2. Both of them are shy and pessimistic. In fact, they're very similar in character. ....
3. Her sister is someone who is very honest. She never tells a lie. ....

3. Work in pairs. Take turns to describe some people you know by using the idioms.

## Pronunciation



1. Study the following dictionary entries.

**assimilation** noun [U]

the fact of a speech sound being influenced by the sound that comes before or after it  
e.g. The phrase "good boy" is often pronounced as /gʊbɔɪ/ in rapid speech.

**elision** noun [C or U]

the fact of not pronouncing a particular sound in a word while talking fast  
e.g. The conjunction "and" is pronounced as /ænd/ by itself, but in the normal use of the phrase "you and me", we usually say /ən/, as in /juənmi/.

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2. The following examples are from the audios. Listen and repeat. (Audio 9.3)

assimilation	grandma /'græm.mə:/ - that day /ðætdeɪ/ - goodbye /gʊb'baɪ/
elision	kindness /'kainəs/ - friendship /'frenʃɪp/ - next week /nekswi:k/

3. Listen to the examples of assimilation in the third column below and repeat. (Audio 9.4)

	phrase	no assimilation	assimilation
1.	good night	/gʊd'naɪt/	/gʊnnaɪt/
2.	give me a pen	/'gɪv.mi: ə'pen/	/'gɪm.mi: ə'pen/
3.	in the garden	/'ɪn.ðə'gɑ:dn/	/'ɪnnə'gɑ:dn/
4.	who's that	/'hu:z.ðæt/	/'hu:zæ:t/

4. Listen to the examples of elision in the third column below and repeat. (Audio 9.5)

	word	no elision	elision
1.	tonight	/'tʌ'naɪt/	/'t'naɪt/
2.	dustbin	/'dʌst.bɪn/	/'dʌs.bɪn/
3.	correct	/'kɔ'rekt/	/'k'rekt/
4.	standby	/'stænd.baɪ/	/'stæn.baɪ/

5. Listen to the following words and phrases. Write A for assimilation and E for elision. (Audio 9.6)

1. better than me	2. perhaps	3. I don't know
4. that person	5. I must go	6. he might come
7. today	8. postman	9. in this way

6. Work in pairs and take turns to practise saying the words and phrases in activity 5.

### 3. Work in pairs. Take turns to describe some people you know by using the idioms.

Ask Ss to work with their partners. Have them take turns to make example sentences by using the idioms in activity 1 in order to describe some people they know. Then ask some Ss to present their sentences to the class.

## PRONUNCIATION

### (F1- L1- P1)

#### 1. Study the following dictionary entries.

Attract the students' attention to the dictionary entries. Make sure they understand them.

#### 2. The following examples are from the audios. Listen and repeat. (Audio 9.3)

Attract the students' attention to the examples in the table. Ask them to translate the terms *assimilation* and *elision* into Turkish.

(assimilation: Ses/ Ünsüz benzeşmesi)

(elision: Ses düşmesi)

Next, play the audio. Have Ss listen to the examples and repeat.

Then tell them to look at the words *grandma*, *goodbye*, *kindness* and *friendship*. And say when the pronunciation of a word is shown in the International Phonetic Alphabet, a symbol called *stress mark* (similar to an apostrophe) is used before the syllable that receives the most stress (primary stress) in the word.

#### (Audio 9.3)

##### assimilation:

grandma /'græm.mə:/

that day /ðætdeɪ/

goodbye /gʊb'baɪ/

##### elision:

kindness /'kainəs/

friendship /'frenʃɪp/

next week /nekswi:k/

#### 3. Listen to the examples of assimilation in the third column below and repeat. (Audio 9.4)

Attract the students' attention to the table. Study the table with the class. Tell them to pay attention to the examples of assimilation in the third column.

Then play the audio. Have Ss listen to the examples of assimilation in the third column and repeat.

#### (Audio 9.4)

##### assimilation:

1. (good night) /gʊnnaɪt/

2. (give me a pen) /'gɪm.mi: ə'pen/

3. (in the garden) /'ɪnnə'gɑ:dn/

4. (who's that) /'hu:zæ:t/



## NOTES

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.....

**4. Listen to the examples of elision in the third column below and repeat. (Audio 9.5)**

Attract the students' attention to the table. Study the table with the class. Tell them to pay attention to the examples of elision in the third column.

Next, play the audio. Have Ss listen to the examples of elision in the third column and repeat.

(Audio 9.5)

**elision:**

1. (tonight) /t'naɪt/
2. (dustbin) /'dʌs.bɪn/
3. (correct) /k'rekt/
4. (standby) /'stænd.baɪ/

**5. Listen to the following words and phrases. Write A for assimilation and E for elision. (Audio 9.6)**

Attract the students' attention to the words and phrases (1-9). Next, play the audio. Have Ss listen to the words and phrases and write A for assimilation and E for elision. You can play the audio again. Tell Ss to listen again and check their answers. Then check their answers.

**Answer Key:**

- |      |      |      |      |
|------|------|------|------|
| 1. A | 2. E | 3. E | 4. A |
| 5. E | 6. A | 7. E | 8. E |
| 9. A |      |      |      |

(Audio 9.6)

1. better than me /'betə ðəm'mi:/
2. perhaps /p'hæps/
3. I don't know /,aɪdə'nəʊ/
4. that person /ðæt'pɜ:sən/
5. I must go /,aɪməs'gəʊ/
6. he might come /hi,mɑ:k'kʌm/
7. today /t'deɪ/
8. postman /'pəʊsmən/
9. in this way /ɪn'nəs,weɪ/

**6. Work in pairs and take turns to practise saying the words and phrases in activity 5.**

2. The following examples are from the audios. Listen and repeat. (Audio 9.3)

assimilation	grandma /'græm.mə/ - that day /ðætdeɪ/ - goodbye /gəʊb'baɪ/
elision	kindness /'kɪnəs/ - friendship /'frendʃɪp/ - next week /nekswi:k/

3. Listen to the examples of assimilation in the third column below and repeat. (Audio 9.4)

	phrase	no assimilation	assimilation
1.	good night	/gʊd'naɪt/	/gɒnnaɪt/
2.	give me a pen	/gɪv.mi:ə'pen/	/gɪmɪ:ə'pen/
3.	in the garden	/ɪn.ə'gɑ:dn/	/ɪnə'gɑ:dn/
4.	who's that	/hu:z.ðæt/	/hu:zæ:t/

4. Listen to the examples of elision in the third column below and repeat. (Audio 9.5)

	word	no elision	elision
1.	tonight	/tə'naɪt/	/t'naɪt/
2.	dustbin	/'dʌst.bɪn/	/'dʌs.bɪn/
3.	correct	/'kɔ'rekt/	/'k'rekt/
4.	standby	/'stænd.baɪ/	/'stæn.baɪ/

5. Listen to the following words and phrases. Write A for assimilation and E for elision. (Audio 9.6)

1. better than me	2. perhaps	3. I don't know
4. that person	5. I must go	6. he might come
7. today	8. postman	9. in this way

6. Work in pairs and take turns to practise saying the words and phrases in activity 5.

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Ask Ss to work with their partners. Have them take turns to practise saying the words and phrases in activity 5.


**Note:**

It's advisable to write the following common assimilation examples on the board and have Ss practise saying them.

would you /wʊdʒu:/

did you /dɪdʒu:/

won't you /wʊntʃu:/

 **NOTES**

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**3. Look at activity 2 with your partner and ask each other questions as in the example.**

Ask Ss to work in pairs. Attract their attention to the example given. Next, have them look at activity 2 and ask each other questions as in the example.

**Answer Key: Suggested questions and answers:**

1. Who is the person that Alper sat with on the way to Cappadocia? Ata is the person that Alper sat with on the way to Cappadocia.
2. Who is the person that has a good sense of humor? Atilla is the person that has a good sense of humor.
3. Who is the person that was kind and easygoing during the trip? Mr Rock is the person that was kind and easygoing during the trip.
4. Who is the person that was patient and tolerant during the trip? Ms Easton is the person that was patient and tolerant during the trip.

**4. Listen to the rest of Alper's speech. Write the places below in the correct sentences. (Audio 9.8)**

First, attract the students' attention to the pictures. Say, "In the first picture, we can see the Ihlara Valley. In the second picture, we can see the Derinkuyu Underground City. In the third picture, we can see the Uçhisar Castle. These places are in Cappadocia."

Then tell Ss to read the sentences (1-3). Next, play the audio. Have Ss listen to the rest of Alper's speech and write the places in the correct sentences. You'd better play the audio again. Have Ss listen again to check their answers. Finally, check their answers.

**Answer Key:**

1. the Derinkuyu Underground City
2. the Uçhisar Castle
3. the Ihlara Valley




**(Audio 9.8)**

Cappadocia is a unique tourist attraction

**LISTENING & SPEAKING** PART - 2

1. Discuss the questions with your partner.  
Have you ever been to Cappadocia? If yes, did you like the region? Why/ Why not?
2. Listen to Alper's speech about a school trip. Match the phrases (1-4) with the names (a-e). There's an extra name. (Audio 9.7)
 

<input type="radio"/> 1. the person who Alper sat with on the way to Cappadocia <input type="radio"/> 2. the person who has a good sense of humor <input type="radio"/> 3. the person who was kind and easygoing during the trip <input type="radio"/> 4. the person who was patient and tolerant during the trip	<input type="radio"/> a. Emre <input type="radio"/> b. Ms Easton <input type="radio"/> c. Atilla <input type="radio"/> d. Mr Rock <input type="radio"/> e. Ata
--	--
3. Look at activity 2 with your partner and ask each other questions as in the example.  
Who is the person that Alper sat with on the way to Cappadocia?
4. Listen to the rest of Alper's speech. Write the places below in the correct sentences. (Audio 9.8)
 

  1. In \_\_\_\_\_, Alper and his friends saw the caves and tunnels from thousands of years ago.
  2. In \_\_\_\_\_, they watched the picturesque sunset and the wonderful panoramic view of the valley.
  3. In \_\_\_\_\_, they discovered the natural beauty in the canyon.
5. Look at activity 4 with your partner and ask each other questions as in the example.  
What was the place where the students saw the caves and tunnels from thousands of years ago?
6. Work in groups and discuss the following question.  
Have you ever been to any of the places in activity 4? If yes, share the experience(s) with your group members.

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in Türkiye. We had a great time there. I'd like to tell you only some of the main parts of our school trip.

On Saturday, we went to the Ihlara Valley, which is a beautiful canyon along the Melendiz River. We discovered the natural beauty there.

After that, we went through the Derinkuyu Underground City, which is the largest one in Türkiye. We saw the caves and tunnels which were made thousands of years ago.

On Sunday afternoon, we visited the Uçhisar Castle, where we could watch the picturesque sunset and the wonderful panoramic view of the valley below.

I had a fantastic weekend in Cappadocia. I'll always remember that school trip.

**5. Look at activity 4 with your partner and ask each other questions as in the example.**

Have Ss work in pairs. Tell them to look at activity 4 and ask each other questions as in the example.

## E-PORTFOLIO ENTRY

Read the instructions below and do the project.

- Imagine you are supposed to write a paragraph to describe some of your teachers and classmates for the school magazine. Include some sentences as follows.  
*My classmate Hanife is someone who has a good sense of humor.*  
*Mr Black, who is our maths teacher, is usually patient and supportive.*
- Hand in your project next week. When your teacher gives it back, take a photo of your paragraph and upload it to your blog.

## VIDEO BLOG ENTRY

Read the following instructions and prepare your video blog entry.

- Imagine you're organizing a school trip. Choose a place which is in your country or abroad, and surf the Net to get some information about the activities that you can do there.
- Use the information to write some sentences to describe the place. Check them for spelling and grammar mistakes. Include some sentences as follows.  
*The place where we can go rafting on our school trip is the Çoruh River.*
- Read your sentences aloud and record yourself. Next, combine your audio recording with some related visuals. Make a video blog entry.
- Upload your vlog this weekend. Share it on your blog.
- After watching the video, your partner should evaluate you.

### PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



## READING & WRITING

- Discuss the questions with your partner.
  - What is the name of your hometown? Do you still live there?
  - Did you use to live in your hometown when you were a child? If yes, were you happy to live there? If not, where did you use to live?
  - What games did you use to play with your childhood friends?

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### Answer Key: Suggested questions and answers:

1. What was the place where the students saw the caves and tunnels from thousands of years ago? The Derinkuyu Underground City was the place where the students saw the caves and tunnels from thousands of years ago.
  2. What was the place where the students watched the picturesque sunset and the wonderful panoramic view of the valley? The Uçhisar Castle was the place where the students watched the picturesque sunset and the wonderful panoramic view of the valley.
  3. What was the place where the students discovered the natural beauty in the canyon? The Ihlara Valley was the place where the students discovered the natural beauty in the canyon.
6. **Work in groups and discuss the following question.**  
Have Ss work in groups and discuss the

question. You should monitor Ss during the activity and provide help if necessary. Finally, ask some Ss to share their answers with the class.

## E-PORTFOLIO ENTRY

(F1- W1)

**Read the instructions below and do the project.**

Have Ss read the instructions. Tell them that they are supposed to hand in their projects next week.

## VIDEO BLOG ENTRY

(F1- W1- W2- S1- L1)

**Read the following instructions and prepare your video blog entry.**

Have Ss read the instructions. Make sure all the Ss understand how they should prepare their vlogs. Tell them to upload their vlogs this weekend.

Ask Ss to fill in the peer evaluation checklists to evaluate their partners' fluency and accuracy after watching their vlogs.

## READING & WRITING

(F1- F2- R1- W1- W2)

1. **Discuss the questions with your partner.**

Have Ss discuss the questions in pairs. Then ask some Ss to share their answers with the class.

It's advisable to make a list of childhood games on the board when Ss give their answers to question 3. If necessary, you should add the following games to the list: dodgeball, blind man's buff, hide and seek, hopscotch, Chinese whispers, etc.



## NOTES

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**2. Read the text and underline the correct alternative in the sentence below.**

Have Ss read the text and underline the correct alternative in the sentence. Finally, check their answers.

**Answer Key:** a discussion forum

**3. Read the post above and choose the correct answer.**

First of all, attract the students' attention to the question and the options. Next, have Ss read the text again and choose the correct answer. Finally, check their answers. Write the following information on the board: next door (adverb), next-door (adjective).


**Answer Key:** D

**4. Work in pairs. Ask and answer the following questions in turn.**

Tell Ss to work in pairs. Have them take turns to ask and answer the questions. Then ask some Ss to share their answers with the class.

**Answer Key:**

1. Hide and seek, dodgeball and hopscotch were the games which Yeliz used to play with her childhood friends./ The games which Yeliz used to play with her childhood friends were hide and seek, dodgeball and hopscotch.
2. Edremit was the place where Yeliz, Beyza and their families used to go swimming./ The place where Yeliz, Beyza and their families used to go swimming was Edremit.
3. Akdamar Island and the Muradiye Waterfall were the places where Yeliz, Beyza and their families used to go for a picnic./ The places where Yeliz, Beyza and their families used to go for a picnic were Akdamar Island and the Muradiye Waterfall.



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**2. Read the text and underline the correct alternative in the sentence below.**

The following text is an extract from an online newspaper / a discussion forum.

14 comments      Search      Login

Join the discussion...

What would you like to tell us about your hometown? Do you remember your childhood friends? What did you use to do with them? Send us your post today.

**Yeliz** (2 hours ago)  
#myhometown

I was born in Van, which is a beautiful city in the east of Türkiye. It's on the shore of Lake Van, which is the biggest lake in our country. When I was a child, my friends and I used to play games like hide and seek, dodgeball and hopscotch. My best friend was Beyza, who lived next door. Her parents were also good friends with mine, so our families used to have a good time together at weekends. For example, we used to go swimming in Edremit, which is just 9 kilometers away from my hometown. We also went for a picnic on Akdamar Island or near the Muradiye Waterfall very often. We were very happy in Van. Now we live abroad because of my parents' occupations. I miss my hometown so much!

**3. Read the post above and choose the correct answer.**

Which of the following information CANNOT be found in the post?

- A) The name of Yeliz's childhood friend who she used to love more than the others.
- B) The names of the games which Yeliz used to play with her childhood friends.
- C) The activities that Yeliz's family and their next-door neighbors used to do.
- D) The name of the country where Yeliz lives with her family at present.

**4. Work in pairs. Ask and answer the following questions in turn.**

1. What were the games which Yeliz used to play with her childhood friends?
2. What was the place where Yeliz, Beyza and their families used to go swimming?
3. What were the places where Yeliz, Beyza and their families used to go for a picnic?

**5. Write your own post for the discussion forum in activity 2. Express your opinions about your hometown. Include some information related to your childhood friends and the activities that you used to do when you were a child. Hand in your homework next lesson.**

**5. Write your own post for the discussion forum in activity 2. Express your opinions about your hometown. Include some information related to your childhood friends and the activities that you used to do when you were a child. Hand in your homework next lesson.**

Have Ss read the instructions and write their own posts for the discussion forum in activity 2 including the details stated in the instructions. Tell them to hand in the homework next lesson.



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6. Prepare a booklet to describe your hometown. Include some information about the places which are popular with visitors and the activities which can be done there. Add some related visuals. Before you hand in your booklet next week, check your sentences for spelling and grammar mistakes.

7. Read the extract from an online newspaper article and choose the best title for it.

- A) Celebrities who are lucky to have true friends
- B) Celebrities who met when they were in their teens
- C) Celebrities who have similar personalities
- D) Celebrities who lost contact with childhood friends



When Ben Affleck was 8 years old, they moved into a new neighborhood. He felt lonely as he believed he had no friends. Just then a 10-year-old boy asked him to play a game together, and that made Ben very happy. The boy was Matt Damon. He became Ben's best friend that day, and they have been **buddies** since then. Their friendship is one of the longest ones among celebrities. They have known each other for over 35 years.

Ben and Matt grew up together. Meanwhile, they enjoyed each other's company a lot. They were very interested in acting. During an interview, Damon once said, "We were both in love with the same thing: acting and filmmaking." While they were at high school, they used to make plans for the future. They sometimes travelled to New York together for **auditions**.

These pals could only get some small roles in movies at first. In 1997, they decided to make their dream come true and wrote a movie script together. It was called *Good Will Hunting*. It was so good that the pair won an Academy Award and a Golden Globe Award for co-writing the movie's **screenplay** in 1998. Both of them have kept working hard and starred successfully in many different movies. *The Town* is one of Ben Affleck's best movies, and the movie *The Martian* is a good example for the ones that Matt Damon starred in. These BFFs (Best Friends Forever) have encouraged and respected each other all the time.

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6. Prepare a booklet to describe your hometown. Include some information about the places which are popular with visitors and the activities which can be done there. Add some related visuals. Before you hand in your booklet next week, check your sentences for spelling and grammar mistakes.

Ask Ss to prepare a booklet to describe their hometowns including some information about the places which are popular with visitors and the activities which can be done there. Remind Ss to add some related visuals. Tell Ss that they are supposed to hand in their booklets next week.

7. Read the extract from an online newspaper article and choose the best title for it.

First of all, attract the students' attention to the options. Next, have Ss read the extract from an online newspaper article and choose the best title for it. Finally, check their answers. (Say, "BFF stands for Best Friend Forever.")

Answer Key: A

8. Read the extract from a printed newspaper article and complete the sentence. The extract is about the actresses ..... and .....



### The well-known actresses' long-lasting friendship

Fatma Girik was one of the unforgettable actresses of the Turkish cinema. She was born in Istanbul in 1942. And 1957 was the year when she first acted in a movie.

She starred in more than 180 movies. In 1965, she got the Best Actress Award at Antalya Golden Orange Movie Festival for her role in *Keşanlı Ali Destanı*, and then she was given many awards such as the Best Actress Award at Adana Golden Boll Movie Festival in 1969 for the movie *Ezo Gelin*. Unfortunately, she passed away in 2022.

Another important actress of the Turkish cinema is Hülya Koçyiğit. She was born in Istanbul in 1947. After getting theatrical training at the State Conservatory in Ankara, her career started with the movie *Susuz Yaz* in 1963.

Hülya Koçyiğit, who acted in over 200 movies, received lots of national and international awards like the Best Actress Award at Antalya Golden Orange Movie Festival for *Derman* in 1984 and the Most Successful Actress Award at Nantes Movie Festival in France for *Kurbagalar* in 1987.

Fatma Girik and Hülya Koçyiğit were close friends for more than 50 years. Theirs was an **exemplary** friendship, especially considering the mutual respect and support. There was an **unbreakable bond** between them. Koçyiğit said in an interview in 2023, "I miss her a lot. She'll always live with the characters that she created in her movies."

9. Read the texts in activities 7 and 8. Write B for Ben Affleck, M for Matt Damon, F for Fatma Girik and H for Hülya Koçyiğit for the following sentences.

- 1. This celebrity was 15 when he/ she first acted in a movie.
- 2. This celebrity was 8 when he/ she first met his/ her BFF.
- 3. This celebrity was 16 when he/ she first acted in a movie.
- 4. This celebrity was 10 when he/ she first met his/ her BFF.
- 5. This celebrity starred in the movie *Ezo Gelin*.
- 6. This celebrity starred in the movie *Derman*.
- 7. This celebrity starred in the movie *The Martian*.
- 8. This celebrity starred in the movie *The Town*.

10. Look at activity 9 in pairs and ask each other questions in turn as in the example. Who is the celebrity that was 15 when she first acted in a movie?

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8. Read the extract from a printed newspaper article and complete the sentence.

First of all, attract the students' attention to the gapped sentence. Next, have Ss read the extract from a printed newspaper article and complete the sentence. Finally, check their answers.

Answer Key:

Fatma Girik – Hülya Koçyiğit



## NOTES

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9. Read the texts in activities 7 and 8. Write B for Ben Affleck, M for Matt Damon, F for Fatma Girik and H for Hülya Koçyiğit for the following sentences.

First, attract the students' attention to the sentences (1-8). Advise Ss to underline the key words in them. Then tell Ss to read the texts in activities 7 and 8 and find the related information. Next, have Ss write B for Ben Affleck, M for Matt Damon, F for Fatma Girik and H for Hülya Koçyiğit for the sentences. Finally, check their answers.

**Answer Key:**

1. F      2. B      3. H      4. M  
5. F      6. H      7. M      8. B

10. Look at activity 9 in pairs and ask each other questions in turn as in the example.

Tell Ss to work in pairs. Have them look at activity 9 and take turns to ask each other questions as in the example.

**Answer Key: Suggested questions and answers:**

- Who is the celebrity that was 15 when she first acted in a movie? Fatma Girik is the celebrity that/ who was 15 when she first acted in a movie.
- Who is the celebrity that was 8 when he first met his BFF? Ben Affleck is the celebrity that/ who was 8 when he first met his BFF.
- Who is the celebrity that was 16 when she first acted in a movie? Hülya Koçyiğit is the celebrity that/ who was 16 when she first acted in a movie.
- Who is the celebrity that was 10 when he first met his BFF? Matt Damon is the celebrity that/ who was 10 when he first met his BFF.
- Who is the celebrity that starred in the movie *Ezo Gelin*? Fatma Girik is the celebrity that/ who starred in the movie *Ezo Gelin*.

8. Read the extract from a printed newspaper article and complete the sentence.

The extract is about the actresses \_\_\_\_\_ and \_\_\_\_\_.



**The well-known actresses' long-lasting friendship**



Fatma Girik was one of the unforgettable actresses of the Turkish cinema. She was born in Istanbul in 1942. And 1957 was the year when she first acted in a movie.

She starred in more than 180 movies. In 1965, she got the Best Actress Award at Antalya Golden Orange Movie Festival for her role in *Keşanlı Ali Destanı*, and then she was given many awards such as the Best Actress

Award at Adana Golden Boll Movie Festival in 1969 for the movie *Ezo Gelin*. Unfortunately, she passed away in 2022.

Another important actress of the Turkish cinema is Hülya Koçyiğit. She was born in Istanbul in 1947. After getting theatrical training at the State Conservatory in Ankara, her career started with the movie *Susuz Yaz* in 1963.



Hülya Koçyiğit, who acted in over 200 movies, received lots of national and international awards like the Best Actress Award at Antalya Golden Orange Movie Festival for *Derman* in 1984 and the Most Successful Actress Award at Nantes Movie Festival in France for *Kurbağalar* in 1987.

Fatma Girik and Hülya Koçyiğit were close friends for more than 50 years. Theirs was an **exemplary** friendship, especially considering the mutual respect and support. There was an **unbreakable bond** between them. Koçyiğit said in an interview in 2023, "I miss her a lot. She'll always live with the characters that she created in her movies."

9. Read the texts in activities 7 and 8. Write B for Ben Affleck, M for Matt Damon, F for Fatma Girik and H for Hülya Koçyiğit for the following sentences.

- This celebrity was 15 when he/ she first acted in a movie.
- This celebrity was 8 when he/ she first met his/ her BFF.
- This celebrity was 16 when he/ she first acted in a movie.
- This celebrity was 10 when he/ she first met his/ her BFF.
- This celebrity starred in the movie *Ezo Gelin*.
- This celebrity starred in the movie *Derman*.
- This celebrity starred in the movie *The Martian*.
- This celebrity starred in the movie *The Town*.

10. Look at activity 9 in pairs and ask each other questions in turn as in the example. Who is the celebrity that was 15 when she first acted in a movie?

11. Read the texts in activities 7 and 8 again. Choose the correct answer.

- Which of the following information is true according to the texts?
  - A) B. Affleck and M. Damon lived in different cities after they had finished primary school.
  - B) F. Girik and H. Koçyiğit became close friends when they met at the conservatory.
  - C) B. Affleck and M. Damon couldn't get leading roles in movies before *Good Will Hunting*.
  - D) F. Girik and H. Koçyiğit both managed to get starring roles in over 200 movies.
- Which of the following questions DOES NOT have an answer in the texts?
  - A) How did B. Affleck and M. Damon meet for the first time?
  - B) Why was the year 1998 important to B. Affleck and M. Damon?
  - C) What are the examples of F. Girik's and H. Koçyiğit's achievements?
  - D) When did F. Girik and H. Koçyiğit meet for the first time?

12. Find the **highlighted** words in the texts and work out the meaning from the context. Then replace the underlined words or phrases in the sentences (1-5) with the correct form of the words in the list.



buddy      audition      screenplay      exemplary      bond

- There is a special strong connection between a mother and her child. ....
- Who was the script for the movie *I, Robot* written by? .....
- Tina was nervous before the trial performance, but she sang really well. ....
- Michael and I have been close friends for over 20 years. ....
- His behavior was providing a good example for people to copy. ....

13. Discuss the questions below with your partner.

What information did you find the most interesting in the texts in activities 7 and 8? Why?

**DISCUSSION TIME**



Discuss the following quote in groups. Share your opinions with the class.

"Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything."  
Muhammad Ali



➡ See page 150 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.





# THEME 10

# VALUES AND NORMS

## Communicative Functions:

- F1. Expressing opinions
- F2. Exchanging ideas
- F3. Making comments

## Language Skills and Learning Outcomes:

### Listening

**E11. 10. L1.** Students will be able to identify the topic and the main idea of a recorded text/video.

### Pronunciation

**E11. 10. P1.** Students will be able to practise the sounds of /i:/ and /a/.

### Speaking

**E11. 10. S1.** Students will be able to exchange ideas about values and practices.

**E11. 10. S2.** Students will be able to make comments about moral values and norms in different cultures.

### Reading

**E11. 10. R1.** Students will be able to distinguish the main idea from supporting details in a text about the effects of values on society.

### Writing

**E11. 10. W1.** Students will be able to write an essay about the importance and effects of values and norms on society.

**E11. 10. W2.** Students will be able to write slogans about spiritual, moral and social values.

## Preparatory Questions:

1. Do you pay attention to people's values when you communicate with them?
2. It is believed that people's values tell us a lot about their characters. Do you agree? Why/ Why not?
3. Some people say that it is easy to make decisions when you know what your values are. What do you think?



### Speaker 2:

#### Patriotism:

In my view, it is one of the main values of our nation. It is defined as the feeling of loving your country more than any others and being extremely proud of it. If you have this quality, you defend your country against enemies. Actually, you try to protect it at all costs. It is a kind of loyalty to your own country.

### Speaker 3:

#### Forgiveness:

I believe it is among the values which are of great importance. It is described as the willingness to stop feeling angry with somebody for something unpleasant which they have caused and to decide not to punish them for their mistakes. People who have this quality choose to let go of anger that makes them miserable.

### Speaker 4:

#### Integrity:


In my opinion, it is among the primary values. It is regarded as the quality of both being honest and having strong moral principles. People with this quality choose to do the right thing in all circumstances even if nobody is watching them. They neither cheat nor lie. Come rain or shine, they never do anything dishonorable.

#### 4. Listen to the speakers again and complete the final sentences of the speech bubbles in activity 2.

Play the audio. Have Ss listen to the speakers again and complete the final sentences of the speech bubbles in activity 2. Then check their answers.

#### Answer Key:

1. for the people around you
2. loyalty to your own country
3. makes them miserable
4. anything dishonorable




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3. Listen to the speakers in activity 2 and check your answers. (Audio 10.1)
  4. Listen to the speakers again and complete the final sentences of the speech bubbles in activity 2.
  5. Follow the instructions below and carry out the activity in pairs.
    - Look at activity 1 again and choose a word from the list.
    - Take turns to say which you think is one of the most important values.
    - Explain what the word means in your own words as in the speech bubbles in activity 2.
  6. Study the following table and learn how to exchange ideas.

Exchanging Ideas		
Expressing Opinions	Expressing Agreement	Expressing Disagreement
I think (that ...) /	I agree with you. /	I'm afraid I don't agree. /
Personally (speaking), I think / I believe / I feel /	I totally agree. /	I'm afraid I disagree with you. / I don't think so. /
I suppose / I guess /	I completely agree. /	I completely disagree. /
In my view / In my opinion /	Definitely. / Absolutely. /	We don't seem to be in complete agreement. /
It seems to me that ... /	Precisely. / Exactly. /	Well, I see things rather differently. /
As I see it / To my mind /	I couldn't agree more. /	That's not always true. /
From my point of view /	I see your point. /	I'm not sure about that because ... /
As far as I'm concerned /	I suppose so. /	I agree up to a point, but ... /
I'd like to point out that ... /	That's right. / You're right. /	I see your point, but ... /
What I mean is /	That's a good point. /	I take your point, but ...
It is considered that ... /	I see exactly what you mean. /	
It is generally accepted that ...	You have my full agreement. /	
	You can say that again.	




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#### 5. Follow the instructions below and carry out the activity in pairs.

Attract the students' attention to the instructions. Have them carry out the activity in pairs. Finally, ask some Ss to present their answers to the class.

#### 6. Study the following table and learn how to exchange ideas.

Attract the students' attention to the table and have them learn how to exchange ideas. Go through the expressions in the table in order to teach Ss how to express opinions, agreement and disagreement. Tell them that it is important to learn the expressions in the table.



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7. Look at the following list. Circle the top 5 values that are the most important to you.

altruism	justice	patriotism
equality	love for family	peace
friendship	love for nature	reliability
generosity	modesty	respect
goodness	optimism	tolerance
honesty	patience	wisdom

8. Work in groups. Take turns to choose one of your answers above and express your opinions about it. The group members should express agreement or disagreement.

9. What do you know about the people in the pictures below? Share the information with the class.

10. Which of the people above do you think said the following quotes? Fill in the gaps.

- ..... said, "Either seem as you are or be as you seem."
- ..... said, "We love all the created for the sake of the Creator."

11. Listen to the extract from a conversation and check your answers to activity 10. (Audio 10.2)

12. Listen again and choose the topic of the conversation.

- Some details of Yunus Emre's and Mevlana Celaleddin-i Rumi's childhood years
- The list of some popular poems by Yunus Emre and Mevlana Celaleddin-i Rumi
- Some facts about Yunus Emre and Mevlana Celaleddin-i Rumi as literary figures

7. Look at the following list. Circle the top 5 values that are the most important to you.

Attract the students' attention to the list. Have them choose the top 5 values that they think are the most important and circle them. Finally, ask some Ss to share their answers with the class.

8. Work in groups. Take turns to choose one of your answers above and express your opinions about it. The group members should express agreement or disagreement.

Ask Ss to work in groups. Have them take turns to choose one of their answers to activity 7 and express their opinions about it by supporting the answers with reasons and/ or examples. Tell the group members to express agreement or disagreement while listening to their friends.

You should monitor Ss during the activity and provide help if necessary. Finally, ask

some Ss to present their opinions to the class.

9. What do you know about the people in the pictures below? Share the information with the class.

Attract the students' attention to the pictures. Ask them to share the information that they know about Yunus Emre and/ or Mevlana Celaleddin-i Rumi with the class.

10. Which of the people above do you think said the following quotes? Fill in the gaps.

Attract the students' attention to the quotes. Ask Ss which of the people in activity 9 they think said the quotes. Tell them to fill in the gaps.

Here you shouldn't check their answers as Ss will listen to the conversation in activity 11 and check their answers.

11. Listen to the extract from a conversation and check your answers to activity 10. (Audio 10.2)

Attract the students' attention to the quotes again. Next, play the audio. Have Ss listen to the extract from a conversation and check their answers to activity 10. Finally, check their answers.

**Answer Key:**

- Mevlana Celaleddin-i Rumi
- Yunus Emre

**(Audio 10.2)**

...

**Boy:** Have you studied Yunus Emre's poems in your literature lessons this week?

**Girl:** Yes. We studied some of his poems yesterday. I think they're impressive. It seems to me that he was an excellent poet.

**Boy:** Absolutely!

**Girl:** Our teacher said Yunus Emre wrote hundreds of poems. From my point of view, that's incredible.

**Boy:** I completely agree. As I see it, he was gifted in poetry.



13. Listen to the conversation again and choose the correct answer.

- Which of the following values IS NOT a theme of Yunus Emre's poems?  
A) generosity      B) justice      C) modesty
- Which of the following is the main theme of most of Yunus Emre's poems?  
A) integrity      B) love for God      C) peace
- Which of the following is a theme that Mevlana Celaleddin-i Rumi DID NOT write poems about?  
A) patience      B) tolerance      C) wisdom
- Which of the following values IS NOT a theme of Mevlana Celaleddin-i Rumi's poems?  
A) equality      B) gratitude      C) honesty

See page 145 for Language Structures.

14. The following statements are about the conversation in the audio. Tick the correct column for each one.

	Yes	No
1. Yunus Emre advised people to love and respect not only each other but also all the creatures in the world.	<input type="radio"/>	<input type="radio"/>
2. Yunus Emre was regarded as not only a brilliant poet but also a philosopher.	<input type="radio"/>	<input type="radio"/>
3. Neither Yunus Emre nor Mevlana Celaleddin-i Rumi wrote books which were translated into many languages.	<input type="radio"/>	<input type="radio"/>
4. Both Yunus Emre and Mevlana Celaleddin-i Rumi wrote impressive poems about various moral values.	<input type="radio"/>	<input type="radio"/>

15. Work in pairs and take turns to express your opinions about the quotes in activity 10. Support them with reasons and/ or examples. Remember to express agreement or disagreement while listening to your partner.

16. Discuss the following questions with your partner.

- Are you interested in literature? Why/ Why not?
- Are you keen on poetry? Why/ Why not?
- Have you ever read any of Yunus Emre's poems? If yes, what do you think about them?
- Have you ever read any of Mevlana Celaleddin-i Rumi's poems? If yes, what do you think about them?

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First, attract the students' attention to the sentences (1-4), which are about the conversation in the audio. Have Ss read them and tick the correct column for each one. Then check their answers.

**Answer Key:**  
1. Yes    2. No    3. No    4. Yes

15. Work in pairs and take turns to express your opinions about the quotes in activity 10. Support them with reasons and/ or examples. Remember to express agreement or disagreement while listening to your partner.

Have Ss work in pairs and take turns to express their opinions about the quotes in activity 10 by supporting them with reasons and/ or examples. Tell Ss to express agreement or disagreement while listening to their partners.

Finally, ask some Ss to share their opinions with the class.

13. Listen to the conversation again and choose the correct answer.

First, tell Ss to read the questions and the options. Next, play the audio. Have Ss listen to the conversation again and choose the correct answer. Then check their answers.

**Answer Key:**  
1. B              2. B              3. C  
4. A

See page 145 for Language Structures.

Go through the explanations and the examples on page 145 with the class. Next, have Ss do the activities.

14. The following statements are about the conversation in the audio. Tick the correct column for each one.

16. Discuss the following questions with your partner.

Have Ss work in pairs and discuss the questions. Then ask some Ss to share their answers with the class.

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2. Work in groups and take turns to make sentences using “neither ... nor” and “either ... or”. Make sure you use both of the 2 different pronunciations.

3. The following words are from the audios. Which sound do they have, /aɪ/ or /i:/? Put them into the correct column.

cheat   lie   seem   peace   kindness   feeling

shine   reliable   agree   right   completely   advise

/aɪ/

/i:/

4. Listen and check your answers to activity 3. (Audio 10.4)

5. Listen again and repeat.

6. Can you give examples of words with the same sounds as the ones in activity 3? If yes, share them with the class.

**LISTENING & SPEAKING** PART - 2

1. Study the dictionary entry below. Make a sentence about one of the norms in Türkiye or a foreign country.

**norm** /nɔːm/ (noun) [C - usually plural]

standards of behavior that are typical of or accepted within a particular group or society:

Spiritual, moral and cultural norms vary from country to country in Europe.

Bowing is one of the social norms in Japan when greeting someone; shaking hands is uncommon.

Visiting relatives during the Ramadan and Sacrifice Feasts is among the cultural norms in Türkiye.

2. Discuss the following question in pairs by adding reasons and/ or examples. Remember to express agreement or disagreement while listening to your partner. Do you think all the societies in the modern world have similar norms?

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2. Work in groups and take turns to make sentences using “neither ... nor” and “either ... or”. Make sure you use both of the 2 different pronunciations.

Ask Ss to work in groups. Have them take turns to make sentences using “neither ... nor” and “either ... or”. Tell them that it is important to use both of the 2 different pronunciations when they share their sentences with their group members. Finally, ask some Ss to present their sentences to the class.

3. The following words are from the audios. Which sound do they have, /aɪ/ or /i:/? Put them into the correct column.

Attract the students’ attention to the words in the list. Ss put them into the correct column.

Here you shouldn’t check their answers as Ss will listen to the audio in activity 4 and check their answers.

4. Listen and check your answers to activity 3. (Audio 10.4)

Play the audio. Have Ss listen and check their answers to activity 3.

**Answer Key:**

/aɪ/ : lie– kindness– shine– reliable– right– advise

/i:/ : cheat– seem– peace– feeling– agree– completely

(Audio 10.4)

**Column 1: /aɪ/**

lie- kindness- shine- reliable- right- advise

**Column 2: /i:/**

cheat- seem- peace- feeling- agree- completely

5. Listen again and repeat.

Play the audio. Have Ss listen and repeat.

6. Can you give examples of words with the same sounds as the ones in activity 3? If yes, share them with the class.

Ask Ss to share their examples with the class.

**LISTENING & SPEAKING (PART-2)**  
(F1- F2- F3- L1- S1- S2)

1. Study the dictionary entry below. Make a sentence about one of the norms in Türkiye or a foreign country.

Tell Ss to study the dictionary entry. Have them make a sentence and share it with the class.

2. Discuss the following question in pairs by adding reasons and/ or examples. Remember to express agreement or disagreement while listening to your partner.

Have Ss discuss the question in pairs. Remind them to express agreement or disagreement while listening to their partners. Then ask some Ss to share their answers with the class.

**3. Listen to the extract from a radio program and answer the question.**  
(Audio 10.5)

Attract the students' attention to the question. Play the audio. Have Ss listen and answer the question. Check their answers.

**Answer Key:**

The cultural and social norms in Türkiye

(Audio 10.5)

**Presenter:** Good evening, everyone! Welcome to our program *Travel*. The topic of yesterday's program was how to behave in India. And today we want to talk about the cultural and social norms in Türkiye, which is a very popular holiday destination. Now we have an expert here: Sociologist Will Elton. Yes, Mr Elton. What details would you like to share with our listeners?

**Expert:** Türkiye is a country which is culturally rich, so it's difficult to discuss all the cultural and social norms in this program, but I'll try to summarize some of the main points. First of all, Turkish people are very respectful. Respect plays an important role in all kinds of relationships. However, they have the greatest respect for their elders. And Turkish people are extremely hospitable; they treat their guests very well. Can you believe there's even a special room called *the guests' room* in almost every house in Türkiye?

**Presenter:** Really?

**Expert:** Yes. What's more, it's generally accepted the Turkish are very friendly people and they make friends easily. When the Turkish greet someone, they normally shake hands. But they often kiss their friends on both cheeks instead. Hugs are also quite common between close friends and family members. They take their shoes off before they enter a house. They even offer the guests a pair of slippers to wear inside.

**Presenter:** That sounds interesting!

**Expert:** Yes. They believe it's necessary to keep their houses clean.

**Presenter:** To my mind, that's nice.

**Expert:** I totally agree with you.

...

**3. Listen to the extract from a radio program and answer the question.**

(Audio 10.5)

What is today's program mainly about?



**4. Listen to the radio program again and tick the correct column for the sentences below.**

	TRUE	FALSE	NO INFORMATION
1. In yesterday's program, the listeners were presented with some useful information about how to behave in Egypt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The elderly are highly respected by the members of the society in Turkish culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Turkish people require less personal space than many other cultures, so they may stand close to you while chatting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Turkish people are not only very hospitable but also extremely friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Turkish people usually get on well with their neighbors and lend a hand when they need any help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Turkish people either hug their close friends or kiss them on both cheeks when greeting them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is advisable to maintain eye contact while speaking since it is regarded as a sign of sincerity in Turkish culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Turkish people take off their shoes before entering all the buildings as cleanliness is very important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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**4. Listen to the radio program again and tick the correct column for the sentences below.**

First, attract the students' attention to the sentences (1-8). Advise Ss to underline the key words in them. Then attract their attention to the pictures. Ask what they can see in them and elicit the answers: In picture 1, we can see two old people who are welcoming their guests. In picture 2, we can see a woman who is giving slippers to her guests. In picture 3, we can see two people who are hugging each other.

Next, play the audio. Have Ss listen and tick the correct column for the sentences. It's advisable to play the audio again. Ask Ss to listen again to see if they have ticked the correct column for each sentence. Then check their answers.

**Answer Key:**

- |                   |          |
|-------------------|----------|
| 1. False          | 2. True  |
| 3. No information | 4. True  |
| 5. No information | 6. True  |
| 7. No information | 8. False |

5. *Work in pairs and discuss the questions according to the radio program.*  
The expert describes Türkiye as a country which is culturally rich. Do you agree? Why/ Why not?
6. *Work in pairs. Take turns to make comments about the cultural and social norms in activity 4. Support your comments with reasons and/ or examples. Express agreement or disagreement while listening to your partner.*
7. *Work in groups. Brainstorm cultural/ moral/ social norms in different countries and make notes. Finally, share your group's answers with the class.*

### VIDEO BLOG ENTRY

Read the following instructions and prepare your video blog entry.

- ◆ Choose a country and surf the Net to get information about the values and norms there.
- ◆ Use the information to write some sentences. Read them aloud and record yourself. Remember to add your comments.
- ◆ Then make a video blog entry by combining your audio recording with some visuals.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ Your partner should fill in the checklist below after he/ she watches your video.

#### PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



### READING & WRITING

1. *Work in pairs. Read the words in the list and write them next to the definitions (1-4). Use a dictionary if you need to.*

inequality	discrimination	humiliation	violation (of human rights)
------------	----------------	-------------	-----------------------------

1. the practice of treating somebody or a particular group in society less fairly than others because of their skin color, race, gender, age, etc.: .....
2. the act of not respecting somebody's rights: .....
3. the unfair situation in society when some people have more opportunities, money, etc. than others: .....
4. the act of making somebody ashamed after reducing them to a lower position in their own or others' eyes: .....

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5. *Work in pairs and discuss the questions according to the radio program.*

Have Ss work in pairs and discuss the questions. Then ask some Ss to share their answers with the class.

6. *Work in pairs. Take turns to make comments about the cultural and social norms in activity 4. Support your comments with reasons and/ or examples. Express agreement or disagreement while listening to your partner.*

Have Ss work in pairs and make comments in turn. Remind them to express agreement or disagreement while listening to their partners.

7. *Work in groups. Brainstorm cultural/ moral/ social norms in different countries and make notes. Finally, share your group's answers with the class.*

Have Ss make notes about the norms in different countries in groups. They can surf the Net if necessary. Then ask the groups to share their answers with the class.

### Extra Project Assignment:

- ◆ Have Ss do a project in groups.
- ◆ The topic is "Our cultural values have passed from generation to generation and made us the Turkish nation, but recent surveys reveal a gradual erosion of cultural values in today's society. What do you think we should do to solve this problem?"
- ◆ Tell Ss to prepare a poster and hand it in next week.

### VIDEO BLOG ENTRY

(F1- F2- F3- S1- S2- L1)

*Read the following instructions and prepare your video blog entry.*

Have Ss read the instructions. Tell them to upload their vlogs this weekend. Remind Ss to evaluate their partners' fluency and accuracy after watching their vlogs.

### READING & WRITING

(F1- F2- F3- R1- W1- W2)

1. *Work in pairs. Read the words in the list and write them next to the definitions (1-4). Use a dictionary if you need to.*

Have Ss work in pairs and write the words next to the definitions. Tell them that they can use a dictionary if they need to. Then check their answers.

#### Answer Key:

1. discrimination
2. violation (of human rights)
3. inequality
4. humiliation

**2. Read the following text and circle the correct alternative in the sentence below.**

First of all, attract the students' attention to the sentence below the instruction.

Next, have Ss read the text and circle the correct alternative in the sentence. Finally, check their answers.

**Answer Key:**

an essay in a magazine

**3. Read the text again and discuss the following questions in pairs.**

Have Ss work in pairs. Ask them to read the text again and discuss the questions. It's also advisable to tell Ss to express agreement or disagreement while listening to their partners. Then invite some Ss to share their answers with the class.

**Answer Key: Suggested answers:**

1. The writer thinks there are so many problems in the world because people generally don't show great humanity to the ones in need, they aren't deeply concerned about human rights violations in different parts of the world, and they don't care about the people who are exposed to discrimination, humiliation, inequality, injustice and so on. & Students' own answers
2. The writer thinks the world would become wonderful if all the humans had good morals and treated one another with humanity. & Students' own answers
3. The writer gives the example of the African Americans who went through extremely hard times for more than 300 years. & Students' own answers
4. Students' own answers
5. Students' own answers

**2. Read the following text and circle the correct alternative in the sentence below.**  
The text is an extract from an **essay in a magazine / a chapter in a novel**.

...

Humanity is described as the quality of being kind, thoughtful and sympathetic towards others. Do you think all the people show great humanity to the ones in need? Do you believe they are deeply concerned about human rights violations in different parts of the world? Can we say that everybody cares about the people who are exposed to discrimination, humiliation, inequality, injustice and so on? Unfortunately, the answer to these questions is not "Yes". But can you imagine how wonderful the world would become if all the humans had good morals and treated one another with humanity? That would certainly end all kinds of troubles forever. Throughout history, however, there have been so many instances in which lots of people suffered terribly. For example, the African Americans went through extremely hard times for more than 300 years. Finally, in the late 1960s, they managed to get freedom and equality. That was achieved thanks to the Civil Rights Movement, which was led by Martin Luther King Jr. His nonviolent struggle was so remarkable that he was awarded the Nobel Peace Prize in 1964.


...

**3. Read the text again and discuss the following questions in pairs.**

1. Why are there so many problems in the world according to the writer of the text? Do you agree? Why/ Why not?
2. How can we solve the problems in the writer's opinion? Do you agree? Why/ Why not?
3. What example does the writer give to support his/ her opinions? What do you think about it?
4. Do you think nonviolent struggle for freedom is a good idea? Why/ Why not?
5. How do you think people feel when they are exposed to discrimination, humiliation, inequality or injustice?

**4. Work in groups and discuss the quotes by Martin Luther King Jr. Then share your group's opinions with the class by adding reasons and/ or examples.**

"I have a dream that my 4 little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."



"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."

**4. Work in groups and discuss the quotes by Martin Luther King Jr. Then share your group's opinions with the class by adding reasons and/ or examples.**

Ask Ss to work in groups. Have them discuss the quotes.

You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share their opinions with the class by adding reasons and/ or examples.

**NOTES**

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5. Read the text and answer the question below.  
What is the main idea of the forum page?

**Do the cultural norms of the country where we live affect our moral values?**

*Yes, of course. It is generally accepted that people from different cultures have different moral values. Do you agree or disagree? What do you think?*

Send us your comments.

Individuals' values are highly affected by the cultural and moral values of their own countries. From my point of view, they shape your character. For example, if you grow up in a society where integrity is regarded as extremely important, you will definitely be honest in all your relationships. You will also have strong moral principles throughout your life, and you will always act according to them. For instance, you will keep both your promises and your friends' secrets. You will neither cheat on your taxes nor talk badly about someone. You will refuse to do anything against your principles because your moral values such as reliability, responsibility, self-control and justice will guide your decisions and actions.

*Eric 11:24 a.m.*

I completely agree. To my mind, the culture in which we live affects our thoughts, feelings and actions. I'm from Brazil. In our culture, family love and friendship are important values. We usually have large families, but we don't live in big houses, so we are generally relaxed, easygoing and friendly. We believe sincerity is of great importance in relationships. For this reason, we don't mind personal space. We don't feel uncomfortable when we are close to others. In addition, we think generosity is good for everyone, so most of us are keen on sharing. What's more, everybody knows that Brazilians love music and dance because festivals are very popular in our culture just like the great carnival which is held in Rio de Janeiro every year. In fact, we grow up with music and dance. Thus, we are skilled at them.

*Adriana 2:35 p.m.*

6. Read the comments that were posted on the forum page. Circle the topic sentence in each one.

7. Find and underline the supporting details for the topic sentences in the comments.

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**5. Read the text and answer the question below.**

Attract the students' attention to the question. Next, have them read the text and answer the question. Finally, check their answers.

**Answer Key:**

The cultural norms of the country where we live affect our moral values. / It is generally accepted that people from different cultures have different moral values.

**6. Read the comments that were posted on the forum page. Circle the topic sentence in each one.**

Have Ss read the comments and circle the topic sentence in each one.

**Answer Key:**

**Comment 1:** Individuals' values are highly affected by the cultural and moral values of their own countries.

**Comment 2:** The culture in which we live affects our thoughts, feelings and actions.

**7. Find and underline the supporting details for the topic sentences in the comments.**

Have Ss find and underline the supporting details for each of the topic sentences in the comments. Check their answers.

**Answer Key:**

**Comment 1:** From my point of view, they shape your character. For example, if you grow up in a society where integrity is regarded as extremely important, you will definitely be honest in all your relationships. You will also have strong moral principles throughout your life, and you will always act according to them. For instance, you will keep both your promises and your friends' secrets. You will neither cheat on your taxes nor talk badly about someone. You will refuse to do anything against your principles because your moral values such as reliability, responsibility, self-control and justice will guide your decisions and actions.

**Comment 2:** In our culture, family love and friendship are important values. We usually have large families, but we don't live in big houses, so we are generally relaxed, easygoing and friendly. We believe sincerity is of great importance in relationships. For this reason, we don't mind personal space. We don't feel uncomfortable when we are close to others. In addition, we think generosity is good for everyone, so most of us are keen on sharing. What's more, everybody knows that Brazilians love music and dance because festivals are very popular in our culture just like the great carnival which is held in Rio de Janeiro every year. In fact, we grow up with music and dance. Thus, we are skilled at them.

**8. Complete the table according to the text in activity 5.**

Have Ss read the comments again and complete the table according to them. Then check their answers.

**Answer Key: Suggested answers:**

**Eric:**

**Values:**

integrity – reliability – responsibility – self-control – justice

**Effects:**

being honest in all your relationships – having strong moral principles throughout your life and acting according to them – keeping both your promises and your friends’ secrets – never cheating on your taxes – never talking badly about someone – refusing to do anything against your principles

**Adriana:**

**Values:** family love – friendship – sincerity – generosity - love for music and dance

**Effects:**

having large families – being generally relaxed, easygoing and friendly – not minding personal space – not feeling uncomfortable when (they are) close to others – being keen on sharing – growing up with music and dance – being skilled at music and dance

**9. Read the text again and discuss the following question in pairs.**

Have Ss work in pairs. Ask them to read the text again and discuss the question by supporting their answers with reasons and/or examples. It’s also advisable to tell Ss to express agreement or disagreement while listening to their partners. Then invite some Ss to share their answers with the class.

**10. Make comments about the values and norms in the Brazilian culture described by Adriana in activity 5.**

Have Ss make comments about the values and norms in the Brazilian culture described in activity 5.

8. Complete the table according to the text in activity 5.

	Values	Effects
Eric		
Adriana		

9. Read the text again and discuss the following question in pairs.  
Do you agree or disagree with Eric? Why?

10. Make comments about the values and norms in the Brazilian culture described by Adriana in activity 5.

11. Write an essay about the effects of values and norms on society. Use the outline below. Before you hand in your essay next lesson, check it for grammar and spelling mistakes. Finally, take a photo of your essay and upload it to your blog.

**Essay Outline**

**Introduction: (Paragraph 1)**  
Introduce the topic and state the main idea of the essay. (Here you should include your thesis statement and at least 2 reasons why you believe this statement to be true.)

**Body paragraphs: (Paragraphs 2 and 3, or more)**  
Each paragraph should take one of your reasons above and explain it in detail. State your opinions with supporting points and examples. (Here you can use the linkers "To begin with, First of all, In addition, Moreover, Furthermore, etc.")

**Conclusion: (Paragraph 4) (The last paragraph)**  
Restate your thesis statement and summarize your opinions. (Here you can use the linkers "To sum up, In conclusion, To summarize, etc.")

**Note:**  
Remember that each body paragraph should have 3-5 sentences which develop a single, clear idea. It is also advisable to start each body paragraph with a topic sentence that sums up the main point.  
To give examples, you can use the linkers "For example, For instance, etc."

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**11. Write an essay about the effects of values and norms on society. Use the outline below. Before you hand in your essay next lesson, check it for grammar and spelling mistakes. Finally, take a photo of your essay and upload it to your blog.**

Ask Ss to write an essay about the effects of values and norms on society. Tell them to use the outline. Go through the explanations in the essay outline with the class.

Remind Ss to check the essay for spelling and grammar mistakes before handing it in next lesson. You can advise Ss to work in pairs at this stage and check their partners’ essays for mistakes. Tell them to take a photo of the essay and upload it to their blogs.

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12. Work in groups and discuss the slogans below.

Neither men nor women deserve inequality. **Honesty is the best policy.**

**WE ARE ALL EQUAL.** *Treat others in the way you want to be treated.*

13. Work in groups. Write some slogans about moral, spiritual or social values and prepare a poster.

**E-PORTFOLIO ENTRY**

Read the instructions below and do the project.

- Imagine you are supposed to post a comment on the forum page in activity 5. Write a paragraph similar to Adriana's comment about your own culture.
- Hand in your project next lesson. When your teacher gives it back, take a photo of your paragraph and upload it to your blog.

**DISCUSSION TIME**

1. Work in groups and discuss the quote by Ahmed Yesevi, who played an important role in spreading Islam among Turks, especially in Central Asia. Share your group's opinions with the class.

*"If the rich don't care deeply about the poor and the hungry, it's likely that the world will end soon."*



2. Work in groups. Discuss the quote by Mahatma Gandhi, who was the Indian lawyer that led the successful nonviolent struggle for India's independence. Share your group's opinions with the class.

*"You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty."*



See page 150 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.


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**12. Work in groups and discuss the slogans below.**

Have Ss work in groups and discuss the slogans. Then ask the groups to share their opinions with the class. Tell them to add some reasons and/ or examples.

**13. Work in groups. Write some slogans about moral, spiritual or social values and prepare a poster.**

Have Ss work in groups. Tell them to write some slogans about moral, spiritual or social values and prepare a poster. Finally, ask the groups to present their posters to the class. It's advisable to display the groups' posters on the class noticeboards.

 **NOTES**

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**E-PORTFOLIO ENTRY**

**(F1- F3- W1)**

Read the instructions below and do the project.

Have Ss read the instructions. Tell them that they are supposed to hand in their projects next lesson.

**DISCUSSION TIME**

**1. Work in groups and discuss the quote by Ahmed Yesevi, who played an important role in spreading Islam among Turks, especially in Central Asia. Share your group's opinions with the class.**


Have Ss work in groups and discuss the quote. You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share their opinions with the class.

**2. Work in groups. Discuss the quote by Mahatma Gandhi, who was the Indian lawyer that led the successful nonviolent struggle for India's independence. Share your group's opinions with the class.**

Have Ss work in groups and discuss the quote. You should monitor Ss during the activity and provide help if necessary. Finally, ask the groups to share their opinions with the class.

 See page 150 for the Self-Evaluation Checklist.

Have Ss fill in the checklist for Theme 10 on page 150.

 **NOTES**

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## ANSWER KEY TO LANGUAGE STRUCTURES SECTIONS

### THEME 1: FUTURE JOBS

#### A.

1. I'm going to take
2. I'll buy
3. We're flying
4. I'm going to buy
5. she'll be
6. He definitely won't come
7. I'll get
8. are getting
9. will get
10. is going to be

#### B. Students' own answers

### THEME 2: HOBBIES AND SKILLS

#### A. Students' own answers

#### B. Students' own answers

#### C. Students' own answers

### THEME 3: HARD TIMES

#### A. Students' own answers

#### B.

1. saw – was going
2. were climbing – started
3. was cooking – was making
4. were/ doing – went – was watching
5. did/ do – heard – ran
6. finished – handed

#### C. Students' own answers

### THEME 4: WHAT A LIFE

#### A.

1. had left
2. had already eaten
3. hadn't done – got
4. had played – went
5. hadn't scored – broke
6. ate – had forgotten
7. had just found – broke out
8. stopped – ran – had rung

#### B.

1. had already finished – turned on
2. had got on – met
3. woke up – had decided – had walked – saw – was drinking – was still sleeping

#### C. Students' own answers

### THEME 5: BACK TO THE PAST

#### A.

1. had taken – would have caught
2. hadn't fastened – wouldn't have survived
3. would have got – had been
4. would have forgotten – hadn't reminded
5. would / have done – had won
6. Would (Could) / have become – hadn't trained

#### B. Suggested answers:

1. I wish (If only) I hadn't slept on the beach yesterday evening. / I wish (If only) I hadn't caught a cold.
2. I wish (If only) we hadn't run out of petrol. / I wish (If only) we had bought some petrol earlier. / I wish (If only) we hadn't missed the award ceremony.
3. I wish (If only) we had noticed the traffic sign. / I wish (If only) we had slowed down earlier.
4. I wish (If only) I had seen the job ad. / I wish (If only) I had applied for the vacant position in that company.

5. I wish (If only) we hadn't lost the game. /  
I wish (If only) we had won the game.

C. Students' own answers

### THEME 6: OPEN YOUR HEART

#### A. Suggested answers:

1. You should have done your homework.
2. You shouldn't have been rude towards the guests.
3. Edward shouldn't have ridden the donkey carelessly.
4. They should have invited Andy to the party.
5. Carmen should have been patient with the children.

#### B.

1. couldn't have been
2. must have cost
3. might have had
4. couldn't have earned
5. must have been

C. Students' own answers

### THEME 7: FACTS ABOUT TÜRKİYE

#### A.

1. Dinner is served between 7 p.m. and 10 p.m.
2. The e-mail address can be found on the website.
3. This temple was built in the 5th century BC.
4. The database had been updated by the computer systems analysts.
5. This program is being watched by millions of people at the moment.
6. A new game console has been designed recently.
7. The snacks were being prepared by a young woman when I came back.
8. The products will be delivered tomorrow afternoon.
9. Rice is grown in this region.

10. The poem wasn't written last week.

### THEME 8: SPORTS

#### A.

1. David has said (that) he won't go to the party with his brother.
2. Lisa says to us (that) she doesn't want to sell her motorbike this month.
3. Tom has told me (that) he is studying very hard these days.
4. Rob told his classmates (that) his aunt was a famous sports person.
5. Samantha said to Kevin (that) she hadn't done her homework yet.
6. Ken said (that) he loved scuba diving.

### THEME 9: MY FRIENDS

#### A.

1. who
2. which
3. where
4. who
5. whose
6. when
7. why

### THEME 10: VALUES AND NORMS

#### A.

1. A
2. B
3. B
4. A

B. Students' own answers

# ANSWER KEY TO WORKBOOK

(Most of the individual tasks in the Workbook can be homework assignments.)

### Theme 1 Future Jobs

**1. Discuss the questions with your partner.**

1. Do you think you can cope with a job interview? Why? Why not?
2. Do you know any tips on how to succeed in a job interview?

**2. Listen to the conversation and put the sentences in the correct order.**  
(Audio 1.6)



- a. Visit the official website and learn a lot about the company and the position.
- b. Speak clearly and politely during the interview.
- c. Dress properly, and make sure your clothes are clean and pressed.
- d. Prepare well before the interview.
- e. Be careful about your body language, and you'd better smile and make eye contact.
- f. Prepare a few questions about the company because recruiters usually ask if you have any questions for them.
- g. Go there in time.
- h. Think about the answers to some possible questions.

**3. Read the sentences above again. Work with your partner and take turns to talk about how to succeed in a job interview as follows.**

*If you prepare well before the interview, you'll probably succeed.*

**4. Complete the table by writing sentences as in the examples.**

What are your strengths?	What are your weaknesses?
<i>I'm creative, and I have good communication skills.</i>	<i>I'm not good at working with numbers.</i>

**5. Work in pairs and look at activity 4 again. Take turns to play the role of a career counselor and ask the questions in the table. Listen to your partner's answers and then make predictions as follows.**

*You aren't good at working with numbers, so I'm afraid you won't be able to become an accountant. On the other hand, you're creative, and you have good communication skills. I predict you'll become a successful advertising manager.*

## 1. Students' own answers

## 2.

- |      |      |      |      |
|------|------|------|------|
| 1. d | 2. a | 3. h | 4. f |
| 5. c | 6. g | 7. b | 8. e |

(Audio 1.6)

**Simon:** Hey, Rachel. What's up?

**Rachel:** I have a job interview next Monday, but I'm not sure if I'm ready for it.

**Simon:** I can give you some advice if you like.

**Rachel:** Yes. That would be great.

**Simon:** Firstly, you should prepare well before the interview.

**Rachel:** All right.

**Simon:** Visit the official website and learn a lot about the company and the position. In this way, you can answer the interview questions easily. You should also think about

the answers to some possible questions like "What are your strengths?" , "What are your weaknesses?" and "Why do you want this job?".

**Rachel:** I'll prepare my answers immediately.

**Simon:** And prepare a few questions about the company because recruiters usually ask if you have any questions for them.

**Rachel:** Right. I'll do that.

**Simon:** You ought to dress properly, and make sure your clothes are clean and pressed.

**Rachel:** Okay.

**Simon:** You must go there in time. If you're late, you probably won't get the job.

**Rachel:** You're right.

**Simon:** You should speak clearly and politely during the interview.

**Rachel:** Yes, it's important.

**Simon:** Of course. Lastly, you should be careful about your body language, and you'd better smile and make eye contact. I'm sure these tips will help you succeed.

**Rachel:** Thanks a lot, Simon.

**Simon:** Don't mention it.



## NOTES

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### 3. Suggested sentences:

If you visit the official website and learn a lot about the company and the position, you'll probably succeed.

If you think about the answers to some possible questions, you'll probably succeed.

If you prepare a few questions about the company, you'll probably succeed (because recruiters usually ask if you have any questions for them).

If you dress properly (and make sure your clothes are clean and pressed), you'll probably succeed.

If you go there in time, you'll probably succeed.

If you speak clearly and politely during the interview, you'll probably succeed.

If you are careful about your body language (and if you smile and make eye contact), you'll probably succeed.

### 4. Students' own answers

### 5. Students' own answers

### 6.

1. d      2. b      3. g      4. e

5. a      6. c

(extra expression: f)

### 7. Students' own answers

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Theme 1: Future Jobs

**1. Discuss the questions with your partner.**

1. Do you think you can cope with a job interview? Why/ Why not?
2. Do you know any tips on how to succeed in a job interview?

**2. Listen to the conversation and put the sentences in the correct order.** (Audio 1.6)

- a. Visit the official website and learn a lot about the company and the position.
- b. Speak clearly and politely during the interview.
- c. Dress properly, and make sure your clothes are clean and pressed.
- 1** d. Prepare well before the interview.
- e. Be careful about your body language, and you'd better smile and make eye contact.
- f. Prepare a few questions about the company because recruiters usually ask if you have any questions for them.
- g. Go there in time.
- h. Think about the answers to some possible questions.

**3. Read the sentences above again. Work with your partner and take turns to talk about how to succeed in a job interview as follows.**

*If you prepare well before the interview, you'll probably succeed.*

**4. Complete the table by writing sentences as in the examples.**

What are your strengths?	What are your weaknesses?
<i>I'm creative, and I have good communication skills.</i>	<i>I'm not good at working with numbers.</i>

**5. Work in pairs and look at activity 4 again. Take turns to play the role of a career counselor and ask the questions in the table. Listen to your partner's answers and then make predictions as follows.**

*You aren't good at working with numbers, so I'm afraid you won't be able to become an accountant. On the other hand, you're creative, and you have good communication skills. I predict you'll become a successful advertising manager.*

10

Theme 1: Future Jobs

**6. Use the expressions (a-g) to complete the phone conversation. There is an extra expression. Then act out the phone conversation with your partner.**

- a. Can we meet in the evening?
- b. Are you free for a coffee on Friday afternoon?
- c. Yes, that's fine by me.
- d. It's Tina calling.
- e. Do you have any plans for Saturday afternoon?
- f. May I speak to Tina, please?
- g. Sorry, but I won't be available.

**Carmen:** Hello. Carmen here.

**Tina:** Hey, Carmen. **(1)** .....

**Carmen:** Hi, Tina. What's up?

**Tina:** Nothing much. You?

**Carmen:** Not bad. Thanks.

**Tina:** **(2)** .....

**Carmen:** I'm afraid I'll be busy. I'm going to help my brother with his biology project. What about Friday evening? I'll be free then.

**Tina:** **(3)** ..... I'm going to join my cousin's birthday party. **(4)** .....

**Carmen:** Yes. I'm going to be at the tennis court. I have tennis practice on Saturday afternoons. But I'm free after 5 p.m. **(5)** .....

**Tina:** Yes, sure. Is 6 o'clock a good time for you?

**Carmen:** **(6)** .....

**Tina:** How about meeting at the cafe opposite the theater?

**Carmen:** All right. That sounds great.

**Tina:** Okay. Bye for now. See you.

**Carmen:** See you. Take care.

**7. Imagine you and your partner want to meet up at the weekend. Role-play a phone conversation as the one in activity 6 by using the information in the table below or your own ideas. Then change roles and role-play again.**

	Saturday		Sunday	
	afternoon	evening	afternoon	evening
<b>STUDENT A</b>	free	have dinner with uncle	free	free
<b>STUDENT B</b>	do chemistry project	free	take a guitar lesson	free

11



## 12.

1. obtain
2. ensure
3. regarding
4. supervise  
(extra word: possess)

## 13. Students' own answers

◆ Here it is advisable to inform Ss about the tips below.

### Note:

#### How to write a job application letter (letter of intent / cover letter)

- The heading should include your name and contact details, which can be written in the top right-hand corner as in the other types of formal letters, or can be left-aligned, center-aligned, written in a single line, etc. (as people usually send typed letters nowadays, not handwritten ones).

- Include the date. You can write it on the right or on the left.

- Write the recipient's name and address on the left.

- Begin with a formal salutation (greeting) like "Dear Mr/ Ms" followed by the person's surname. If you don't know the recipient's name, you can start with "Dear Sir, Dear Madam, Dear Sir or Madam".

- The body of the letter usually contains 3 paragraphs.

- Don't use informal language like contractions.

- Include a formal closing. If you start the letter with "Dear Sir/ Madam", you can end it using "Yours faithfully". If you know the recipient's name, use "Sincerely" or "Yours sincerely". You can also close your letter with "Best regards", "Kind regards", etc.

- End with your signature, followed by your full name.

**Theme 1: Future Jobs**

12. Find the **highlighted** words in the letter in activity 10 and guess the meaning from the context. Then match the following words with the definitions (1-4). There is an extra word.

regarding    obtain    supervise    ensure    possess

1. to get something: .....
2. to make something certain to happen: .....
3. in relation to; about: .....
4. to watch someone / something to make certain that everything is done correctly: .....

13. Study the letter of intent. Choose one of the job ads in activity 8 or the ones on page 20 in the Student's Book, and write a letter of intent. Hand in your letter next week. When your teacher gives it back, take a photo and upload it to your blog.

**DISCUSSION TIME**

1. Discuss the questions in pairs.  
Do you know any entrepreneurs? If yes, what did he/ she achieve?
2. Work in groups. Look at the list of qualities below. Which ones do you think are the most important to become a successful entrepreneur? Share your group's opinions with the class.

taking risks	being determined to succeed
being ready to start small	setting goals
being self-disciplined	being ambitious
being organized	being flexible
being creative	improving yourself by reading a lot

**IDIOMS / PROVERBS CORNER**

Read the following sentences and pay attention to the idioms in italics. Work out the meaning from the context, and then match the idioms with the definitions (a-c).

1. It will take me a few months to *learn the ropes*, but I'm sure you'll be satisfied with my performance here.
2. I just *got the sack*, and so did 15 other people. I have two hours to pack up my things and leave the office. I must find a new job soon.
3. If you want to *earn your stripes* in journalism, you ought to start at the bottom.

1. learn the ropes	<input type="radio"/>	a. to be fired; to be removed from a job
2. get the sack	<input type="radio"/>	b. to get a position you deserve through work or achievements
3. earn your stripes	<input type="radio"/>	c. to become more familiar with a job; to be trained

14

### DISCUSSION TIME

1. Students' own answers
2. Students' own answers

### IDIOMS / PROVERBS CORNER

1. c                      2. a                      3. b

**NOTES**

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**4.** Students' own answers

**5.** B (making stone dolls)

(Audio 2.6)

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**Interviewer:** So you work really hard, Mr Dylan. Do you have any hobbies to get relaxed?

**Mr Dylan:** Yes, I have some hobbies. In my view, if you have lots of responsibilities, you should have hobbies as well. We can reduce stress in our lives with hobbies.

**Interviewer:** I completely agree. Could you talk about your hobbies?

**Mr Dylan:** Sure. I'm into classical music. I often go to concerts. I'm also keen on swimming and scuba diving.

**Interviewer:** Do you enjoy playing sports?

**Mr Dylan:** No, I don't. I prefer watching them on TV.

**Interviewer:** I see.

**Mr Dylan:** And I took up an unusual hobby last August. When I was on holiday in Türkiye, I made some Turkish friends, and one of them had a different hobby: making stone dolls. When he showed me his dolls, I got very interested. Next, we made one together. I felt so good! So I started making stone dolls. That's extremely relaxing. And I believe this hobby improves my creativity. What's more, when I give the stone dolls to my friends, they get fascinated. They're great gifts.

**Interviewer:** That sounds interesting.

**Mr Dylan:** Absolutely.

...

**6.**

- 1. YES    2. YES    3. NO
- 4. NO    5. YES


**7.** A

**8.** Students' own answers


Theme 2: Hobbies and Skills

4. Work in groups. Think of 3 unusual hobbies. Share them with the class.


5. Listen to the extract from an interview and choose the correct picture. (Audio 2.6)




What unusual hobby is the extract mainly about?



A) making jewellery



B) making stone dolls



C) making candles

6. Read the following sentences. Then listen to the interview again and tick the correct column for each sentence.

	Yes	No
1. Mr Dylan thinks hobbies help us reduce stress in our lives.	<input type="radio"/>	<input type="radio"/>
2. He is fond of going to classical music concerts.	<input type="radio"/>	<input type="radio"/>
3. Scuba diving and playing football are among his hobbies.	<input type="radio"/>	<input type="radio"/>
4. He started his unusual hobby 2 years ago.	<input type="radio"/>	<input type="radio"/>
5. He thinks he has become more creative with his unusual hobby.	<input type="radio"/>	<input type="radio"/>

7. Choose the correct answer.  
According to Mr Dylan, ....

- A) hobbies are useful for people who have a lot of work
- B) playing sports is more interesting than watching them on TV
- C) an Italian friend taught him how to make stone dolls
- D) his friends dislike the stone dolls which he gives to them

8. Discuss the questions in pairs.  
Would you like to take up making stone dolls? Why/ Why not?

17

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9. Read the text and answer the question.

What is the discussion on this forum page about?

Search  Login

18 comments

**Join the discussion...**  
We all have some hobbies. They are activities and interests which we enjoy doing in our leisure time. Hobbies differ from person to person. Some people prefer common hobbies like playing board games, reading and cycling. But what about the uncommon ones? Do you have any unusual hobbies? If yes, share them with us. We wonder your answers.

**Lisa (25 minutes ago)**  
I'm keen on collecting original comic books. I think it's a great leisure activity. I took it up 15 years ago, when I was at primary school. I read my first comic book at the age of 10 and I loved it. Now I possess hundreds of comic books. I forget about all my problems when I read them. They're so entertaining. I prefer comic books about superheroes. I'm crazy about them. In my view, they're **marvellous**.

**Richard (50 minutes ago)**  
I've been interested in caving for 4 years. I'm currently a member of a local caving club. I think it's fascinating to explore caves. It gives you a sense of achievement. You get more confident. You discover a new world in caves. That's so exciting. But caving may be dangerous, so you should go with experienced cavers. Last year I had an accident. I hurt my right foot and I couldn't move it at all. **Fortunately**, I wasn't alone.

**Nancy (3 hours ago)**  
My favorite leisure activity is carving eggshells. I started this **extraordinary** hobby 6 years ago, and then I couldn't stop it. Carving eggshells has finished stress in my life. It's so relaxing. And I think it has developed my personality. Now I'm more creative and positive. I'd rather create different designs all the time, so my eggshells are unique. In my opinion, they're excellent works of art. When I finish carving eggshells, they look wonderful. I feel proud of myself.

**Frank (7 hours ago)**  
Rock balancing is a great hobby of mine. I took it up 2 years ago. It's so nice. You balance rocks on top of one another without using anything to keep them together. Of course, that's not easy. It looks **impossible**, but you can do it. At first, I couldn't balance even a few rocks, but then I achieved and I felt perfect. This hobby has also taught me to be more patient. When I try to balance rocks, I have a very good time. That's why I prefer it to all the other activities.

9. Unusual (Uncommon) hobbies

10. Suggested answers:

1. Lisa started collecting original comic books 15 years ago.
2. Because she thinks it's a great leisure activity. When she reads comic books, she forgets about all her problems. She says they're entertaining.
3. Richard has had his hobby for 4 years.
4. Because he thinks it's fascinating to explore caves. It gives him a sense of achievement. He gets more confident. He discovers a new world in caves. He finds it exciting.
5. Nancy began carving eggshells 6 years ago.
6. Because carving eggshells has finished stress in her life. She finds it relaxing. And she thinks it's increased her creativity a lot. The eggshells look wonderful when she finishes carving them, so she feels proud of herself.
7. Frank has had his hobby for 2 years.
8. Because he finds it nice to balance rocks on top of one another. It looks impossible, but he can achieve it and then he feels perfect. This hobby has also taught him to be patient. When he tries to balance rocks, he has a very good time.

10. Answer the following questions according to the text.

1. When did Lisa start collecting original comic books?
2. Why does she like it?
3. How long has Richard had his hobby?
4. Why is he fond of caving?
5. When did Nancy begin carving eggshells?
6. Why does she enjoy it?
7. How long has Frank had his hobby?
8. Why is he keen on rock balancing?



11. Write what the following words refer to.

1. (Line 12) them : .....
2. (Line 20) it : .....
3. (Line 24) it : .....
4. (Line 29) it : .....



12. Find the **highlighted** words in the text and guess the meaning from the context. Then write the correct words next to the definitions (a-d).

- a. very unusual, special, unexpected, or strange: .....
- b. not likely to happen or be achieved: .....
- c. extremely good: .....
- d. happening because of good luck: .....

13. Complete the following sentences using the words in activity 12. One of the words is NOT necessary for this activity.

1. It was really ..... to sleep there because of the noise coming from the next-door neighbors.
2. She had a(n) ..... memory. I couldn't believe that she was able to remember all the details of the story.
3. It took me ages to get it right, but it was a(n) ..... feeling when I finished the project in the end.

14. Read the text in activity 9 again and discuss these questions with your partner.

1. Whose hobby do you think is more extraordinary than the others?
2. Would you like to take up any of the hobbies? If yes, which one(s)? Why?

15. Imagine you have an unusual hobby. Write a paragraph about it as the ones in activity 9. You had better do some research on the Net beforehand.

11.

1. comic books about superheroes
2. Richard's right foot
3. carving eggshells
4. rock balancing

12.

- a. extraordinary
- b. impossible
- c. marvellous
- d. fortunately



Theme 3: Hard Times

1. Work in pairs and look at the pictures of hobbies. Take turns to say which ones you used to like doing a few years ago.



2. Read the instructions and conduct a survey to find out your classmates' past habits.  
 + Read the categories below and write a question about each one as in the example.



Did you use to play volleyball when you were younger?

- + Go around the class and ask the questions to 5 of your classmates. Remember to note down their answers.  
 + Use the answers to write a report about your classmates' past habits. Start as follows.

The survey reveals that Yeliz, Yavuz and Erdeniz used to play volleyball when they were younger, but Yunus and Çiğdem didn't.

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3. Look at the picture and discuss the questions with your partner.

1. What are the people in the picture doing?
2. How do you think they are feeling?
3. Do you think the activity in the picture is easy for them?
4. Do you think they often go through hard times?
5. Have you ever watched paralympic sports?



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1. Students' own answers
2. Students' own answers
3. Students' own answers
4. talking about someone else who is disabled

(Audio 3.6)

It happened a few years ago. Actually, I remember the date. It was 3 January 2020. I was in my third year at university. I was having a terrible day. First of all, I didn't hear the alarm, so I got up late. Next, I had to run very fast to the bus-stop. When I got on the bus, I was exhausted. Then we got the exam results. Unfortunately, I failed my physics exam! That was too bad. After that, I realized that my best friend was lying to me. I got really disappointed and then I had an argument with him. When I finally came back home that day, I was feeling really depressed. I thought my life was awful. After a while, I went online. As I was surfing the Net, I saw a video about an Australian man. He was 21 years old. He was playing basketball, but he was in a wheelchair. He talked about himself in the video. He was a student at university. He had lots of operations when he was a child. And at the age of 10, he started wheelchair basketball. That changed his life. He often joined tournaments. He also became a very successful paralympic basketball player. While I was watching him, I felt so embarrassed. I stopped feeling sorry for myself. I thought, "I should be happy with the things I have." In fact, that video changed my life. I used to get unhappy very easily, but not any more. Now I have a positive attitude towards life.

5.

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|------|------|------|------|
| 1. C | 2. B | 3. A | 4. B |
| 5. B | 6. A | 7. C | 8. C |

Theme 3: Hard Times

4. Listen to the speaker and underline the correct alternative. (Audio 3.6)

The speaker is disabled / talking about someone else who is disabled.



5. Listen to the speaker again and choose the correct answer.

1. The speaker is talking about an incident that happened in the year ....  
 A) 2018                      B) 2019                      C) 2020
2. He was feeling .... when he got on the bus.  
 A) excited                      B) exhausted                      C) nervous
3. When he had an argument with his best friend, he was feeling ....  
 A) disappointed                      B) furious                      C) shocked
4. When he arrived home, he was feeling ....  
 A) confused                      B) depressed                      C) relieved
5. He watched a video about an Australian young man who was .... years old.  
 A) 20                      B) 21                      C) 22
6. The man in the video started wheelchair basketball when he was .... years old.  
 A) 10                      B) 11                      C) 12
7. When the speaker watched the video, he got ....  
 A) anxious                      B) depressed                      C) embarrassed
8. He used to feel .... very easily, but watching the video ended that situation.  
 A) furious                      B) tired                      C) unhappy

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## 6. Suggested answers:

1. First of all, he didn't hear the alarm, so he got up late.
2. Next, he had to run very fast to the bus-stop.
3. Then he failed his physics exam.
4. After that, he realized that his best friend was lying to him.

## 7. Suggested answer:

It happened in 2020. The speaker was at university. He was having a terrible day. First of all, he didn't hear the alarm, so he got up late. Next, he had to run very fast to the bus-stop. When he got on the bus, he was exhausted. Then he failed his physics exam. After that, he realized that his best friend was lying to him. He got disappointed and then he had an argument with him. When he finally came back home, he was depressed. He thought his life was awful. After a while, he went online. As he was surfing the Net, he saw a video about an Australian young man, who was 21 years old. He was playing basketball in a wheelchair. He was a student at university. He had lots of operations when he was a child. When he was 10 years old, he started wheelchair basketball. That changed his life. He often joined tournaments. He also became a very successful paralympic basketball player. While the speaker was watching him, he felt embarrassed. He stopped feeling sorry for himself. He thought, "I should be happy with the things I have." In fact, that video changed his life. Now he has a positive attitude towards life.

8. Students' own answers

9. Students' own answers

10. Students' own answers

11. The song *Yesterday*

### Theme 3: Hard Times

6. Listen again and write down the problems which the speaker had that day.

1. First of all, .....
2. Next, .....
3. Then .....
4. After that, .....

7. Work in pairs and take turns to tell the speaker's story in your own words. You can use the information in activities 5 and 6.

8. Discuss the questions with your partner.

1. Do you think the paralympic basketball player in the video is inspirational?
2. How do you think his life changed when he started wheelchair basketball?
3. The speaker says, "I should be happy with the things I have." Do you agree? Why/ Why not?

9. Work in groups. Choose from the following ideas in turn and tell your group members about it. You can talk about a real or an imaginary incident.

- ♦ You met someone inspirational.
- ♦ You received some good news.
- ♦ You received some bad news.
- ♦ You felt really furious.
- ♦ You had an accident.
- ♦ You met a celebrity.
- ♦ You felt nervous at first, but then you got relieved.

10. Work in groups. Read the instructions below and play the game.

- ♦ The first member of the group should make a sentence about an incident in the past. You can choose from the ideas in activity 9. All the group members should listen carefully.
- ♦ The second member should repeat the first sentence and add one more sentence.
- ♦ The third one should repeat the first and the second members' sentences and then add a new one. The game goes on until the last member adds a sentence.
- ♦ If a member makes a mistake, he/ she should leave the game.

11. Read the information below. What is it about?

- ♦ *Yesterday* is a song by the famous rock band *The Beatles*.
- ♦ According to Guinness World Records, it has the most cover versions of any song ever written.
- ♦ In 1999, BBC Radio 2 conducted a poll, and *Yesterday* was voted the best song of the 20th century by music experts and listeners.

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## NOTES

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12. Listen to the song and fill in the blanks using the words below. (Audio 3.7)

suddenly    game    seemed    yesterday    wrong    stay

**Yesterday** (by the Beatles)

Yesterday, all my troubles (1) \_\_\_\_\_ so far away  
 Now it looks as though they're here to (2) \_\_\_\_\_  
 Oh, I believe in (3) \_\_\_\_\_  
 Suddenly, I'm not half the man I used to be  
 There's a shadow hanging over me  
 Oh, yesterday came (4) \_\_\_\_\_  
 Why she had to go, I don't know, she wouldn't say  
 I said something (5) \_\_\_\_\_, now I long for yesterday  
 Yesterday, love was such an easy (6) \_\_\_\_\_ to play  
 Now I need a place to hide away  
 Oh, I believe in yesterday  
 Why she had to go, I don't know, she wouldn't say  
 I said something wrong, now I long for yesterday  
 Yesterday, love was such an easy game to play  
 Now I need a place to hide away  
 Oh, I believe in yesterday.



13. Listen again and sing along.

14. Choose the correct answer according to the song.

Which of the adjectives below CANNOT complete the following sentence?

The character in the song feels .....

- A) confused    B) depressed    C) disappointed    D) furious

12.

- |              |             |
|--------------|-------------|
| 1. seemed    | 2. stay     |
| 3. yesterday | 4. suddenly |
| 5. wrong     | 6. game     |

(Audio 3.7)

**Yesterday** (by the Beatles)

Yesterday, all my troubles seemed so far away

Now it looks as though they're here to stay

Oh, I believe in yesterday

Suddenly, I'm not half the man I used to be

There's a shadow hanging over me

Oh, yesterday came suddenly

Why she had to go, I don't know, she wouldn't say

I said something wrong, now I long for yesterday

Yesterday, love was such an easy game to play

Now I need a place to hide away

Oh, I believe in yesterday  
 Why she had to go, I don't know, she wouldn't say  
 I said something wrong, now I long for yesterday  
 Yesterday, love was such an easy game to play  
 Now I need a place to hide away  
 Oh, I believe in yesterday.

13. Students listen and sing along.

14. D



NOTES

A series of horizontal dotted lines for taking notes.

15.

1. jungle
2. safari
3. tribespeople

16. Suggested answer:

A plane crash

17. Suggested answers:

1. It took place in Uganda in 2009.
2. The writer and her husband Sam.
3. Because they wanted to experience wildlife first-hand and join a jungle safari.
4. They suddenly had engine trouble.
5. They jumped/ parachuted off the plane and a few minutes later, it crashed.
6. She hoped to land safely and find Sam on the ground.
7. Because a group of tribesmen appeared.
8. He was sitting on the ground.

18. D

19. Students' own answers

20. Students' own answers

21. Student A:

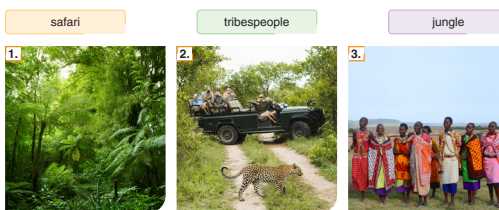
1. 1962
2. a caravan
3. work at comedy clubs
4. Man on the Moon

Suggested questions:

1. When was Jim Carrey born?
2. Where did his family begin to live?
3. What did he use to do in the evenings when he was 15?
4. Which movie did he get his second Golden Globe Award for?

Theme 3: Hard Times

15. Use the words below to label the pictures.



16. Read the following story. What is it about?

It was in 2009. My husband Sam and I wanted to experience wildlife first-hand, so we contacted a travel agency for a jungle safari in Uganda, a country in East Africa. Early that morning, our plane from London landed at the airport in Kampala, the capital city of Uganda. Then we hired a two-seater plane to go to Kasese in the west of the country. While Sam was flying our plane over the jungle, we suddenly had engine trouble. We had no choice but a parachute jump. Next, we jumped off the plane, and a few minutes later, it crashed. I flew far away because the wind was blowing hard. I hoped to land safely and find Sam on the ground while I was going down towards the trees. Fortunately, I managed to land without getting caught in the branches. However, I couldn't see Sam, so I felt extremely anxious. Soon afterwards, I heard some noise and the branches in front of me started to move. Then a group of tribespeople appeared. I got terrified. As they were walking towards me, I didn't know what to do. They said something, but I couldn't understand their language. Yet it was obvious that they wanted me to follow them. I started to walk among the tall trees behind them. After a while, we reached a grassy open area, and there I saw Sam. He was sitting on the ground. And a couple of tribesmen were standing near him. ...

17. Answer these questions according to the story.

1. When and where did the story take place?
2. Who are the main characters in the story?
3. Why did they contact a travel agency?
4. What happened while Sam was flying the plane?
5. What happened after that?
6. What did the writer do while she was going down towards the trees?
7. Why did the writer get terrified?
8. What was Sam doing when the writer saw him?

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Theme 3: Hard Times

18. Read the story again and choose the correct answer.

According to the story, the writer . . . .

- A) had an accident in the capital city of Uganda
- B) managed to find Sam as soon as she landed
- C) felt relieved when she talked to the tribespeople
- D) followed the tribespeople in the jungle and found Sam

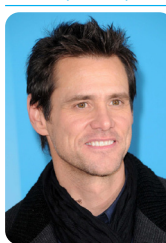
19. Discuss the questions below with your partner.

Would you like to go on a jungle safari? Why/ Why not?

20. Write the ending of the story. Remember to check it for grammar and spelling mistakes before you hand it in next week.

21. Work in pairs. Student A should look at the card below. Student B should look at the card on the next page. Ask each other questions for the missing information and fill in the blanks.

(Student A)



Jim Carrey, famous Canadian comedian, was born in (1) ..... He was 12 years old when his father lost his job, so the family fell on hard times. They even began to live in (2) ..... He had 3 siblings, and they all worked to help their parents earn a living. Meanwhile, he was very interested in performing stand-up comedy acts, and he used to entertain his classmates at school. He used to (3) ..... in the evenings when he was 15. Carrey has starred in many movies. In 1998, he won the Golden Globe Award for the movie *The Truman Show*, and he got his second Golden Globe for the movie (4) ..... in 1999. He is regarded as one of the best comedic talents alive today.

DISCUSSION TIME

Work in groups and discuss the following quote by the well-known basketball player. Support your answers with reasons and/ or examples.

"If you're trying to achieve, there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

Michael JORDAN

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### Theme 3: Hard Times

(Student B)

Jim Carrey, famous Canadian comedian, was born in 1962. He was (1) ..... years old when his father lost his job, so the family fell on hard times. They even began to live in a caravan. He had (2) ..... siblings, and they all worked to help their parents earn a living. Meanwhile, he was very interested in performing stand-up comedy acts, and he used to (3) ..... at school. He used to work at comedy clubs in the evenings when he was 15. Carrey has starred in many movies. In (4) ....., he won the Golden Globe Award for the movie *The Truman Show*, and he got his second Golden Globe for the movie *Man on the Moon* in 1999. He is regarded as one of the best comedic talents alive today.



### IDIOMS/PROVERBS CORNER

1. Read the following dialogues. Pay attention to the proverbs in italics and work out the meaning from the context. Then write the correct proverbs next to the explanations (a-c).

1. A: I thought Bill would never get well again after that terrible incident. I'm happy to see that he's all right.  
B: As they say, *time heals all wounds*.

2. A: I need some more time to complete the preparations.  
B: You should hurry up. We've wasted enough time already. *Time is money*.

3. A: Do you think I should make the party arrangements next week? Or shall I start today?  
B: *There's no time like the present*.

- a. It's right to take action immediately instead of waiting. ....  
b. Emotional pain lessens over time. ....  
c. Time is valuable and shouldn't be wasted. ....

2. Brainstorm the Turkish proverbs with similar meanings and write them down.

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

28

### Student B:

- 12
- 3
- entertain his classmates
- 1998

### Suggested questions:

1. How old was Jim Carrey when his father lost his job?
2. How many siblings did he have?
3. What did he use to do at school?
4. When did he win the Golden Globe Award for the movie *The Truman Show*?

### DISCUSSION TIME

Students' own answers

### IDIOMS/ PROVERBS CORNER

1.

- |        |      |       |
|--------|------|-------|
| 1. b   | 2. c | 3. a  |
| (a. 3) | b. 1 | c. 2) |

2.

1. **Time heals all wounds.:** Zaman bütün yaraları iyileştirir./ Zaman bütün acıların ilacıdır.
2. **Time is money.:** Vakit nakittir.
3. **There's no time like the present.:** Bugünün işini yarına bırakma.



### NOTES

1. Students' own answers

2.

1. lieutenant
2. Red Crescent
3. martyr
4. front line  
(extra word: permission)

3. Picture b (Kara Fatma)

(Audio 4.6)

Do you know the woman in this picture? Her real name is Fatma Seher Erden. She was one of the heroines in Turkish history.

She was born in Erzurum in 1888. She married Derviş, an officer in the Ottoman army. While he was fighting in the Balkan Wars, she was with him. She cooked for the soldiers and helped the doctors with the injured.

During the First World War, her husband was on the front line. Meanwhile, she went to Caucasia with around 10 women and fought there. Unfortunately, her husband became a martyr in Sarıkamış. Next, she returned to Erzurum.


Before the Independence War started, Turkish people had had a hard life. In 1919, Fatma Seher decided to fight for her country, so she went to Sivas and talked to Mustafa Kemal there. He gave her permission and the nickname *Kara Fatma*. Soon afterwards, she went to İstanbul and gathered a group there. After that, she went to Kocaeli and began fighting in the nearby areas.

Later on, she went to the western front line and became the leader of more than 300 soldiers. They took part in the Great Attack and fought heroically. After the Independence War had ended, Kara Fatma received a medal.


After a while, she retired from the army as a lieutenant. And then she donated her salary to the Red Crescent. Eventually, she passed away in İstanbul in 1955.

Theme 4: What a Life


1. What do you know about the Turkish heroines in the following pictures? Share the information with the class.



Tayyar Rahmiye



Kara Fatma



Gördesli Makbule

2. Write the words below next to the definitions (1-4). Use a dictionary if you need to. There is an extra word.

front line
martyr
permission
lieutenant
Red Crescent

1. (the title of) an officer of middle rank in the army: .....
2. an organization that takes care of people who are suffering because of war, natural disasters or other problems: .....
3. a person who is killed at war: .....
4. a place where the soldiers of opposing armies fight: .....

3. Listen to the speaker and tick the correct picture in activity 1. (Audio 4.6)

4. Listen again and put the events (a-h) into the correct order.

- a. She had gathered a group before she began fighting in the areas near Kocaeli.
- b. While she was fighting with some women in Caucasia, her husband became a martyr, so she returned to Erzurum.
- c. She started to lead over 300 soldiers after she had gone to the western front line.
- d. She was with her husband while he was fighting in the Balkan Wars.
- e. After she had retired from the army as a lieutenant, she donated her salary to the Red Crescent.
- f. Before she went to İstanbul, she had got the nickname *Kara Fatma*.
- g. She received a medal after she had fought heroically in the Great Attack.
- h. After she had decided to fight for her country, she talked to Mustafa Kemal in Sivas.

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4.

- |      |      |      |      |
|------|------|------|------|
| 1. d | 2. b | 3. h | 4. f |
| 5. a | 6. c | 7. g | 8. e |

**Note:**

When activity 4 is completed, it is advisable to provide Ss with the following information.

**Tayyar Rahmiye** (1890 - 1920) was a volunteer to fight for her country during the Independence War. She fought heroically on the southern front line and became a martyr in Osmaniye.

**Gördesli Makbule** (1902 - 1922) was one of the heroines of the Independence War. She became a martyr while she was fighting against the Greek army that occupied İzmir and the nearby towns.

- Work in pairs and take turns to describe the main events in Kara Fatma's life story in your own words.
- Work in pairs. Student A should look at the information below. Student B should look at the information on the next page. Ask each other questions for the missing information and fill in the blanks.

Student A

Cahit Arf

Cahit Arf was born in Selanik in (1) ..... When the Balkan Wars started in 1912, his family moved to Istanbul. After a while, they settled in (2) ..... and he got his primary education there. Then he continued his education in (3) ..... After he had received his bachelor's degree there, he returned to Türkiye in (4) ..... First, he taught mathematics at (5) ..... High School. Then he joined the mathematics department at Istanbul University in 1933. He got a master's degree in (6) ..... in 1938, and after that, he worked at Istanbul University until 1962. He became a professor in (7) ..... and an ordinarius professor in 1955. In 1963, he was one of the founders of TÜBİTAK (the Scientific and Technological Research Council of Türkiye) and he became the first director. After a while, he continued his studies abroad and worked with many well-known mathematicians. Before he got retired in 1980, he had joined the mathematics department at (8) ..... University and worked there. He got numerous national and international awards. He was the president of the Turkish Mathematics Society from 1985 to 1989. He passed away when he was (9) ..... years old. His portrait is on the 10-lira banknote.



Canan Dağdeviren

Canan Dağdeviren was born in Istanbul in 1985. She graduated from Hacettepe University in 2007. After she had got a bachelor's degree in physics engineering, she went to Sabancı University. Then she got a master's degree in materials science and engineering in 2009. She started the University of Illinois in the same year. Before she got a doctor's degree in 2014, she had worked on different projects there. She developed medical devices which turn mechanical energy from internal organ movements into electric energy. For example, she invented a unique device for patients with heart diseases when she was 28 years old. She has over 25 national and international awards. She is the first Turkish scientist to become a Junior Fellow of Harvard University. In 2015, she was on the Forbes Magazine's list called *Top 30 under 30 in Science*. In 2017, she began working as an assistant professor at MIT (Massachusetts Institute of Technology). She still directs a research group there. She wants to design new body-powered devices for different health problems.



## 5. Students' own answers

## 6.

Student A:

- 1910
- İzmir
- Paris
- 1932
- Galatasaray
- Germany
- 1943
- Middle East Technical
- 87

Suggested questions:

- When was Cahit Arf born?
- Where did his family settle?
- Where did he continue his education?
- When did he return to Türkiye?
- At which high school did he teach mathematics (at) first?
- Where did he get a master's degree in 1938?
- When did he become a professor?
- At which university had he joined the

mathematics department before he got retired in 1980?

## 9. How old was he when he passed away?

Student B:

- Istanbul
- Hacettepe
- Sabancı
- 2009
- 2014
- 28
- over 25
- 2015
- 2017

Suggested questions:

- Where was Canan Dağdeviren born?
- Which university did she graduate from in 2007?
- Which university did she go to after she had got a bachelor's degree in physics engineering?
- When did she get a master's degree in materials science and engineering?
- When did she get a doctor's degree?
- How old was she when she invented a unique device for patients with heart diseases?
- How many (national and international) awards does she have?
- When was she on the Forbes Magazine's list called *Top 30 under 30 in Science*?
- When did she begin working as an assistant professor at MIT?



## NOTES

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7. Students' own answers

8. Students' own answers

9.

1. D

2. C

10. Students' own answers

11. Students' own answers

12. Students' own answers

13. Students' own answers

14. A

15. Alija Izetbegovic

9. Read the texts in activity 6 again and choose the correct answer.

1. According to the first text, Cahit Arf ....

- A) got interested in mathematics when he was at primary school
- B) founded the mathematics department at Istanbul University
- C) taught lots of famous mathematicians at universities abroad
- D) directed the Turkish Mathematics Society for 4 years

2. According to the second text, Canan Dağdeviren ....

- A) began to study at the University of Illinois in the year 2010
- B) worked at Massachusetts Institute of Technology from 2017 to 2019
- C) created medical devices that use the energy of one's internal organs
- D) would like to invent devices for patients only with heart diseases

10. Work with a different partner and take turns to describe the main events in Cahit Arf's life story in your own words. Add linking words such as *First, Then, Next, After that, etc.*

11. Work in pairs. Take turns to describe the main events in Canan Dağdeviren's life story in your own words. Use some linking words as well.

12. Imagine you're interviewing Canan Dağdeviren. What 2 questions would you ask her? Write down your questions.

- 1. .... ?
- 2. .... ?

13. Work in groups and take turns to share a personal experience in the past. Use some linking words like *First, Then, Meanwhile, Soon afterwards* and *Eventually*. Remember to add sentences using *While, Before* and *After*. First of all, make notes below.

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Student B

Cahit Arf

Cahit Arf was born in Selanik in 1910. When the Balkan Wars started in 1912, his family moved to Istanbul. After a while, they settled in Izmir and he got his primary education there. Then he continued his education in Paris. After he had received his bachelor's degree there, he returned to Türkiye in 1932. First, he taught mathematics at Galatasaray High School. Then he joined the mathematics department at Istanbul University in 1933. He got a master's degree in Germany in 1938, and after that, he worked at Istanbul University until 1962. He became a professor in 1943 and an ordinarus professor in 1955. In 1963, he was one of the founders of TÜBİTAK (the Scientific and Technological Research Council of Türkiye) and he became the first director. After a while, he continued his studies abroad and worked with many well-known mathematicians. Before he got retired in 1980, he had joined the mathematics department at Middle East Technical University and worked there. He got numerous national and international awards. He was the president of the Turkish Mathematics Society from 1985 to 1989. He passed away when he was 87 years old. His portrait is on the 10-lira banknote.



Canan Dağdeviren

Canan Dağdeviren was born in (1) ..... in 1985. She graduated from (2) ..... University in 2007. After she had got a bachelor's degree in physics engineering, she went to (3) ..... University. Then she got a master's degree in materials science and engineering in (4) ..... She started the University of Illinois in the same year. Before she got a doctor's degree in (5) ....., she had worked on different projects there. She developed medical devices which turn mechanical energy from internal organ movements into electric energy. For example, she invented a unique device for patients with heart diseases when she was (6) ..... years old. She has (7) ..... national and international awards. She is the first Turkish scientist to become a Junior Fellow of Harvard University. In (8) ....., she was on the Forbes Magazine's list called *Top 30 under 30 in Science*. In (9) ....., she began working as an assistant professor at MIT (Massachusetts Institute of Technology). She still directs a research group there. She wants to design new body-powered devices for different health problems.



7. Work in pairs and ask each other different questions about Cahit Arf in turn.

8. Work in pairs and ask each other different questions about Canan Dağdeviren in turn.

14. Look at the visuals and choose the correct answer.

What is the name of the European country in the visuals?

- A) Bosnia-Herzegovina
- B) Croatia
- C) Kosovo
- D) Serbia



15. Read the title and the first and last paragraphs of the text. Who is it about?

Bosnians' Wise King



Alija Izetbegovic was a Bosnian politician, lawyer, author, activist and philosopher. He was the leader of Bosnians during their independence struggle.

Alija was born in Bosanski Samac in 1925 and grew up there. He attended high school in Sarajevo, which later became the capital of Bosnia-Herzegovina. While he was a soldier in the army, he had an argument with the authorities. Next, he was put into prison in 1946 and stayed there for 3 years. After he had got out of prison, he returned to university and got a degree in law. He got married at the age of 24 and had 3 children.

In 1962, Alija started to work as a law consultant in Sarajevo. He wrote for some newspapers as well. In 1970, he published one of his most important books called *The Islamic Declaration*. In 1983, there were conflicts in the country. After the authorities had examined the book again, they sent him to prison for the second time, and he got out in 1988.

Alija founded the Democratic Action Party with his friends in 1990. There was a referendum for the independence of Bosnia-Herzegovina in 1992. As a result, more than 99% of the people accepted. Soon afterwards, Bosnians declared independence on 1 March 1992. Then a terrible period began. Lots of Serbian groups started to attack the Muslims in different cities. On 6 April 1992, Serbians besieged Sarajevo, and that lasted for 3 and a half years. They were extremely cruel and killed too many Bosnian Muslims. Some Croatian groups also helped Serbians. Meanwhile, Bosnians were trying to resist and Alija Izetbegovic was leading them, but they didn't have enough weapons. There was no safe place in Sarajevo. The life was horrible there. The tragedy ended with the Dayton Peace Treaty in 1995. However, the result was incredibly bad. Thousands of people had been killed during the war. Unfortunately, most of them were Bosnians.

In the first election after the war, Alija Izetbegovic became the first president of the independent Bosnia-Herzegovina. He ruled the country until the year 2000, when he ended his political life because of some health problems. Alija Izetbegovic was a great leader. He was just and tolerant. He was also very knowledgeable, so people used to call him *Wise King*. He passed away in Sarajevo in 2003.



1. Students' own answers

2.

Student 1 (Michael): 5

Student 2 (Doris): 3

Student 3 (Alan): 2

(extra pictures: 1, 4 and 6)

(Audio 5.4)

**Teacher:** OK, class. Today we're talking about regrets. Now I want you to tell us something which you did or didn't do and then you felt sorry about. Yes, Michael.

**Michael:** My sister and I wanted to celebrate our parents' 20th wedding anniversary last Friday, and we decided to eat out together. My sister suggested the Mexican restaurant, but I thought it would be wonderful to try the new Chinese restaurant, and finally, we went there. However, the Chinese restaurant was terrible. I wish I had accepted my sister's idea. If we had gone to the Mexican restaurant, we would have had a better time.

**Teacher:** Thanks, Michael. Yes, Doris.

**Doris:** When I was 15, I used to have too many hamburgers, fizzy drinks, and so on. As a result, I put on lots of weight. That made me really depressed. After that, I had to go on a strict diet for months. I wish I hadn't had unhealthy eating habits. If I hadn't eaten so much junk food, I wouldn't have put on weight.

**Teacher:** Thank you, Doris. Yes, Alan. What about you?

**Alan:** Our biology teacher organized an environmental campaign last year. Our group had to clean the park near the school. Everybody tried hard to clean it, but I sat under a tree and watched some videos on my mobile. Finally, the teacher thanked us all very much. I felt really embarrassed because I had been dishonest. I wish I had joined the clean-up campaign. If I had helped my friends clean the park, I wouldn't have felt embarrassed.

**Teacher:** Thanks, Alan.

**Theme 5: Back to the Past**

1. Discuss the questions in pairs.


- Do you celebrate your parents' wedding anniversary with your family members every year? If yes, how did you celebrate it last year?
- Do you believe it is a good idea to celebrate your parents' wedding anniversary? Why/ Why not?
- Do you think you usually eat too much junk food?
- Do you know it is very harmful?
- Do you find environmental campaigns beneficial?
- What kind of environmental campaigns can you and your classmates organize?


2. Listen to the teacher and her students. Match the students with the correct pictures. There are 3 extra pictures. (Audio 5.4)


Student 1 (Michael)


Student 2 (Doris)


Student 3 (Alan)

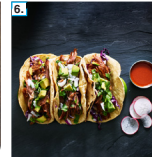
1. 

2. 

3. 

4. 

5. 

6. 

3. Listen to the conversation again and fill in the blanks.

- Michael and his sister wanted to celebrate their .....
- Doris used to ..... when she was 15 years old.
- Alan ..... after his teacher had thanked him and his friends.

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3.

- parents' 20th wedding anniversary
- eat too much fast/ junk food
- felt embarrassed



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Theme 5: Back to the Past

15. Discuss the questions with your partner.

1. Have you ever made a friend upset with what you said?
2. Has one of your friends ever made you upset with what he/ she said?

16. Read the e-mails and answer the questions below.


Who got upset? Why?



New Message  
 To: tracy\_clarke@example.com  
 From: gloria.parker@example.com  
 Subject: Regret

Dear Tracy,  
 I feel so sorry for what I said to you this afternoon. I know that made you upset. I deeply regret it now. Actually, I was feeling very bad at that moment. Until I met you in the garden, I had had a terrible day. Firstly, the school bus broke down on the way to school, so I had to walk for 5 kilometers. When I came to school, I was exhausted. Then I realized that I had forgotten my history project at home. That *drove me crazy* because although I had done the project, I couldn't hand it in on time, so I got a low mark. In addition, I fell down the stairs at break time and injured my back. After that, I went outside with great difficulty. My back was painful when you came and asked if I liked your new hairstyle. Unfortunately, I spoke to you very rudely and *broke your heart*. I'm very sorry. Please forgive me. I wish I hadn't lost my patience.  
 Love,  
 Gloria

Send



New Message  
 To: gloria.parker@example.com  
 From: tracy\_clarke@example.com  
 Subject: Response to regret

Dear Gloria,  
 Thanks for your e-mail. When I read it, I felt really better. I didn't know you had had a terrible day before I saw you. If only you had told that to me. If I had known the truth, I wouldn't have *felt blue*. You had never been rude to me before, so I got shocked. That's all. Why don't we do something fun together this weekend? Bye for now.  
 Love,  
 Tracy

Send

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15. Students' own answers

16. Tracy got upset because Gloria spoke to her rudely.

17. Suggested answers:

1. wouldn't have had to walk for 5 kilometers/ wouldn't have got exhausted
2. she could have handed it in on time/ she wouldn't have got a low mark
3. she hadn't fallen down the stairs/ she had walked down the stairs carefully
4. she wouldn't have spoken to Tracy rudely/ she wouldn't have been rude to Tracy
5. she wouldn't have made Tracy upset/ she wouldn't have broken Tracy's heart
6. wouldn't have felt better/ wouldn't have learned the truth

18. Suggested answers:

1. she hadn't lost her patience
2. Gloria had told her the truth/ Gloria had told her that she had had a terrible day before she saw her

Theme 5: Back to the Past

17. Read the e-mails and complete the sentences.

1. If the school bus hadn't broken down on the way to school, Gloria .....
2. If Gloria hadn't forgotten her history project at home, .....
3. Gloria wouldn't have injured her back if .....
4. If Gloria's back hadn't been painful, .....
5. If Gloria hadn't lost her patience, .....
6. If Gloria hadn't sent the e-mail, Tracy .....

18. Complete the wishes according to the e-mails.

1. Gloria wishes .....
2. Tracy wishes .....

19. Work with your partner. Ask and answer the following questions in turn.

1. What wouldn't Gloria have had to do if the school bus hadn't broken down?
2. What could she have done if she hadn't forgotten her project at home?
3. What wouldn't have happened if she hadn't fallen down the stairs?
4. What wouldn't she have done if her back hadn't been painful?

20. Choose the question which DOES NOT have an answer in the e-mails.

- A) What had Tracy just done before she talked to Gloria?
- B) How was Gloria feeling when she saw Tracy?
- C) Had Gloria ever been rude to Tracy before that incident?
- D) Did Tracy forgive Gloria after she had read her e-mail?

21. Answer the other questions in activity 20 according to the e-mails.

22. Discuss the following questions in pairs.

1. Have you ever had an argument with your best friend? If yes, why did that happen? What did you do after that?
2. Do you think we should say we are sorry if we make someone upset? Why/ Why not?

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19. Suggested answers:

1. She wouldn't have had to walk for 5 kilometers.
2. She could have handed in the project on time/ She could have got a high mark.
3. She wouldn't have injured her back/ She wouldn't have felt very bad at the time.
4. She wouldn't have spoken to Tracy rudely/ She wouldn't have made Tracy upset.

20. A

21. Suggested answers:

- B) She was feeling very bad/ painful/ awful.
- C) No, she hadn't.
- D) Yes, she did.

22. Students' own answers

## IDIOMS/ PROVERBS CORNER

1.

1. feel blue
2. break someone's heart
3. drive someone crazy

2.

1. broke my heart
2. feeling blue
3. driving me/ us crazy

3. Students' own answers

### DISCUSSION TIME

1. Students' own answers

(Here you should refer to the explosion of the atomic bomb in Japan during World War II. Einstein expressed his regrets about making the bomb.)

2. Students' own answers

Theme 5: Back to the Past

### IDIOMS/PROVERBS CORNER

1. Find the following idioms in the e-mails on page 42 and work out the meaning from the context. Then write the idioms below next to the definitions (1-3).
 

drive someone crazy	break someone's heart	feel blue
---------------------	-----------------------	-----------

  1. to get very unhappy: .....
  2. to make someone very unhappy: .....
  3. to make someone very angry: .....
2. Write the correct form of the idioms in the sentences below.
  1. When I found out he had passed away, that .....
  2. As I was ....., I couldn't say anything, but I started to cry.
  3. Stop that awful noise. You're .....
3. Write your answers to the following questions.
  1. What drives you crazy? .....
  2. What breaks your heart? .....
  3. When do you feel blue? .....

### DISCUSSION TIME

1. Discuss the following quote in groups. Then share your group's opinions with the class.
 

"If I had known they were going to do this, I would have become a shoemaker."

Albert Einstein
2. Work in groups. Read the sentences below. Do you agree with them? Why/ Why not? Then present your group's opinions to the class.
 

IN THE END, WE REGRET THE CHANCES WE DIDN'T TAKE.	THE PAST CANNOT BE CHANGED, FORGOTTEN OR ERASED; IT CAN ONLY BE ACCEPTED.
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44

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Theme 6: Open Your Heart

1. Read the paragraph and work out the meaning of the words in bold from the context. Then complete the table with the words (a-d).

Our next-door neighbors had some trouble last night. While they were sleeping, someone **broke into** their house. The **burglar** searched everywhere for **valuable** things and stole some jewellery and mobile phones. When our neighbors woke up this morning, the house was in a **mess**. They called the police immediately.

a. break into

b. burglar

c. valuable

d. mess

Word	Part of speech	Definition
1. ....	noun	a dirty and untidy state
2. ....	noun	a person who illegally enters buildings and steals things
3. ....	verb	to enter a building by force
4. ....	adjective	worth a lot of money

2. Listen to the conversation and answer the questions. (Audio 6.5)

- Why were Liz and Nick not at home at the weekend?
- Why did they get shocked when they came back home?
- What should Tim have done according to Nick?
- Why was the house in a mess?



3. Listen to the conversation again and complete the following inferences.

- Nick: A burglar must have ..... while we were away.
- Liz: He might have .....
- Nick: He might have .....
- Nick: He couldn't have ..... He must have .....

4. Work in groups and discuss the following question.

Have you ever misunderstood a situation like the couple in the audio? If yes, tell the incident to your group members.

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(Audio 6.5)

**Liz:** Our weekend with Aunt Betty was great, but I miss home very much, Nick.

**Nick:** Me too, Liz.

**Liz:** Oh, no! What's happened here? What a mess!

**Nick:** Oh, my God! A burglar must have broken into our house while we were away. How did the burglar know we weren't at home?

**Liz:** Oh! He might have been someone who knows us.

**Nick:** I hope not. He might have stolen something valuable. Look! The TV is here. Let's look at the other rooms.

**Liz:** I'm scared. Perhaps the burglar is still inside.

**Nick:** Don't be scared, Liz. He couldn't have stayed here. He must have left long ago.

**Liz:** You're right.

**Nick:** First, let's look at Tim's room.

**Liz:** Oh, Nick! There's someone in bed! Call the police immediately!

**Tim:** Mum! Dad! Hi! Where have you been?

**Liz and Nick:** Tim!

**Tim:** Yes. I'm home. I have a week off before the final exams, so I came here yesterday evening. I just wanted to surprise you, but you weren't in.

**Liz:** Oh, Tim! We were in Manchester for the weekend. We visited Aunt Betty. And we thought you were in Liverpool.

**Nick:** You should have called us when you came home, Tim.

**Tim:** Yes, but a friend called me at that moment. When I said that I was alone at home, he came here with a group of friends. Ah, so sorry about the mess. Don't worry, Mum! I promise I'll clean it up today!

1.

- mess
- burglar
- break into
- valuable

2. Suggested answers:

- Because they went to Manchester to visit Aunt Betty.
- Because their house was in a mess and they thought a burglar had broken into their house.
- Tim should have called them when he came home according to Nick.
- Because their son Tim came home. Next, a friend called him. When Tim said that he was alone at home, his friend came there with a group of friends, so they made the mess.

### 3.

1. broken into our house
2. been someone who knows us
3. stolen something valuable
4. stayed here - left long ago

### 4. Students' own answers

### 5. Suggested answers:

1. She might have forgotten about the theater.
2. She might have lost the ticket.
3. She might have had an accident.
4. She might have had too much homework.
5. She might have decided not to come.
6. She might have missed the bus.
7. She might have got ill.
8. She might have had some trouble.

### 6. Suggested answers:

2. The girl in picture 2 might have failed an exam./ The girl in picture 2 couldn't have passed an exam.
3. The boy in picture 3 must have had an argument with someone./ The boy in picture 3 might have fallen out with a friend.
4. The boy in picture 4 must have got exhausted./ The boy in picture 4 couldn't have won the race.
5. There might have been a criminal in the building./ Some people might have got trapped in the building./ Someone must have called the police.
6. The people in the area must have polluted the environment./ They couldn't have been environmentally friendly./ They couldn't have cared about the environment.
7. The girl in picture 7 might have fallen down the stairs./ The girl in picture 7 must have had an accident./ The girl in picture 7 must have broken her leg.

#### Theme 6: Open Your Heart

1. Read the paragraph and work out the meaning of the words in bold from the context. Then complete the table with the words (a-d).

Our next-door neighbors had some trouble last night. While they were sleeping, someone **broke into** their house. The **burglar** searched everywhere for **valuable** things and stole some jewellery and mobile phones. When our neighbors woke up this morning, the house was in a **mess**. They called the police immediately.

a. break into

b. burglar

c. valuable

d. mess

Word	Part of speech	Definition
1. ....	noun	a dirty and untidy state
2. ....	noun	a person who illegally enters buildings and steals things
3. ....	verb	to enter a building by force
4. ....	adjective	worth a lot of money



2. Listen to the conversation and answer the questions. (Audio 6.5)

1. Why were Liz and Nick not at home at the weekend?
2. Why did they get shocked when they came back home?
3. What should Tim have done according to Nick?
4. Why was the house in a mess?

3. Listen to the conversation again and complete the following inferences.

1. Nick: A burglar must have ..... while we were away.
2. Liz: He might have .....
3. Nick: He might have .....
4. Nick: He couldn't have ..... He must have .....

4. Work in groups and discuss the following question.

Have you ever misunderstood a situation like the couple in the audio? If yes, tell the incident to your group members.

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#### Theme 6: Open Your Heart

5. Susan and Daisy have bought tickets for the theater, and now Susan is waiting for Daisy at the entrance, but she is very late. Work with your partner and discuss what might have happened. Use the phrases below.

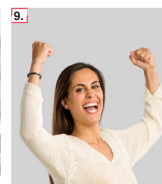
- forget about the theater
- lose the ticket
- have an accident

- have too much homework
- decide not to come

- miss the bus
- get ill
- have some trouble

6. Work in groups. Make inferences for the situations in the pictures using "might/ must/ couldn't have" as in the example.

The woman in picture 1 must have bought something a very short time ago.



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7. Complete the dialogues (1-8) by choosing the past modals from the list below and using the correct form of the verbs in brackets.

- might have
- must have
- couldn't have

1. A: Those girls say Benjamin was unkind to them at break time last Monday, but he wasn't at school.  
B: That person ..... (be) Benjamin.
2. A: I haven't ordered this tomato soup. You ..... (make) a mistake.  
B: OK, sir. Let me check, please.
3. A: Who has bought this present for you?  
B: I'm not sure, but Valeria ..... (buy) it.
4. A: Someone called you when you were outside, but she hung up without saying her name. It ..... (be) your younger sister. I'm sure it was her voice.  
B: OK. I'll ring her now.
5. A: I sent Jason a text message half an hour ago, but he didn't reply.  
B: The battery of his mobile phone ..... (go) dead.
6. A: Sue says she sent me a postcard from Paris a few weeks ago, but I haven't received it yet.  
B: She ..... (send) it to a wrong address.
7. A: I can't find my mobile phone.  
B: You ..... (leave) it somewhere. What places have you been to so far today?
8. A: I saw Tony in the street an hour ago. He was cycling.  
B: You ..... (see) Tony. He's been in Rome since last weekend.

8. Work in pairs. Act out the dialogues in activity 7. Then change roles and act them out again.

9. Work with a different partner and read the speech bubbles. Take turns to make sentences starting with "I should/ shouldn't have ...".

- If I had been nicer to the new student, he wouldn't have felt blue.
- If I hadn't pulled my sister's hair yesterday, I wouldn't have been punished.
- If I hadn't criticized my daughter's new hairstyle, she wouldn't have got upset.
- If I had been more patient in the traffic jam this morning, I wouldn't have argued with that man.

## 9.

1. I should have been nicer to the new student.
2. I shouldn't have pulled my sister's hair yesterday.
3. I shouldn't have criticized my daughter's new hairstyle.
4. I should have been more patient in the traffic jam this morning.



## NOTES

A large area with horizontal dotted lines for taking notes.

8. The boy in picture 8 must have studied for an exam./ The boy in picture 8 might have finished a project.
9. The woman in picture 9 must have won something./ The woman in picture 9 might have passed her driving test./ The woman in picture 9 might have succeeded in a job interview.

## 7.

1. couldn't have been
2. must have made
3. might have bought
4. must have been
5. might have gone
6. must have sent
7. must have left
8. couldn't have seen

8. Students act out the dialogues.

10. C

11. B

12.

A) No, she couldn't. (Because Mia wasn't rude to her.)

B) –

C) She should have phoned Mia (her) to explain why she couldn't join the party.

D) Because she was very busy on Saturday afternoon as she was doing the physics project with her group members.

13. Students' own answers

14. Students' own answers

### DISCUSSION TIME

Students' own answers

### IDIOMS/ PROVERBS CORNER

a. missed the boat

b. spilled the beans

c. beating around the bush



### NOTES

Handwriting practice area with horizontal dotted lines.

10. Read the following text messages and choose the correct answer.

Emma and Mia are making inferences for why Olivia ...

- A) failed her maths exam
- B) argued with her parents
- C) didn't join the party
- D) didn't phone Mia

Hi, Mia. Your birthday party was great yesterday evening. Most of our classmates were there. I had a very good time.

Nice to hear that, Emma. But I felt upset since Olivia didn't turn up. I don't know why. Maybe she got angry because of something that I said to her last week.

She couldn't have got angry with you because you weren't rude to her. Perhaps there's another reason. She might've argued with her parents as she failed her maths exam on Friday. So they might've got furious. And then they might've told her not to go to the party.

Maybe. But she should've phoned me to explain why she couldn't join the party.

Yes, Mia. But she might've forgotten about the party. She was very busy on Saturday afternoon as she was doing the physics project with her group members.

Yes, you're right. We'd better talk to her at school tomorrow. See you. Take care.



11. Choose the question which DOES NOT have an answer in the text messages.

- A) Could Olivia have got angry with Mia according to Emma?
- B) Who might Olivia have argued with according to Mia?
- C) What should Olivia have done according to Mia?
- D) Why might Olivia have forgotten about the party according to Emma?

12. Answer the other questions in activity 11.

13. Work with your partner and discuss the following question.

Why do you think Olivia didn't join the party? Make as many inferences as possible.

14. Imagine you joined your cousin's birthday party yesterday. Write some sentences as in the example to criticize different things at the party.

Writing area with a green header: "You should / could have chosen different types of music." and several lines of dotted lines.

### DISCUSSION TIME



Work in groups. Read the speech bubble and discuss what might have happened when the man was young. Make as many inferences as possible.



If only I had been more honest and more patient when I was young. Things might have been so different.

### IDIOMS/ PROVERBS CORNER



Read the extracts (1-3) and work out the meaning of each idiom in italics from the context. Then complete the explanations (a-c) using the correct form of the idioms.

1. "Stop *beating around the bush*, Terry. Please, tell me what you want." "All right."
2. "So who *spilled the beans* about that incident yesterday?" "Not me! I didn't tell anyone."
3. "If you don't buy it today, you may find that you've *missed the boat*." "You're right."

- a. When we think someone can't take advantage of something because he/ she is too late, we can say, "He/ She has \_\_\_\_\_."
- b. When someone has told others something that should be kept secret, we can say, "He/ She has \_\_\_\_\_."
- c. When someone avoids talking about what is important, we can say, "He/ She is \_\_\_\_\_."



4. Students' own answers

5. Students' own answers

6.

1. e (destination)

2. d (humanity)

3. b (hunt)

4. a (excavate)

5. c (weigh)

7.

1. c

2. f

3. a

4. h

5. d

6. b

7. e

(extra city: g)

8. Suggested dialogues:

2. **A:** Where is the Ancient City of Gordion located?  
**B:** It's located in Ankara.

3. **A:** Where is the Ancient City of Pergamon located?  
**B:** It's located in İzmir.

4. **A:** Where is the Malabadi Bridge located?  
**B:** It's located in Diyarbakır.

5. **A:** Where is the İshak Pasha Palace located?  
**B:** It's located in Ağrı.

6. **A:** Where is the Sumela Monastery located?  
**B:** It's located in Trabzon.

7. **A:** Where is the Hoşap Castle located?  
**B:** It's located in Van.

9. Students' own answers



## NOTES

.....

.....

.....

## Theme 7: Facts about Türkiye

4. Work in pairs. Ask and answer questions about Göbeklitepe in turn.

5. Work in pairs and discuss the questions. Support your answers with reasons.

1. Which information in activity 3 do you find interesting?

2. Have you seen Göbeklitepe? If yes, did you find it impressive? If not, would you like to see it?

6. Read the text in activity 3 and guess the meaning of the words in bold from the context. Then complete the table below with the words (a-e).

a. excavate    b. hunt    c. weigh    d. humanity    e. destination

Word	Part of speech	Definition
1. ....	noun	a place where somebody is going
2. ....	noun	people in general
3. ....	verb	to try to catch or kill an animal for food, sport or money
4. ....	verb	to find old buildings or objects by digging in the ground
5. ....	verb	to have a particular weight

7. Match the tourist attractions (1-7) with the cities (a-h). There is an extra city. Surf the Net if necessary.

- |   |               |
|---|---------------|
| <input type="radio"/> 1. The Ancient City of Hattuşa  | a. İzmir      |
| <input type="radio"/> 2. The Ancient City of Gordion  | b. Trabzon    |
| <input type="radio"/> 3. The Ancient City of Pergamon | c. Çorum      |
| <input type="radio"/> 4. The Malabadi Bridge          | d. Ağrı       |
| <input type="radio"/> 5. The İshak Pasha Palace       | e. Van        |
| <input type="radio"/> 6. The Sumela Monastery         | f. Ankara     |
| <input type="radio"/> 7. The Hoşap Castle             | g. Antalya    |
|   | h. Diyarbakır |

8. Work with a different partner. Look at activity 7 again and take turns to ask and answer as follows.

**A:** Where is the Ancient City of Hattuşa located?

**B:** It's located in Çorum.

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## Theme 7: Facts about Türkiye

9. Work in groups. Read the following instructions and do the activity.

➤ Look at the tourist attractions in the pictures below and choose one of them. Each group should choose a different attraction. If possible, you can draw lots to determine the attraction which each group will work on.

➤ Surf the Net and make some notes below.

➤ Then use your notes and give a short presentation about the attraction to the class.



The Ancient City of Hattuşa



The Ancient City of Pergamon



The Malabadi Bridge



The İshak Pasha Palace



The Sumela Monastery



The Hoşap Castle

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Theme 7: Facts about Türkiye

10. Work in pairs. Imagine you and your partner want to organize a class trip for the weekend. Choose one of the tourist attractions in activity 9 or a different one, and explain why it would be the best choice. Present your opinions to the class.
11. Work with a different partner. Student A should look at the texts below. Student B should look at the texts on the next page. Ask each other questions for the missing information and fill in the blanks.

Student A

ASPENDOS

Aspendos is one of the best-preserved amphitheaters from ancient times. Actually, it was the famous theater of the Ancient City of Aspendos. The city was founded near the Belkis village in (1) ..... in the 10th century BC. The Aspendos Theater was built in (2) ..... AD by (3) ..... It could seat about (4) ..... spectators.



In Seljuk times, the stage area was repaired many times and it was used as a caravanserai for a long time, so the theater didn't lose its original qualities. It is still in good condition to this day.

The Aspendos Theater is visited by thousands of tourists every year. In addition, some international events like concerts are organized there in the summer.

PAMUKKALE

Pamukkale, which is located in Denizli, is the correct destination for the people who want to see both ancient ruins and natural wonders of the world. Its hot springs and travertines continually attract lots of tourists to the area. The Ancient City of Hierapolis is a very popular historic site, too. It was built in 190 BC by the Romans. It was destroyed in an earthquake in 60 AD, and then it was reconstructed. The city was conquered by the Turks in the 12th century AD.



Hierapolis was called Holy City as well because there were many temples and religious buildings in the site. It was also established as a thermal spa so that people could enjoy the health benefits of the hot mineral water there. To this day, it still has its original qualities after thousands of years.

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10. Students' own answers

11.

Student A:

1. Antalya
2. the 2nd century
3. the Romans
4. 20,000

Suggested questions:

1. Where was the Ancient City of Aspendos founded?
2. When was the Aspendos Theater built?
3. Who was the Aspendos Theater built by?
4. How many spectators could the Aspendos Theater seat?

Student B:

1. Denizli
2. 190
3. 60
4. the Turks

Suggested questions:

1. Where is Pamukkale located?
2. When was the Ancient City of Hierapolis built?
3. When was the city destroyed in an earthquake?
4. Who was the city conquered by in the 12th century AD?

12. B

Theme 7: Facts about Türkiye

Student B

ASPENDOS

Aspendos is one of the best-preserved amphitheaters from ancient times. Actually, it was the famous theater of the Ancient City of Aspendos. The city was founded near the Belkis village in Antalya in the 10th century BC. The Aspendos Theater was built in the 2nd century AD by the Romans. It could seat about 20,000 spectators.



In Seljuk times, the stage area was repaired many times and it was used as a caravanserai for a long time, so the theater didn't lose its original qualities. It is still in good condition to this day.

The Aspendos Theater is visited by thousands of tourists every year. In addition, some international events like concerts are organized there in the summer.

PAMUKKALE

Pamukkale, which is located in (1) ....., is the correct destination for the people who want to see both ancient ruins and natural wonders of the world. Its hot springs and travertines continually attract lots of tourists to the area. The Ancient City of Hierapolis is a very popular historic site, too. It was built in (2) ..... BC by the Romans. It was destroyed in an earthquake in (3) ..... AD, and then it was reconstructed. The city was conquered by (4) ..... in the 12th century AD.



Hierapolis was called Holy City as well because there were many temples and religious buildings in the site. It was also established as a thermal spa so that people could enjoy the health benefits of the hot mineral water there. To this day, it still has its original qualities after thousands of years.

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12. Read the texts in activity 11 again and choose the correct answer.

- Which of the following information IS NOT mentioned in the texts?
- A) The Aspendos Theater was constructed by the Romans in the 2nd century AD.
  - B) Aspendos became an Ottoman town in the 14th century AD.
  - C) The Ancient City of Hierapolis was badly damaged in an earthquake in the 1st century AD.
  - D) Hierapolis was conquered by the Turks before the 13th century AD.

NOTES

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.....

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13. Students' own answers

14.

1. The Aspendos Theater
2. The stage area
3. Pamukkale's
4. The Ancient City of Hierapolis

15.

1. caravanserai
2. continually
3. holy
4. spectator
5. spring
6. destroy

16.

1. destroyed
2. holy
3. spring
4. Caravanserai
5. spectators

17. Students' own answers

DISCUSSION TIME

Students' own answers

IDIOMS/ PROVERBS CORNER

- a. 2 (down-to-earth)      b. 1 (mind-blowing)

NOTES

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Theme 7: Facts about Türkiye

13. Work in pairs and ask each other different questions about the texts in activity 11.

14. Find the words in italics in the texts on page 56 and write what they refer to.

1. (Text 1- Line 6) It : .....
2. (Text 1- Line 8) it : .....
3. (Text 2- Line 3) Its : .....
4. (Text 2- Line 6) It : .....

15. Find the **highlighted** words in the texts on page 56 and work out the meaning from the context. Then write the correct words next to the definitions (1-6).

spectator
caravanserai
spring
continually
destroy
holy

1. a roadside inn that is situated in Anatolia: .....
2. in a way that is repeated many times: .....
3. connected with God or a particular religion: .....
4. a person who is watching an event: .....
5. a place where water naturally comes out from under the ground: .....
6. to damage something so badly that it cannot be used: .....

16. Use the correct form of the words above to complete the following sentences. One of the words IS NOT necessary for this activity.

1. Most of the city was ..... by bombs during the war last year.
2. Ramadan is regarded as a ..... month by Muslims all over the world.
3. The ..... water which comes out from the surface in the area is heated by volcanic lava.
4. The Sultanhanı ....., which is located between Konya and Aksaray, is a very popular tourist attraction.
5. The new stadium will be able to seat 50,000 .....

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Theme 7: Facts about Türkiye

17. Work in groups. Take turns to describe your favorite tourist attraction.

- ✦ First, make notes below.
- ✦ Include some information about:
  - ✦ the location (Where is the attraction located?)
  - ✦ the important features (What can you do there? Why do you like the attraction?)
  - ✦ your last visit (When did you last go there? What did you do there?)
- ✦ Then use your notes and present your description to the group members.

DISCUSSION TIME

Discuss the following sentences in groups. Then share your group's opinions with the class by adding some reasons and/ or examples.

1. Türkiye is a country that is amazingly rich in sites from ancient times.
2. Anatolia has been a very valuable link between Asia and Europe since the beginning of civilization. Therefore, the region is one of the oldest in the world to be continually inhabited.
3. National values are of great importance to the Turkish people.

IDIOMS / PROVERBS CORNER

Read the sentences below and work out the meaning of each idiom in italics from the context. Then match the idioms with the correct definitions. After that, make example sentences using them.

1. The *mind-blowing* beauty of Türkiye fascinates people from all over the world.
2. Turkish people are generally friendly and *down-to-earth*.

a. practical and direct in a sensible honest way: .....

b. very exciting or impressive: .....

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## Theme 8: Sports

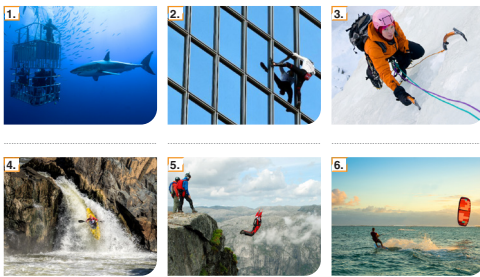
1. How much do you know about extreme sports? Do the following quiz.

### QUIZ: Extreme Sports

- Wakeboarding is similar to ....  
A) canoeing      B) surfing      C) waterskiing
- Whitewater kayaking is a .... sport.  
A) lake      B) river      C) sea
- Windsurfing is also called ....  
A) kiteboarding      B) sailboarding      C) skateboarding
- .... IS NOT another name for zorbing.  
A) Cave diving      B) Globe-riding      C) Sphering
- Parkour is another name for ....  
A) free running      B) motor racing      C) mountain biking

2. Do you know the extreme sports in the pictures (1–6)? Use the words below to label them. There is an extra sport in the list. Use a dictionary if you need to.

ice climbing      base jumping      skateboarding      kitesurfing  
buildering      creeking      cage diving



**SAFETY WARNING: DO NOT TRY THESE SPORTS UNLESS PROPERLY TRAINED!**

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1. C      2. B      3. B  
4. A      5. A

2. 1. cage diving  
2. buildering  
3. ice climbing  
4. creeking  
5. base jumping  
6. kitesurfing  
(extra sport: skateboarding)
3. ice climbing – base jumping

### (Audio 8.6)

**Presenter:** Good evening, everyone! You're listening to Julie Taylor from *Radio Alive*. We have a guest here: Tony Clarke. He's crazy about extreme sports. Hi, Tony.

**Tony:** Hello, Julie.

**Presenter:** Tony, could you tell us some of the extreme sports you have tried so far?

**Tony:** Sure. I've tried lots of extreme sports, but I'd like to mention 2 of them this evening. The first one is *ice climbing*. If you want to try it, you should climb on a frozen waterfall or a mountain covered in ice. Of course, you need some equipment. For example, ice axes are really important. And you have to take some other equipment like a safety harness and a climbing helmet. I first went ice climbing in Scotland last year. I was fascinated. And I've tried it in a few different places this year. I liked Canada the best. I had a fabulous experience there.

**Presenter:** How terrific!

**Tony:** Yes. and I'd like to talk about *base jumping*. It's one of my favorites.

**Presenter:** I think it's extremely dangerous.

**Tony:** That's right. Jumpers throw themselves off a very tall building, a bridge, a cliff, and so on. A parachute is necessary for this sport. It's a specially designed parachute.

## Theme 8: Sports

3. Listen to the radio program and answer the question. (Audio 8.6)  
Which extreme sports in activity 2 does the guest on the radio program mention?



4. Look at the pieces of equipment in the following pictures and read the captions.

### Extreme Sport 1:



ice axes

climbing boots

a safety harness

a climbing helmet

### Extreme Sport 2:



a parachute

a helmet

knee pads

elbow pads

5. Listen to the radio program again and tick the correct equipment for each extreme sport in activity 4.

6. Listen again and circle the correct places for each extreme sport in the chart.

### The Places that Tony Recommends for the Extreme Sports

Extreme Sport 1: Norway – Scotland – Canada

Extreme Sport 2: South Africa – France – Venezuela

7. Discuss the following questions with your partner.

- Do you want to try one/ both of the sports that Tony mentions? Why/ Why not?
- Which extreme sport in activity 2 do you think is the most exciting of all?
- Which extreme sport in activity 2 do you think is the most challenging of all?

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16. Students' own answers

**Suggested answer:**

The Paralympic Games

17. Suggested questions:

1. When did the Paralympics start?
2. How many countries joined the Paralympics in Rome, Italy in 1960?
3. Where did the first Winter Paralympic Games take place in 1976?
4. How many athletes participated in the Summer Paralympic Games in Rio de Janeiro, Brazil in 2016?
5. Where were the 2018 Winter Games held?
6. What city hosted the 2022 Winter Paralympics?

18. Students' own answers

19. Students' own answers

20.

**Across:**

- |                  |                |
|------------------|----------------|
| 1. freediving    | 2. building    |
| 3. creeking      | 4. windsurfing |
| 5. zorbng        | 6. wrestling   |
| 7. parasailing   | 8. bobsledding |
| 9. weightlifting |                |

**Down:**

- |                    |                     |
|--------------------|---------------------|
| 10. bungee jumping | 11. caving          |
| 12. rafting        | 13. skiing          |
| 14. scuba diving   | 15. mountain biking |

**Theme 8: Sports**

16. Read the infographic below and write a suitable title for it.

The Paralympics is a major international multi-sport event of athletes with a range of physical disabilities. The International Paralympic Committee holds two types of sports competitions which are called the Summer Games and the Winter Games.

17. Read the answers (1-6) and ask the appropriate questions according to the infographic.

(1) In 1960.	(2) 23.	(3) In Sweden.
(4) 4,342.	(5) In South Korea.	(6) Beijing.

18. Work in pairs. Ask and answer questions about the infographic in turn.

19. What do you think about the Paralympic Games?

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**Theme 8: Sports**

20. Word hunt: Find the 15 extreme sports in the word square.

21. Look at the extreme sports above and discuss the following questions in groups.

1. Which of the extreme sports would you rather try? Why?
2. Which one would you never consider trying? Why?
3. Which one do you think is the most dangerous of all? Why?
4. Which one do you think is the most boring of all? Why?

22. Read the following instructions and play BINGO.

- Write 7 extreme sports in the white squares to complete the bingo card below.
- Then listen to your teacher carefully. If he/ she reads out the extreme sports that you've written on the card, you should cross them out.
- If you cross out all the extreme sports on your card, you should shout, "Bingo!". In this way, you'll become the winner of that round. You can play the game again and again.

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Theme 8: Sports

23. Answer the questions (1-3) according to the grid below. Write the numbers of the correct boxes. You can use them more than once.

(1) scuba diving	(2) bungee jumping	(3) motor racing	(4) caving	(5) weightlifting
(6) wingsuit flying	(7) bobsledding	(8) hang-gliding	(9) parkour	(10) parasailing
(11) creeking	(12) free soloing	(13) zorbng	(14) base jumping	(15) wrestling
(16) ice climbing	(17) cliff diving	(18) freediving	(19) kitesurfing	(20) skydiving

- Which extreme sports involve height? .....
- Which extreme sports involve speed? .....
- Which extreme sports involve physical effort? .....

DISCUSSION TIME

- Discuss the opinions below with your partner. Which one do you agree with? Why?
  - Some people say that taking up extreme sports is ridiculous.
  - Some people say that it takes a lot of courage to try extreme sports.
- Work in groups and brainstorm the benefits of doing sports. Then share your group's opinions with the class.

IDIOMS/PROVERBS CORNER

Read the following extracts by paying attention to the idioms in *italics>* and work out the meaning from the context. Then complete the sentences (a-c) using the correct form of the idioms.

- Sam** : I'm going to try *toe-in* surfing on Saturday morning for the first time.  
**Carol** : *Break a leg!*  
**Sam** : Thanks a lot.
- Ann** : Tim and I are planning to go paragliding this weekend. Would you like to join us?  
**Bill** : *No way!*  
**Ann** : You are not going to *chicken out*, are you?

- When we want to tell someone there is no possibility that we will do something, we say, ".....".
- When we want to say that someone won't do something because he/ she is scared, we say, "He/ She has .....".
- When we want to wish someone good luck, we say, ".....".

21. Students' own answers

22. Students' own answers

23.

- 2, 6, 8, 10, 12, 14, 16, 17, 20
- 2, 3, 6, 7, 8, 9, 11, 13, 14, 17, 18, 19, 20
- 1, 4, 5, 7, 9, 11, 12, 13, 15, 16, 18, 19



NOTES

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DISCUSSION TIME

- Students' own answers
- Students' own answers

Suggested answers:

The benefits of doing sports:

Better sleep/ feeling happier and relaxed/ reduced stress, anxiety and depression/ new friends/ new social connections/ teamwork/ leadership skills/ problem solving skills/ improved appearance/ improved self-esteem/ improved concentration/ improved communication skills/ improved mental health/ perfect brain function/ a strong immune system/ reduced body fat/ increased self-confidence/ a strong heart/ lower blood pressure/ improved lung function/ a reduced risk of diabetes, etc.

IDIOMS/ PROVERBS CORNER

- No way
- chickened out
- Break a leg



NOTES

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1. Across:

- |                |                 |
|----------------|-----------------|
| 1. organized   | 6. kind         |
| 7. pessimistic | 9. friendly     |
| 10. modest     | 12. trustworthy |

Down:

- |             |               |
|-------------|---------------|
| 2. generous | 3. lazy       |
| 4. patient  | 5. respectful |
| 8. cheerful | 11. shy       |

2.

- |              |                  |
|--------------|------------------|
| 1. impatient | 2. irresponsible |
| 3. unkind    | 4. unfriendly    |
| 5. impolite  | 6. intolerant    |
| 7. dishonest | 8. disloyal      |
| 9. unhelpful |                  |

3. Phrases 1, 2, 5, 7

(Audio 9.9)

Nathan is my best friend. Actually, we've been friends since we were at primary school. Now we're students at different universities, but we still keep in touch. We make time to see each other very often. We have a good laugh together. But Nathan has also cried with me so many times. He's always there for me when difficulties arise. He's extremely supportive. Besides, he is really honest. He never lies to me. I'm sure he tells me the truth even when it is really hard. For example, he tells me when I'm mistaken. Nathan is very patient as well. He listens to me when I need someone to talk to. He immediately understands when there's something wrong with me. What's more, he accepts me as I am and doesn't try to change me. For this reason, I feel so relaxed when we're together. In fact, Nathan is more than a best friend; he's like a brother.

Theme 9: My Friends

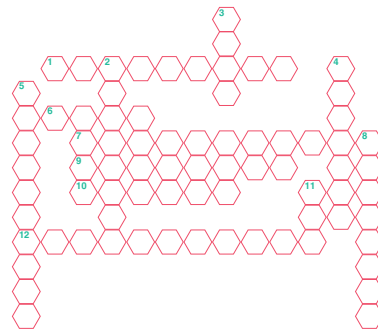
1. Do the crossword puzzle. Write the correct adjectives that describe personality.

Across

1. A person who is able to plan things carefully and keep things tidy is .....
6. A person who is helpful and thinks about other people's feelings is .....
7. A person who thinks that bad things are more likely to happen is .....
9. A person who behaves in a pleasant, kind way towards someone is .....
10. A person who never behaves arrogantly is .....
12. A person who is able to be trusted is .....

Down

2. A person who likes giving people things is .....
3. A person who doesn't want to work is .....
4. A person who has lots of patience is .....
5. A person who shows or feels respect for someone or something is .....
8. A person who is happy and positive is .....
11. A person who is nervous and uncomfortable with other people is .....



2. Use the correct prefix "dis-, im-, in-, ir-, un-" to complete the adjectives (1-9).

- |                     |                  |                 |
|---------------------|------------------|-----------------|
| 1. .... patient     | 4. .... friendly | 7. .... honest  |
| 2. .... responsible | 5. .... polite   | 8. .... loyal   |
| 3. .... kind        | 6. .... tolerant | 9. .... helpful |

Theme 9: My Friends

3. Listen to Logan and tick the phrases he mentions. (Audio 9.9)

Logan says, "My best friend Nathan ....."

- 1. is always there for me when difficulties arise
- 2. tells me the truth even when it is really hard
- 3. encourages me through difficult times
- 4. is so trustworthy that he keeps all my secrets
- 5. listens to me when I need someone to talk to
- 6. is so reliable that I feel sure I can count on him whatever happens
- 7. accepts me as I am and doesn't try to change me
- 8. is really loyal and I know he will be on my side forever

4. Work in pairs. Look at activity 3 and take turns to describe Logan's best friend. Start as follows.

Logan's best friend is someone who .....

5. Work in groups. Take turns to describe the person who you think is a true friend. You can use the phrases in activity 3 or your own ideas. Make sentences as in the example.

As far as I'm concerned, the person who keeps all my secrets is a true friend of mine.

6. Read the following short poems. Explain them in your own words.

Poem 1

Good friends are like stars.  
Even when you don't see them,  
You know they're always there.  
Even when times are tough,  
You feel they always care.

Poem 2

No matter what happens,  
Good friends stick together  
Till the end.  
They are like a straight line  
That will never bend.

7. Work in groups. Write a short poem about friendship.

8. Listen to the song and fill in the blanks using the following words.  
(Audio 9.10)

see    try    apart    words    remember    chance

**THAT'S WHAT FRIENDS ARE FOR** (by Dionne Warwick & Friends)

And I never thought I'd feel this way	Well, then close your eyes and know
And as far as I'm concerned	The (6) ..... are coming
I'm glad I got the (1) ..... to say	from my heart
That I do believe I love you	And then if you can remember... oh
And if I should ever go away	Keep smiling, keep shining
Well, then close your eyes and (2) .....	Knowing you can always count on
To feel the way we do today	me, for sure
And then if you can (3) .....	That's what friends are for
Keep smiling, keep shining	In good times, and bad times
Knowing you can always count on me, for sure	I'll be on your side forever- more... oh
That's what friends are for	That's what friends are for
For good times, and bad times	Keep smiling, keep shining
I'll be on your side forever- more	Knowing you can always count on
That's what friends are for	me, for sure
Well, you came and opened me	That's what friends are for
And now there's so much more I (4) .....	For good times, and bad times
And so by the way I thank you... oh	I'll be on your side forever- more
And then for the times when we're	That's what friends are for
(5) .....	That's what friends are for, yeah!

9. Listen to the song again and sing along.

10. How is a true friend described in the song? Discuss the question in pairs.

11. Read the text on the opposite page and complete the sentence below.

The extract from an online article is mainly about .....

12. Answer the questions according to the text.

1. What are the 2 examples of movies that the celebrity starred in?
2. What are the names of the dogs that the celebrity rescued from streets?
3. Which one is the dog that the celebrity adopted for his parents?

4. Suggested answers:

Logan's best friend is someone who is always there for him when difficulties arise.

Logan's best friend is someone who tells him the truth even when it is really hard.

Logan's best friend is someone who listens to him when he needs someone to talk to.

Logan's best friend is someone who accepts him as he is and doesn't try to change him.

5. Students' own answers

6. Students' own answers

7. Students' own answers

8.

1. chance

2. try

3. remember

4. see

5. apart

6. words

(Audio 9.10)

**THAT'S WHAT FRIENDS ARE FOR**

(by Dionne Warwick & Friends)

And I never thought I'd feel this way

And as far as I'm concerned

I'm glad I got the chance to say

That I do believe I love you

And if I should ever go away

Well, then close your eyes and try

To feel the way we do today

And then if you can remember

Keep smiling, keep shining

Knowing you can always count on me, for sure

That's what friends are for

For good times, and bad times

I'll be on your side forever- more

That's what friends are for

Well, you came and opened me

And now there's so much more I see

And so by the way I thank you... oh

And then for the times when we're apart

Well, then close your eyes and know

The words are coming from my heart

And then if you can remember... oh

Keep smiling, keep shining

Knowing you can always count on me, for sure

That's what friends are for

In good times, and bad times

I'll be on your side forever- more... oh

That's what friends are for

Keep smiling, keep shining

Knowing you can always count on me, for sure

That's what friends are for

For good times, and bad times

I'll be on your side forever- more

That's what friends are for

That's what friends are for, yeah!

9. Ss listen to the song and sing along.

10. Suggested answers:

A true friend is someone who you can always count on.

A true friend is someone who is near you for good times and bad times.

A true friend is someone who will be on your side forever.

11. Suggested answers:

George Clooney's furry friends/

George Clooney's love for pet dogs/

George Clooney's friends that are special to him/

George Clooney, the celebrity that believes his dogs are loyal friends

12. Suggested answers:

1. *Ocean's Eleven* and *Syriana* are the 2 examples of movies that the celebrity starred in. / The 2 examples of movies that the celebrity starred in are *Ocean's Eleven* and *Syriana*.

2. Einstein, Millie, Louis and Nate are the names of the dogs that the celebrity rescued from streets. / The names of the dogs that the celebrity rescued from streets are Einstein, Millie, Louis and Nate.

3. Nate is the dog that the celebrity adopted for his parents. / The dog that the celebrity adopted for his parents is Nate.



NOTES

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8. Listen to the song and fill in the blanks using the following words.  
(Audio 9.10)

- see
- try
- apart
- words
- remember
- chance



THAT'S WHAT FRIENDS ARE FOR (by Dionne Warwick & Friends)

<p>And I never thought I'd feel this way And as far as I'm concerned I'm glad I got the (1) ..... to say That I do believe I love you And if I should ever go away Well, then close your eyes and (2) ..... To feel the way we do today And then if you can (3) .....</p> <p>Keep smiling, keep shining Knowing you can always count on me, for sure That's what friends are for For good times, and bad times I'll be on your side forever- more That's what friends are for</p> <p>Well, you came and opened me And now there's so much more I (4) ..... And so by the way I thank you... oh And then for the times when we're (5) .....</p>	<p>Well, then close your eyes and know The (6) ..... are coming from my heart And then if you can remember... oh</p> <p>Keep smiling, keep shining Knowing you can always count on me, for sure That's what friends are for In good times, and bad times I'll be on your side forever- more... oh That's what friends are for</p> <p>Keep smiling, keep shining Knowing you can always count on me, for sure That's what friends are for For good times, and bad times I'll be on your side forever- more That's what friends are for That's what friends are for, yeah!</p>
--	--

9. Listen to the song again and sing along.
10. How is a true friend described in the song? Discuss the question in pairs.
11. Read the text on the opposite page and complete the sentence below.  
The extract from an online article is mainly about .....
12. Answer the questions according to the text.
1. What are the 2 examples of movies that the celebrity starred in?
  2. What are the names of the dogs that the celebrity rescued from streets?
  3. Which one is the dog that the celebrity adopted for his parents?

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### INTERESTING FACTS ABOUT CELEBRITIES

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**Did You Know?**

Some celebrities feel that their pet dogs are real friends, so they are very special to them. They believe the love of a dog is unconditional and they count on their furry friends as they are always loyal.

George Clooney is one of these celebrities. He is a successful American actor who has won 3 Golden Globe Awards and 2 Academy Awards. He is well known worldwide for his roles in some great movies, including *Ocean's Eleven* and *Syriana*. However, many people haven't heard that he **has a soft spot** for pets.

Clooney adopted his dog *Einstein* after watching a video about it while he was surfing the Net one day. In an interview, he once talked about that day, "Einstein was actually really sweet. I said to myself I loved this dog, so I called and told them I liked it." Next, someone from the shelter came to Clooney's house with Einstein as they wanted to see how the two would get along.

Fortunately, they loved each other at the moment they first met. Einstein has been a constant companion to the actor since then. Clooney says, "He loves me. He follows me everywhere."

According to many people who love animals, Clooney did a great thing when he adopted Einstein instead of buying a dog at a pet shop because he **set an example** for others who could be **in the market** for a new pet.

Einstein hasn't been the only one that Clooney included in his family. He has adopted 2 other rescue dogs named *Millie* and *Louis*. In addition, he has rescued another dog called *Nate* providing a safe, loving home for it with his parents.

As there are so many pets that are struggling to find homes, we salute George Clooney and his family for opening their homes as well as their hearts to animals in need.

Next Page

Theme 9: My Friends

13. Read the text again and choose the correct answer.

Which of the following information CANNOT be inferred from the text?

- A) George Clooney is a celebrity who is fond of spending time with animals.
- B) George Clooney is a celebrity who has got one of his dogs from a pet shop.
- C) George Clooney is a celebrity who has given a home to some rescue dogs.
- D) George Clooney is a celebrity who has made many remarkable achievements.

14. Read the text again and choose the correct meaning for the highlighted phrases.

- 1. have a soft spot
  - A) feel sorry for someone or something
  - B) like someone or something a lot
- 2. set an example
  - A) behave in a way that other people should copy
  - B) behave in a way that other people should understand
- 3. in the market for
  - A) interested in buying something
  - B) interested in seeing something

15. What do you think about George Clooney's actions that are mentioned in the text? Do you agree with him? Why/ Why not?

DISCUSSION TIME

Discuss the following sentences in groups. Then share your group's opinions with the class. Support your opinions with reasons and/ or examples.

One of the solid building blocks of long-lasting friendships is mutual trust.

A real friend is the one who walks in when the rest of the world walks out.

IDIOMS/ PROVERBS CORNER

Explain the following proverbs and then say the Turkish equivalent of each one. Finally, write down example dialogues using them.

- 1. Actions speak louder than words.
- 2. A friend in need is a friend indeed.

13. B

14.

1. B

2. A

3. A

15. Students' own answers

DISCUSSION TIME

Students' own answers

IDIOMS/ PROVERBS CORNER

Suggested answers:

- 1. What someone actually does means more than what they say they will do. (Ayinesi/ Aynası iştir kişinin, lafa bakılmaz./ Laf la peynir gemisi yürümez./ Lafa değil icraata bakınız.)
- 2. A friend who helps someone when help is needed is a true friend. (İyi dost kara günde belli olur./ Gerçek arkadaş kara günde belli olur.)

Students' own answers



NOTES

Dotted lines for writing notes.



NOTES

Dotted lines for writing notes.

## 1.

1. T      2. F      3. T      4. F  
5. T      6. T      7. F

## 2. Suggested answers:

2. If integrity is one of your values, you are definitely reliable, so your sayings are compatible with your actions. / If integrity is one of your values, what you say never contradicts what you do. / If integrity is one of your values, you are very honest as well, so if you say that you will do something, you always do it.
4. If tolerance is one of your values, you may accept opinions that are different from your own because you are tolerant of differences.
7. If you value altruism, you are neither selfish nor stingy.

## 3. your family's top 3 moral values

### (Audio 10.6)

Values are very important to individuals because they are just like self-control systems for them. But don't you think families should have some moral values as well? Many people believe it is necessary for parents to teach their children some moral values by being role models for them.

A survey has been carried out recently by the magazine *Our Society* to find out the most common moral values in the families living in this area. In the survey, 100 teenagers were asked the question *What are your family's top 3 moral values?* Their answers were definitely unsurprising.

**Theme 10: Values and Norms**

1. Look at the diagram below and decide if the statements (1-7) are true (T) or false (F).

**VALUES**

1 Values are the beliefs which people have about what is right and wrong and what is important in life.

Some Examples

integrity    gratitude    tolerance    responsibility    wisdom    altruism

2 If integrity is one of your values, you say something, but you do the opposite.

3 If gratitude is one of your values, you feel grateful for the good things in your life.

4 If tolerance is one of your values, you only accept opinions that are similar to your own.

5 If you value responsibility, you own your actions and mistakes.

6 If you value wisdom, you try to improve your knowledge and experience.

7 If you value altruism, you are both selfish and stingy.

2. Look at the statements (1-7) in activity 1 again. Rewrite the false ones with the correct information in the box below.

74

**Theme 10: Values and Norms**

3. Listen to the beginning of a talk on a recent survey and complete the question below. (Audio 10.6)

The question *What are ...* was asked to 100 teenagers in the survey which has been carried out recently.

4. Listen to the rest of the talk and complete the pie chart by writing the missing percentages. (Audio 10.7)

Legend:

- Honesty
- Justice
- Kindness
- Tolerance
- Respect

5. Look at the pie chart and choose the correct answer.

- Which of the following information CANNOT be inferred from the pie chart?
  - A) Almost 15 percent of the teenagers are advised to be tolerant of differences.
  - B) Almost 20 percent of the teenagers are told to avoid being disrespectful to others.
  - C) Over 30 percent of the teenagers are recommended to tell the truth at all times.
  - D) Over 20 percent of the teenagers are advised to act in a just way at all times.
- Which of the following quotes CANNOT be said to the teenagers in the survey by their parents according to the pie chart?
  - A) "Come rain or shine, never tell a lie to us."
  - B) "You ought to avoid injustice at all costs."
  - C) "We must be grateful for our possessions."
  - D) "Treat others well and help people in need."

6. Discuss the questions in pairs. Express agreement or disagreement while listening to your partner.

- The speaker says that values are very important to individuals because they are just like self-control systems for them. Do you agree? Why/ Why not?
- Many people believe it is necessary for parents to teach their children some moral values by being role models for them. What do you think?
- The speaker says that values help children not only to develop strong personalities but also become responsible citizens. Do you agree? Why/ Why not?

75

- 4. Honesty: 34%
- Justice: 21%
- Kindness: 19%
- Tolerance: 14%
- Respect: 12%

*(Audio 10.7)*

Here are the moral values which the teenagers mentioned first, that is to say the values at the top of their families' lists.

First of all, many parents tell their children to be honest as we all know, and 34 percent of the young people who were surveyed said that honesty is of great importance to their families.

Secondly, 21 percent of the teenagers stated that their families most value justice, so their family members act in a just way and share things equally.

Thirdly, 19 percent said that kindness is extremely important to their parents. They want their children to have a heart of gold.

And another example of the common values is tolerance. 14 percent of them said tolerance is at the top of their families' lists.

Finally, 12 percent of the teenagers pointed out that their parents most value respect. Some of them said their parents often tell them to behave respectfully at all times.

In conclusion, most parents would like their children to have some moral values because it is considered that values help children not only to develop strong personalities but also become responsible citizens.

**Note:**

Before starting activity 5, it is advisable to write the following information on the board.

Adjective	Noun
honest	honesty
just	justice
kind	kindness
tolerant	tolerance
respectful	respect

5.

1. B

2. C

6. Students' own answers



**NOTES**

A large rectangular area with a blue header containing the word 'NOTES'. Below the header are approximately 25 horizontal dotted lines for writing notes.

7. C

8. D

**Suggested answers:**

**A)** What languages have Nasreddin Hodja's jokes been translated into? His jokes have been translated into many languages such as Arabic, Chinese, English, French, German and Russian.

**B)** What year did UNESCO declare the International Nasreddin Hodja Year? UNESCO declared 1996 the International Nasreddin Hodja Year.

**C)** What did Nasreddin Hodja want the people around him to do? He wanted the people around him to realize their mistakes and learn from them.

9.

1. d      2. b      3. e      4. f


5. a

(extra word: c)

10. Students' own answers

11. Students' own answers

12. Students' own answers

 **NOTES**

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Theme 10: Values and Norms

7. Read the infographic on the opposite page and choose the correct answer.

What is the infographic mainly about?

- A) When Nasreddin Hodja began to produce his great jokes.
- B) What social norms affected Nasreddin Hodja most in his lifetime.
- C) Why Nasreddin Hodja has an important place in Turkish culture.
- D) What moral values Nasreddin Hodja's parents taught him.

8. Choose the question which CANNOT be answered according to the infographic. Then answer the other ones.

- A) What languages have Nasreddin Hodja's jokes been translated into?
- B) What year did UNESCO declare the International Nasreddin Hodja Year?
- C) What did Nasreddin Hodja want the people around him to do?
- D) Which jokes of Nasreddin Hodja's are often used to teach children moral values?

9. Find the highlighted words in the infographic and work out the meaning from the context. Then match the words with the correct definitions. There is an extra word.

- |  |                   |
|--|-------------------|
| <input type="radio"/> 1. the most famous; in a position at the front           | a. wit            |
| <input type="radio"/> 2. too important to be without; absolutely essential     | b. indispensable  |
| <input type="radio"/> 3. extremely good; excellent                             | c. generation     |
| <input type="radio"/> 4. happening or being done at exactly the same time      | d. foremost       |
| <input type="radio"/> 5. the ability to use words in a clever and humorous way | e. outstanding    |
|  | f. simultaneously |

10. Discuss the following questions in pairs. Express agreement or disagreement while listening to your partner.

1. Do you think Nasreddin Hodja is the symbol of Turkish folk humor? Why/ Why not?
2. Do you think it is important for people to realize their mistakes and learn from them? Why/ Why not?
3. Many experts think Nasreddin Hodja's jokes are highly effective in teaching children moral values. Do you agree? Why/ Why not?

11. Work in groups. Take turns to tell the group members one of Nasreddin Hodja's jokes. You can summarize it in your own words.

12. Do you know Nasreddin Hodja's jokes which you believe focus on moral values? If yes, share one of them with your classmates.

Theme 10: Values and Norms

**The legendary figure known for his amazingly sharp wit:  
Nasreddin Hodja**

● It is generally accepted that Nasreddin Hodja is one of the **indispensable** parts of Turkish culture. Indeed, he is widely regarded as the symbol of Turkish folk humor.

● Very little is known about his life. According to many sources, he lived in Anatolia in the 13th century. It is considered that he was born in Sivrihisar, Eskişehir and passed away in Akşehir, Konya after spending most of his life there.

● Nasreddin Hodja's jokes have been told from **generation** to generation for about 7 centuries. Moreover, they have been translated into many languages, including Arabic, Chinese, English, French, German and Russian. That's why he is believed to be one of the **foremost** humorists of all time. As a result, 1996 was declared the International Nasreddin Hodja Year by UNESCO (United Nations Educational, Scientific and Cultural Organization).

● Nasreddin Hodja is not only an **outstanding** humorist but also a great philosopher and a man of wisdom. It is truly remarkable that he succeeded in making people laugh and think **simultaneously** by means of hundreds of jokes.

● Nasreddin Hodja wanted the people around him to realize their mistakes and learn from them. Obviously, his main aim was to attract people's attention to the importance of moral values such as honesty, reliability, justice, tolerance, patience, modesty, respect, altruism and optimism. Thus, many experts think his jokes are highly effective in teaching children moral values.



Theme 10: Values and Norms

13. Read the examples of values in the following list. Tick the ones which Nasreddin Hodja focused on in some of his jokes according to the infographic.

- |                                    |                                      |                                     |   |
|------------------------------------|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> integrity | <input type="checkbox"/> reliability | <input type="checkbox"/> patience   | <input type="checkbox"/> altruism       |
| <input type="checkbox"/> honesty   | <input type="checkbox"/> justice     | <input type="checkbox"/> patriotism | <input type="checkbox"/> responsibility |
| <input type="checkbox"/> gratitude | <input type="checkbox"/> kindness    | <input type="checkbox"/> modesty    | <input type="checkbox"/> optimism       |
| <input type="checkbox"/> peace     | <input type="checkbox"/> tolerance   | <input type="checkbox"/> respect    | <input type="checkbox"/> forgiveness    |

14. Use the following phrases to complete the lyrics of the song below.

- |                  |                |              |                 |               |                        |
|------------------|----------------|--------------|-----------------|---------------|------------------------|
| shine your light | a helping hand | a heavy load | along their way | the wrong way | overlook the blindness |
|------------------|----------------|--------------|-----------------|---------------|------------------------|

**TRY A LITTLE KINDNESS** (by Glen Campbell)

If you see your brother standing by the road  
 With (1) ..... from the seeds he sowed  
 And if you see your sister falling by the way  
 Just stop and say, "You're going (2) ....."

[Chorus:] You've got to try a little kindness  
 Yes, show a little kindness  
 Yes, (3) ..... for everyone to see  
 And if you try a little kindness  
 Then you'll (4) .....

Of narrow minded people  
 On the narrow minded streets  
 Don't walk around the down-and-out  
 Lend (5) ..... instead of doubt  
 And the kindness that you show every day  
 Will help someone (6) .....

[Chorus (x2)]



15. Listen to the song and check your answers. (Audio 10.8)



16. Listen again and sing along.

17. Discuss the following question with your partner.  
 Do you believe we should show kindness to the people around us?

13.

- honesty - reliability - justice - tolerance
- patience - modesty - respect - altruism
- optimism

14.

1. a heavy load
2. the wrong way
3. shine your light
4. overlook the blindness
5. a helping hand
6. along their way

15. Ss check their answers.

**Note:**

Explain the following idioms to your students.

- ◆ sow the seeds (of something): to do something that will cause something else to happen in the future

◆ fall by the way/ wayside: to fail or be unable to make progress

◆ down-and-out: a person who has no money and no home

◆ lend a (helping) hand: to do something that helps a person

(Audio 10.8)

**Try a Little Kindness** (by Glen Campbell)

If you see your brother standing by the road

With a heavy load from the seeds he sowed

And if you see your sister falling by the way

Just stop and say, "You're going the wrong way."

**[Chorus:]**

You've got to try a little kindness  
 Yes, show a little kindness  
 Yes, shine your light for everyone to see  
 And if you try a little kindness  
 Then you'll overlook the blindness  
 Of narrow minded people  
 On the narrow minded streets

Don't walk around the down-and-out  
 Lend a helping hand instead of doubt  
 And the kindness that you show every day  
 Will help someone along their way

**[Chorus (x2)]**

16. Ss listen to the song and sing along.

17. Students' own answers



## TRANSCRIPTS OF AUDIOS

### THEME 1: FUTURE JOBS

#### LISTENING & SPEAKING (PART- 1)

##### Page 11

6. A career counselor is giving a talk to a group of teenagers. Listen and choose the correct answer. (Audio 1.1)

**Career counselor:** Good afternoon, everyone. Today we're here to talk about making a career choice. Of course, it's not easy to choose the right career, but I'm sure some of you have already made up your minds. For example, some students are going to be teachers, doctors or fashion designers. What are you going to do in your future career? Yes.

**Jason:** Hi. I'm Jason. I really enjoy working with numbers. Maths is my favorite school subject. Therefore, I'm going to study statistics at university. Or maybe I'll become an accountant. I think I'll decide next year.

**Career counselor:** Thanks, Jason. Yes. What about you?

**Melanie:** Hi. I'm Melanie. I guess I'll study mechatronics engineering because the idea of designing a new machine makes me feel on top of the world.

**Career counselor:** Thanks, Melanie. Creativity is necessary for that career. If you can think outside the box, you'll be a very good mechatronics engineer. Now... Yes, you!

**Judy:** Hi. I'm Judy. I hope I'll be a computer systems analyst. It's my dream job. I'm crazy about computer science.

**Career counselor:** Thanks a lot, Judy.

##### Page 12

9. Listen to the second part of the talk and tick the correct jobs. (Audio 1.2)

**Career counselor:** And now let's talk about some jobs that are likely to be popular in the future.

Most of tomorrow's jobs will possibly result from today's scientific and technological advances. Our lives are closely connected with

computers, so information security analysts are very important. I believe the career's popularity won't decline in the future.

We can't think of a life without digital devices, so digital content specialists will probably be in high demand as well.

Due to the rapid developments in biotechnology, it's obvious that biomedical engineers aren't going to have difficulty in finding employment in the years ahead. In addition, nanotechnology is regarded as the technology of the future, so nanotechnologists will probably have one of the best careers.

Another field that will definitely attract a lot of interest is renewable energy sources such as wind and solar power. That's why wind energy technicians and solar energy technicians will probably be very popular in the future.

Of course, these are only a few guesses.

#### PRONUNCIATION

##### Page 14

1. The following sentences are from the audios. Listen to them by paying attention to the pronunciation of the highlighted words. (Audio 1.3)

I'm going to study statistics at university.

I guess I'll study mechatronics engineering.

I believe the career's popularity won't decline in the future.

3. Listen to the following sentences and repeat them. (Audio 1.4)

1. I'm not going to study law at university. I'm going to be a dentist.

2. My brother isn't going to study medicine. He's going to be a software engineer.

3. My best friends aren't going to work in an office. They're going to be actors.

4. I'm sure Lucy won't go to university. She'll probably be a dancer.

## LISTENING & SPEAKING (PART- 2)

### Page 16

4. Listen to Robin calling the human resources manager of the company and fill in the blanks. (Audio 1.5)

**Mr Taylor:** Hello.

**Robin:** May I speak to Bill Taylor, please?

**Mr Taylor:** Speaking. Who is calling?

**Robin:** This is Robin Wayne. I've applied for the web designer position at your company, and I got an e-mail yesterday, asking me to contact you to schedule an interview.

**Mr Taylor:** Okay, Mr Wayne. Is it possible for you to see me next week?

**Robin:** Yes, sure.

**Mr Taylor:** Is 2 o'clock on Monday a good time for you?

**Robin:** I'm terribly sorry, but I'm afraid I'll be at the dentist's then. I have an appointment. Can we meet at 4 o'clock?

**Mr Taylor:** Well, let me check my calendar, please... No, sorry. I'm not available then. What about Wednesday morning? Is 11 o'clock all right for you?

**Robin:** Yes. That's fine by me.

**Mr Taylor:** The interview is at 11 o'clock on 19 October, then.

**Robin:** All right, Mr Taylor. Thank you for your time.

**Mr Taylor:** You're welcome, Mr Wayne. And would you please e-mail me a letter of intent this week?

**Robin:** Certainly. Have a nice day.

**Mr Taylor:** Have a nice day.

## WORKBOOK

### Page 10

2. Listen to the conversation and put the sentences in the correct order. (Audio 1.6)

**Simon:** Hey, Rachel. What's up?

**Rachel:** I have a job interview next Monday, but I'm not sure if I'm ready for it.

**Simon:** I can give you some advice if you like.

**Rachel:** Yes. That would be great.

**Simon:** Firstly, you should prepare well before the interview.

**Rachel:** All right.

**Simon:** Visit the official website and learn a lot about the company and the position. In this way you can answer the interview questions easily. You should also think about the answers to some possible questions like "What are your strengths?" , "What are your weaknesses?" and "Why do you want this job?".

**Rachel:** I'll prepare my answers immediately.

**Simon:** And prepare a few questions about the company because recruiters usually ask if you have any questions for them.

**Rachel:** Right. I'll do that.

**Simon:** You ought to dress properly, and make sure your clothes are clean and pressed.

**Rachel:** Okay.

**Simon:** You must go there in time. If you're late, you probably won't get the job.

**Rachel:** You're right.

**Simon:** You should speak clearly and politely during the interview.

**Rachel:** Yes, it's important.

**Simon:** Of course. Lastly, you should be careful about your body language, and you'd better smile and make eye contact. I'm sure these tips will help you succeed.

**Rachel:** Thanks a lot, Simon.

**Simon:** Don't mention it.

## THEME 2: HOBBIES AND SKILLS

### LISTENING & SPEAKING (PART- 1)

#### Page 27

4. Listen to the TV presenter and underline the hobbies that she mentions. (Audio 2.1)

**Presenter:** Good evening, everybody. Welcome to our program *Your Hobbies*.

Of course, all of us have hobbies, but they differ from person to person. Some people enjoy being indoors, so they prefer hobbies

like reading magazines, writing blogs, origami and pottery. Others would rather do outdoor activities, and they take up hobbies such as gardening, cycling, camping and hiking. This evening our guest is Roger Hill.

5. Listen to the TV presenter and her guest Roger. Which of the hobbies below is Roger's favorite pastime? Choose the correct picture. (Audio 2.2)

**Presenter:** Hello, Roger. Welcome to our studio.

**Roger:** Thank you very much.

**Presenter:** My pleasure. Do you like indoor or outdoor activities, Roger?

**Roger:** I love spending my free time outside, so I prefer outdoor activities.

**Presenter:** What are your hobbies?

**Roger:** Well, I'm fond of camping. My friends and I often camp by the lake. In addition, I'm keen on hiking. I usually go hiking on Sundays. But my favorite pastime is gardening. I think gardening is great because contact with nature is good for physical and mental health.

**Presenter:** Yes. You can say that again!

**Roger:** Well, when I'm in the garden, I feel relaxed. And what I like most is to plant flowers. My sister Jackie says I'm very good at it. She loves flowers, too. She usually helps me in the garden. She watches me carefully trying to learn the nuts and bolts of gardening.

**Presenter:** So your hobby improves the relationship between you and your sister in a way.

**Roger:** Absolutely.

**Presenter:** How wonderful!

**Roger:** Yes. My sister also has some different hobbies. She is very interested in arts and crafts. My grandma says she is gifted in them. She is really skilled at embroidery and pottery.

**Presenter:** How nice!

## PRONUNCIATION

### Page 29

3. Listen and check your answers. Then listen again and repeat. (Audio 2.3)

**Column 1:** helps – likes – speaks – starts

**Column 2:** loves – listens – enjoys – needs

**Column 3:** watches – brushes – fixes – teaches

6. Listen and check your answers. Then listen again and repeat. (Audio 2.4)

**Column 1:** gifts – steps – books – tents

**Column 2:** items – jars – flowers – birds

**Column 3:** boxes – dresses – glasses – beaches

## LISTENING & SPEAKING (PART-2)

### Page 30

2. Listen to the interview and write the interviewer's questions. (Audio 2.5)

**Interviewer:** Hello!

**Tina:** Hi!

**Interviewer:** I'm from the magazine *Teen Life*. We're conducting a survey about teenagers' likes and dislikes. Can you answer my questions?

**Tina:** Sure.

**Interviewer:** What's your name?

**Tina:** Tina.

**Interviewer:** OK, Tina. Let's start.

**Tina:** All right.

**Interviewer:** Here's the first question. Do you prefer indoor or outdoor activities?

**Tina:** I'd rather do indoor activities than outdoor ones.

**Interviewer:** What do you like doing in your free time?

**Tina:** I like drawing a lot. It's also my childhood hobby. I could draw very well when I was at primary school. It's a wonderful way to express my feelings.

**Interviewer:** What do you dislike doing in your free time?

**Tina:** I don't like watching reality TV shows. I think that's a waste of time.

**Interviewer:** Do you have a new hobby?

**Tina:** Yes. I'm very interested in calligraphy these days. I've found a new

creative way to express myself. I take a course once a week. I want to learn different calligraphy alphabets. And I'd like to specialize in Chinese calligraphy.

**Interviewer:** When did you start this hobby?

**Tina:** 3 weeks ago. And I'd like to mention something new for me. It's altruism. Actually, it's not a hobby, but I'm very interested in altruism. I'm a member of a local charity. We help the needy in different ways. That makes me feel so satisfied!

**Interviewer:** Great! OK, Tina. Thank you for your time.

**Tina:** You're welcome.

## WORKBOOK

### Page 17

#### 5. Listen to the extract from an interview and choose the correct picture. (Audio 2.6)

...

**Interviewer:** So you work really hard, Mr Dylan. Do you have any hobbies to get relaxed?

**Mr Dylan:** Yes, I have some hobbies. In my view, if you have lots of responsibilities, you should have hobbies as well. We can reduce stress in our lives with hobbies.

**Interviewer:** I completely agree. Could you talk about your hobbies?

**Mr Dylan:** Sure. I'm into classical music. I often go to concerts. I'm also keen on swimming and scuba diving.

**Interviewer:** Do you enjoy playing sports?

**Mr Dylan:** No, I don't. I prefer watching them on TV.

**Interviewer:** I see.

**Mr Dylan:** And I took up an unusual hobby last August. When I was on holiday in Türkiye, I made some Turkish friends, and one of them had a different hobby: making stone dolls. When he showed me his dolls, I got very interested. Next, we made one together. I felt so good! So I started making stone dolls. That's extremely relaxing. And I believe this hobby improves my creativity. What's more, when I give the stone dolls to my friends, they get fascinated. They're great gifts.

**Interviewer:** That sounds interesting.

**Mr Dylan:** Absolutely.

...

## THEME 3: HARD TIMES

### LISTENING & SPEAKING (PART-1)

#### Page 38

#### 3. Listen to the speaker and tick Yes or No. (Audio 3.1)

Life was certainly different when we were young. First of all, we used to respect the elderly a lot. They used to play a very important role in society, but now the young aren't respectful towards us. In fact, they usually ignore us. We used to visit our grandparents very often, but my grandchildren rarely come to my house. While I was waiting for them during the religious festival last month, they phoned me to say they were going to a seaside resort. My heart sank.

In the past, we used to know all our neighbors. Some of them were just like our relatives. We used to trust each other. When someone needed help, we used to lend a hand. But now many people don't know their neighbors. They don't even greet them. Although they live in the same apartment block, they don't say hello when they see each other. Why do they behave in that way? As far as I'm concerned, there's something wrong with that.

A couple of decades ago, people were generally more productive. For example, they had a sewing machine at home, and they used to make their own clothes. When I was a child, my friends and I used to make our own toys. Can you believe that? But today, people buy almost everything. And I think people are lazier now. In the past, we used to wash our own cars, mow our own grass and paint our own houses. We used to do much more on our own.

I miss the good old days so much! Of course, change is inevitable, but we shouldn't harm our moral values. We should definitely protect them.

## PRONUNCIATION

### Page 41

2. Listen to the examples in activity 1 and repeat with the correct intonation. (Audio 3.2)
1. Can you believe (↗) that?
  2. In the past, we used to wash our own (↗) cars, mow our own (↗) grass and paint our own (↘) houses.
  3. Why do they he behave in that (↘) way?
  4. Life was certainly different when we were (↘) young.
  5. I miss the good old days so (↘) much!
3. Listen to the dialogues and repeat with the correct intonation. (Audio 3.3)
1. **A:** Was she sleeping when you got there?  
**B:** Yes, she was.
  2. **A:** Did you use to play chess when you were younger?  
**B:** No, I didn't.
  3. **A:** How was your trip to İstanbul?  
**B:** It was amazing!
  4. **A:** What did you eat for breakfast?  
**B:** I ate cheese, olives and eggs.
6. Listen to the examples above and repeat with the correct intonation. (Audio 3.4)
1. First of (↗) all, we used to respect the elderly a (↘) lot.
  2. In the (↗) past, we used to know all our (↘) neighbors.
  3. A couple of decades (↗) ago, people were generally more (↘) productive.

## LISTENING & SPEAKING (PART-2)

### Page 42

4. Listen to the speakers and write 1 or 2 to fill in the gaps below. (Audio 3.5)

### Speaker 1:

It was in 2015. I was travelling on a plane for the first time, so I was really nervous. My sister and I were going to Liverpool to visit our grandparents. In the beginning, everything was going smoothly. While I was reading a magazine, my sister was having a chat with the girl next to her. Suddenly, the plane started to shake. It was going up and down. I got terrified. Next, the pilot made an announcement and wanted us to fasten our seatbelts. Some girls were screaming. A little boy was crying. The atmosphere was terrible. The air hostess asked all the people to calm down. After a while, the weather got better. Finally, the shaking ended, and everybody felt relieved. It was one of the worst days of my life.

### Speaker 2:

I was in my first year at secondary school. My parents took my brother and me to New York during the semester break. That morning, we decided to see the popular sights of the city and got on a bus. About 20 minutes later, my parents wanted to get off. The bus was too crowded. While I was trying to get off with my family, the bus moved and I couldn't leave it. At first, I was shocked. I believed I got lost and my parents would never find me again. I didn't have a mobile phone. I didn't know my parents' phone numbers, either. I got totally confused. I didn't know what to do. After that, I remembered the name of the hotel where we were staying and told everything to the bus driver. In the end, he took me back to the hotel. When I arrived there, my parents and my brother were waiting for me. I was very happy to see them again. I'll never forget that day.

## WORKBOOK

### Page 23

4. Listen to the speaker and underline the correct alternative. (Audio 3.6)

It happened a few years ago. Actually, I remember the date. It was 3 January 2020. I was in my third year at university. I was having a terrible day. First of all, I didn't hear the alarm, so I got up late. Next, I had to run very fast to the bus-stop. When I got on the bus, I

was exhausted. Then we got the exam results. Unfortunately, I failed my physics exam! That was too bad. After that, I realized that my best friend was lying to me. I got really disappointed and then I had an argument with him. When I finally came back home that day, I was feeling really depressed. I thought my life was awful. After a while, I went online. As I was surfing the Net, I saw a video about an Australian man. He was 21 years old. He was playing basketball, but he was in a wheelchair. He talked about himself in the video. He was a student at university. He had lots of operations when he was a child. And at the age of 10, he started wheelchair basketball. That changed his life. He often joined tournaments. He also became a very successful paralympic basketball player. While I was watching him, I felt so embarrassed. I stopped feeling sorry for myself. I thought, "I should be happy with the things I have." In fact, that video changed my life. I used to get unhappy very easily, but not any more. Now I have a positive attitude towards life.

#### Page 25

### 12. Listen to the song and fill in the blanks using the words below. (Audio 3.7)

#### Yesterday (by the Beatles)

Yesterday, all my troubles seemed so far away

Now it looks as though they're here to stay

Oh, I believe in yesterday

Suddenly, I'm not half the man I used to be

There's a shadow hanging over me

Oh, yesterday came suddenly

Why she had to go, I don't know, she wouldn't say

I said something wrong, now I long for yesterday

Yesterday, love was such an easy game to play

Now I need a place to hide away

Oh, I believe in yesterday

Why she had to go, I don't know, she wouldn't say

I said something wrong, now I long for yesterday

Yesterday, love was such an easy game to play

Now I need a place to hide away

Oh, I believe in yesterday.

#### THEME 4: WHAT A LIFE

#### LISTENING & SPEAKING (PART-1)

#### Page 52

### 2. Listen to the conversations and match them with the speech bubbles. There's an extra speech bubble. (Audio 4.1)

#### Conversation 1:

**Jack:** Hi, Sue.

**Sue:** Hi, Jack.

**Jack:** When did you come back from holiday?

**Sue:** Just a few days ago.

**Jack:** Where were you? When I last saw you, you were trying to make a choice with your parents.

**Sue:** Yes. At first, we couldn't decide where to go. There were 3 options. Mum wanted to go to Japan, while dad preferred travelling to Spain. And the third option was Egypt. After we had done some research on the Net, we made up our minds. When my parents saw the pictures of Egypt, they decided to go there.

**Jack:** Did you enjoy yourselves there?

**Sue:** Yes, we did. We loved Egypt. It was terrific.

**Jack:** Really?

**Sue:** Yes. We had the time of our lives there. I think you should definitely see Egypt.

**Jack:** Why not?

#### Conversation 2:

**Britney:** Hello, Matt.

**Matt:** Hi, Britney.

**Britney:** What's up? You look upset. Have you failed the final exam?

**Matt:** No.

**Britney:** What's the matter, then?

**Matt:** I was at the post office an hour ago.

I stayed inside for about 10 minutes. After I had posted some letters, I walked outside. Guess what! I couldn't find my motorbike because someone had stolen it.

**Britney:** Really? Are you pulling my leg?

**Matt:** No, Britney. That's true. I got really shocked.

**Britney:** That's terrible.

**Matt:** Yes. I don't know what to do.

**Britney:** Did you go to the police station after you had left the post office?

**Matt:** No.

**Britney:** You should report the incident to the police, so you ought to go to the nearest police station today.

**Matt:** You're right. I'll go there immediately.

### Conversation 3:

**Jim:** Good morning, Emily.

**Emily:** Good morning, Jim.

**Jim:** What's the matter? You don't look well.

**Emily:** I feel really unhappy.

**Jim:** Why? What happened?

**Emily:** I went to the airport yesterday evening as I wanted to fly to Madrid. I hoped to visit my cousin there. I had bought my ticket in advance. That was a few weeks ago. And I had checked in online before I went to the airport because I didn't want any trouble before my flight. But guess what!

**Jim:** What happened?

**Emily:** When I arrived at the airport, I realized that I had left my passport at home. That was terrible.

**Jim:** Oh, what a pity!

**Emily:** Yes. I feel so bad.

**Jim:** Never mind, Emily. You can go another time.

### PRONUNCIATION

Page 55

3. Listen and check your answers. (Audio 4.2)

Column 1:

watched– hoped– walked– washed

Column 2:

injured– happened– stayed– arrived

Column 3:

wanted– decided– started– needed

### LISTENING & SPEAKING (PART- 2)

Page 55

2. Listen to the information and check your answers. (Audio 4.3)

We can see **Mehmed II** in the picture. He is also known as *Mehmed the Conqueror*. He was the son of **Murad II**, and he was one of the most successful Ottoman sultans.

Page 56

5. Listen to the historian and correct the mistakes in the following text. (Audio 4.4)

Mehmed II was born in 1432. When he was 12 years old, his father Murad II decided to get retired and wanted Mehmed to become the sultan. However, Mehmed was very young, and there were too many problems throughout the Ottoman Empire. For this reason, Murad II came back in 1446. So Mehmed could rule the empire only for 2 years. After his father had returned to power, he went to Manisa and started to live there. In 1451, his father got very ill, so Mehmed came to Edirne again. Soon afterwards, Murad II passed away. Next, Mehmed became the sultan for the second time. He was 19 years old. Before he began to rule the empire, he had had a very good education. According to some sources, he could speak 7 languages fluently. He was also interested in literature, fine arts and architecture. Above all, he was a great leader and a very brave soldier. After the conquest of İstanbul, he made lots of achievements and created a world empire. He had the power for 30 years. Eventually, he passed away in 1481. His tomb is near the Fatih Mosque in İstanbul.

9. Listen to the historian talking about the conquest of İstanbul. Put the events (a–h) into the correct order. (Audio 4.5)

Mehmed II was 19 years old when he became the sultan for the second time in 1451. Meanwhile, his mind was filled with the idea of the conquest of İstanbul. The city was called *Constantinople* in those days, and it was the capital of the Eastern Roman Empire. There were extremely strong walls around the city, but Mehmed II was determined to conquer it, so he made all the necessary preparations. First of all, he started building the Boğazkesen Fortress because he wanted to control the Bosphorus. Next, he designed very large cannons. It was not easy to develop these cannons, but the Ottoman engineers could achieve that, and then they began making them in Edirne. After that, Mehmed II improved the Ottoman navy very much.

Eventually, the first attack started on 6 April 1453. The cannons began to fire on the walls of the city, and that continued for weeks. After a while, the navy had some trouble. The ships couldn't get into the Golden Horn as its entrance was closed with a very big chain. They couldn't break the chain, so Mehmed II made an unbelievable plan. According to the plan, after they had built a slipway, they moved about 70 ships over land into the Golden Horn in the dark, and the Byzantines got shocked and terrified when they saw them there in the morning. Soon afterwards, Mehmed II conquered the city on 29 May 1453.

## WORKBOOK

3. Listen to the speaker and tick the correct picture in activity 1. (Audio 4.6)

Do you know the woman in this picture? Her real name is Fatma Seher Erden. She was one of the heroines in Turkish history.

She was born in Erzurum in 1888. She married Derviş, an officer in the Ottoman army. While he was fighting in the Balkan Wars, she

was with him. She cooked for the soldiers and helped the doctors with the injured.

During the First World War, her husband was on the front line. Meanwhile, she went to Caucasia with around 10 women and fought there. Unfortunately, her husband became a martyr in Sarıkamış. Next, she returned to Erzurum.

Before the Independence War started, Turkish people had had a hard life. In 1919, Fatma Seher decided to fight for her country, so she went to Sivas and talked to Mustafa Kemal there. He gave her permission and the nickname *Kara Fatma*. Soon afterwards, she went to İstanbul and gathered a group there. After that, she went to Kocaeli and began fighting in the nearby areas.

Later on, she went to the western front line and became the leader of more than 300 soldiers. They took part in the Great Attack and fought heroically. After the Independence War had ended, Kara Fatma received a medal.

After a while, she retired from the army as a lieutenant. And then she donated her salary to the Red Crescent. Eventually, she passed away in İstanbul in 1955.

## THEME 5: BACK TO THE PAST

### LISTENING & SPEAKING (PART-1)

3. Listen to the conversation between the teenage boy and his mother. Check your guesses in activity 2. (Audio 5.1)

**Tom:** Hello, Mum!

**Mum:** Tom! You've come home at last! Thank God you're all right. I've felt too worried about you. You're so late. I couldn't contact you all day. Why did you keep me on pins and needles?

**Tom:** Sorry, Mum, but it was a terrible day. I'm happy it finally ended.

**Mum:** Why? What happened?

**Tom:** I'll tell you all from the beginning.

**Mum:** OK. I'm all ears.

**Tom:** First, I missed the school bus in the morning. I got anxious as I had a chemistry

exam in the first lesson, so I had to take a taxi, but I spent almost all of my pocket money on it. If I had left home earlier, I could have caught the school bus, and if I had caught it, I wouldn't have taken a taxi and I wouldn't have wasted so much money.

**Mum:** Yes. You should wake up earlier from now on.

**Tom:** You're right, Mum. I wish I had woken up earlier. And when I got to school, I realized that I had forgotten to take my mobile phone with me, so I couldn't contact anyone today. I would have called you if I had had my mobile.

**Mum:** I see.

**Tom:** Then my best friend Jason got very ill during the last lesson. He had to go home, and I went with him because I didn't want to leave him alone. If he hadn't felt so bad, I wouldn't have gone there with him.

**Mum:** OK, Tom. You did the right thing. Did he get well later on?

**Tom:** Yes. He was feeling better when I left him with his parents.

**Mum:** Great.

**Tom:** Yes. I got so relieved. But Mum, that's not all.

**Mum:** Really?

**Tom:** Yes. As I didn't have any money left, I had to walk home. That's why I'm so late. If I had had some money left, I would have got on a bus to come home.

**Mum:** Oh, Tom! You've really had a terrible day.

## Page 66

**11.** Listen to the teenagers and fill in the blanks. (Audio 5.2)

### Speaker 1:

When I came home yesterday, I started to play an online game. I didn't realize that a few hours had passed. My father got furious and said I usually wasted my time on trivial things. Unfortunately, we had a big argument, so we spent an awful evening. I wish I hadn't shouted at my father. Now I feel really sorry. If I'd finished the game earlier, we'd have had a nice evening.

### Speaker 2:

Last Friday we took an English exam. I'd studied really hard, so I was answering the questions easily. Suddenly, I realized that I'd written a word wrongly. I couldn't find my eraser, so I asked my friend for hers. The teacher saw that, and she thought I was cheating. I tried to tell her the truth, but she didn't believe me. As a result, I failed. If I'd found my eraser, I'd have passed the exam.

### Speaker 3:

I'm crazy about basketball, and I'm in the school team. Before I went to the school gym for the training last Saturday, I'd joined a birthday party. All my classmates were there, so I couldn't leave early. That was a big mistake. Before I got there, the team had started to train. The coach was very angry. I tried to explain, but he didn't listen. Finally, he sent me home. If I'd got to the gym in time, I'd have joined the training.

## PRONUNCIATION

### Page 68

**1.** We often use the contraction of "had" and "would" in everyday speech. Listen to the following sentences by paying attention to the highlighted words. Then practise saying them. (Audio 5.3)

1. If I'd finished the game earlier, we'd have had a nice evening.
2. If I'd found my eraser, I'd have passed the exam.
3. If I'd got to the gym in time, I'd have joined the training.

## WORKBOOK

### Page 38

**2.** Listen to the teacher and her students. Match the students with the correct pictures. There are 3 extra pictures. (Audio 5.4)

**Teacher:** OK, class. Today we're talking about regrets. Now I want you to tell us something which you did or didn't do and then you felt sorry about. Yes, Michael.

**Michael:** My sister and I wanted to celebrate our parents' 20th wedding anniversary last Friday, and we decided to eat out together. My sister suggested the Mexican restaurant, but I thought it would be wonderful to try the new Chinese restaurant, and finally, we went there. However, the Chinese restaurant was terrible. I wish I had accepted my sister's idea. If we had gone to the Mexican restaurant, we would have had a better time.

**Teacher:** Thanks, Michael. Yes, Doris.

**Doris:** When I was 15, I used to have too many hamburgers, fizzy drinks, and so on. As a result, I put on lots of weight. That made me really depressed. After that, I had to go on a strict diet for months. I wish I hadn't had unhealthy eating habits. If I hadn't eaten so much junk food, I wouldn't have put on weight.

**Teacher:** Thank you, Doris. Yes, Alan. What about you?

**Alan:** Our biology teacher organized an environmental campaign last year. Our group had to clean the park near the school. Everybody tried hard to clean it, but I sat under a tree and watched some videos on my mobile. Finally, the teacher thanked us all very much. I felt really embarrassed because I had been dishonest. I wish I had joined the clean-up campaign. If I had helped my friends clean the park, I wouldn't have felt embarrassed.

**Teacher:** Thanks, Alan.

## THEME 6: OPEN YOUR HEART

### LISTENING & SPEAKING (PART-1)

Page 76

2. Listen to the conversations and match them with the speech bubbles. There's an extra speech bubble.

(Audio 6.1)

#### Conversation 1:

**Susan:** David, what's the matter with you?

**David:** Oh, Susan. I feel so bad.

**Susan:** Why? If you have a problem, I can lend an ear. You can open your heart to me.

**David:** Well, my friends Bill and Tom came to us this afternoon because we had to prepare a slide show together for tomorrow's

geography lesson. After we had finished it, Tom saw my ball and started to play with Bill. Next, he hit the ball very hard. Unfortunately, he broke the desk lamp.

**Susan:** That was a big mistake, David. They could've broken the TV; thank God that didn't happen. You shouldn't have let your friends play inside.

**David:** Yes. You're right. I wish I hadn't.

**Susan:** Anyway, stop worrying. It's no use crying over spilt milk. Now let's go to your room and clean it before mum comes. And then you should tell her the truth.

**David:** OK, Susan.

#### Conversation 2:

**Tina:** Hi, Mum.

**Mum:** Hi, Tina. Where have you been?

**Tina:** I went to the cinema with my friends after school, and then we drank coffee.

**Mum:** But I talked to you last night. I said your grandma missed you a lot, and then you promised to visit her after school today. Don't you remember?

**Tina:** Oh, Mum! I completely forgot about that. I've been so busy at school today.

**Mum:** That's awful, Tina. You should've visited your grandma. I phoned her this morning. When I said you would visit her after school, she got very happy. You shouldn't have forgotten about that.

**Tina:** I wish I hadn't.

**Mum:** She was waiting for you. I'm sure she felt disappointed.

**Tina:** Mum, I'm very sorry. I'll phone her now. And I'll say I'll definitely visit her tomorrow.

#### Conversation 3:

**Sophie:** Hey, Mark. How's it going?

**Mark:** Hi, Sophie. I don't feel well today.

**Sophie:** Why? What's wrong?

**Mark:** Well, I did something wrong yesterday afternoon. And I broke my mum's heart.

**Sophie:** Really? What did you do?

**Mark:** When I came home from school, mum was doing the housework. She was

exhausted and asked me to help her. But I didn't want to. So I told her a lie. I said I had lots of homework. An hour later, she came to my room and saw that I was lying in bed and listening to music on my mobile. She got very sad.

**Sophie:** I'm afraid you made a big mistake.

**Mark:** Yes, you're right, Sophie. I shouldn't have told a lie to my mum. That was so embarrassing. I felt terrible. I should've helped her with the cleaning.

**Sophie:** Absolutely! I think you should talk to your mum and say you are sorry. I'm sure she'll understand you.

## PRONUNCIATION

### Page 80

1. *In everyday speech, we often use the contraction of past modals like "could have" and "should have". Listen to the sentences from the audio by paying attention to the highlighted words. Then practise saying them. (Audio 6.2)*

1. They **could've** broken the TV; thank God that didn't happen.
2. You **should've** visited your grandma.
3. I **should've** helped her with the cleaning.

## LISTENING & SPEAKING (PART- 2)

### Page 81

3. *Listen to the phone conversation between a customer and a call center worker. What is the customer's problem? (Audio 6.3)*

**Call Center Worker (CCW):** Good morning. High Electronics. How may I help you?

**Martha:** Good morning. I'm one of your customers, and I need some help.

**CCW:** Could you say who's calling, please?

**Martha:** Martha Taylor.

**CCW:** Let me check, please. Yes, Mrs Taylor, you bought a tablet from us 2 months ago. Is that right?

**Martha:** Yes.

**CCW:** OK, Mrs Taylor. Could you please describe the problem?

**Martha:** Well, after I had bought the tablet, I didn't have any problems until yesterday. But while I was online yesterday evening, the battery went dead. After that, I couldn't charge it again, so I can't use it now. What should I do?

4. *Listen to the second part of the phone conversation and complete the sentences (1-6) using the correct form of the phrases below. (Audio 6.4)*

**Martha:** Would you please help me?

**CCW:** Certainly, Mrs Taylor. I would be happy to help you. Several things might have caused the problem. First of all, can you answer some questions, please?

**Martha:** Yes, of course.

**CCW:** You should have placed the charger into the socket properly. Are you sure you did that?

**Martha:** Yes.

**CCW:** All right. The socket might have got out of order. That may be the reason for the problem. You should have tried using another socket. Did you do that?

**Martha:** Yes, I did.

**CCW:** Then your charger must have had some physical damage. That usually happens.

**Martha:** Really? I haven't thought of it at all.

**CCW:** Yes. The USB cable might have broken because of any misuse. I believe you need some technical help, Mrs Taylor. I'll talk to our technical support team immediately and give them all the information about your problem. I'm sure they'll contact you as soon as possible.

**Martha:** Oh, that's great. Thank you very much.

**CCW:** You're welcome, Mrs Taylor. Have a good day.

**Martha:** Have a good day.

## WORKBOOK

### Page 46

#### 2. Listen to the conversation and answer the questions. (Audio 6.5)

**Liz:** Our weekend with Aunt Betty was great, but I miss home very much, Nick.

**Nick:** Me too, Liz.

**Liz:** Oh, no! What's happened here? What a mess!

**Nick:** Oh, my God! A burglar must have broken into our house while we were away. How did the burglar know we weren't at home?

**Liz:** Oh! He might have been someone who knows us.

**Nick:** I hope not. He might have stolen something valuable. Look! The TV is here. Let's look at the other rooms.

**Liz:** I'm scared. Perhaps the burglar is still inside.

**Nick:** Don't be scared, Liz. He couldn't have stayed here. He must have left long ago.

**Liz:** You're right.

**Nick:** First, let's look at Tim's room.

**Liz:** Oh, Nick! There's someone in bed! Call the police immediately!

**Tim:** Mum! Dad! Hi! Where have you been?

**Liz and Nick:** Tim!

**Tim:** Yes. I'm home. I have a week off before the final exams, so I came here yesterday evening. I just wanted to surprise you, but you weren't in.

**Liz:** Oh, Tim! We were in Manchester for the weekend. We visited Aunt Betty. And we thought you were in Liverpool.

**Nick:** You should have called us when you came home, Tim.

**Tim:** Yes, but a friend called me at that moment. When I said that I was alone at home, he came here with a group of friends. Ah, so sorry about the mess. Don't worry, Mum! I promise I'll clean it up today!

## THEME 7: FACTS ABOUT TÜRKİYE

### LISTENING & SPEAKING (PART-1)

#### Page 90

#### 5. Listen to the phone conversation and tick the correct pictures. (Audio 7.1)

**Tracy:** Hey, Roy. How's it going?

**Roy:** Great, Tracy. I'm walking on air in İstanbul. My holiday here is wonderful.

**Tracy:** Really?

**Roy:** Yes. İstanbul is a fascinating city. It's one of the most beautiful cities I've ever seen. Yesterday I joined a sightseeing tour.

**Tracy:** How was it?

**Roy:** It was very nice.

**Tracy:** Were you with your parents?

**Roy:** No, I wasn't. Mum was under the weather, and dad stayed with her. Now she's well.

**Tracy:** Good.

**Roy:** Yes. On the tour, I saw lots of must-see attractions like the Topkapı Palace, the Sultan Ahmed Mosque and the Ayasofya Mosque.

**Tracy:** Did you like them?

**Roy:** Sure. They were terrific! After the tour, I also visited the Galata Tower, which is near our hotel. It's among the city's most popular sights, too.

**Tracy:** Was it attractive?

**Roy:** Yes, it was. It was amazing. I found the history of the tower very interesting as well.

**Tracy:** Really? Can you tell me a little bit?

**Roy:** Of course.

**Tracy:** Thanks.

#### 6. Listen to the second part of the phone conversation and correct the mistakes in the following extract from a travel brochure. (Audio 7.2)

**Roy:** Tracy, I'll read you a little from this travel brochure.

**Tracy:** All right.

**Roy:** The Galata Tower is located in the center of the city. It's around 67 meters tall,

so it provides a spectacular view of the city. The tower was built in the 14th century by the Genoese colonies, and it was used to watch the area nearby for any signs of danger.

**Tracy:** Sounds interesting.

**Roy:** Yes. In 1509, the tower was badly damaged in an earthquake. Then it was restored by the famous Ottoman architect Hayreddin. In the 16th century, it was used as a prison. It was opened to the public in 1967. Nowadays, it's a very popular attraction, and it's visited by thousands of tourists every year.

**Tracy:** How nice! I want to see that place.

**Roy:** You should come to İstanbul as soon as possible. It's worth seeing.

**Tracy:** Right.

**Roy:** And there's a story about the tower. Do you want to hear it?

**Tracy:** Yes, of course.

**Roy:** In the 17th century, a man called Hezarfen Ahmed Çelebi wanted to fly, so he made wings and attached them to his arms.

**Tracy:** Really?

**Roy:** Yes. Then he jumped off the Galata Tower and flew over the Bosphorus for about 6 kilometers. Finally, he landed in Üsküdar on the Asian side.

**Tracy:** What an incredible story!

**Roy:** Absolutely. Tracy, I feel exhausted. I think I'll hit the sack.

**Tracy:** OK, Roy. Take care. Good night.

**Roy:** See you. Good night.

### Page 91

## 9. Listen to Nisa and choose the correct picture. (Audio 7.3)

My classmates and I went on a 2-day trip to Çanakkale in March. On the first day, we saw the Ancient City of Troy. The historic site was great. And on the second day, we went to Gelibolu and visited a lot of must-see attractions like the Kilitbahir Castle, which is next to the sea. After that, we visited the Çanakkale Martyrs' Monument. It's a memorial that was erected to remember the brave Turkish soldiers who died in Çanakkale in 1915.

It was opened to the public in 1960. There is a museum underneath, which was opened in 1975. There are also the Mehmetçik Monument and the Turkish Martyrs' Cemetery nearby. We visited them all. I believe the whole area is so impressive. I'll always remember that school trip. And I'll never forget those heroes who died for our homeland. You should definitely go to Çanakkale. It's worth seeing.

### PRONUNCIATION

#### Page 93

## 2. Listen to the extracts by paying attention to the pronunciation of the highlighted words. (Audio 7.4)

1. **Tracy:** How **was** it?

**Roy:** It **was** very nice.

2. **Tracy:** Were you with your parents?

**Roy:** No, I **wasn't**.

3. **Tracy:** **Was** it attractive?

**Roy:** Yes, it **was**. It **was** amazing.

### LISTENING & SPEAKING (PART-2)

#### Page 94

## 2. Listen to the information about Anıtkabir and complete the sentences. (Audio 7.5)

Anıtkabir is the mausoleum of Mustafa Kemal Atatürk. It is located in Anıttepe in Ankara. When Atatürk passed away on 10 November 1938, the Ankara Ethnography Museum became his first mausoleum until Anıtkabir was built in 1953. It was designed by the architects Professor Emin Onat and Associate Professor Orhan Arda. Its construction began in 1944. Anıtkabir is an excellent example of the Turkish architecture, and it has Seljuk and Ottoman architectural characteristics as well. The Monument Block consists of 3 main parts: The Lions Road, the Ceremonial Ground and the Mausoleum. The Lions Road is 262 meters long and it has 24 lion statues, which were made by the sculptor Hüseyin Özkan. Within the Anıtkabir site, there are 10 towers like the Independence Tower, the Freedom Tower, the Peace Tower and the Victory Tower.

## WORKBOOK

### Page 52

#### 2. Listen to the tour guide and choose the correct picture. (Audio 7.6)

The historic site is located near the Örencik village in Şanlıurfa. The archaeological work started in 1995. The archaeologists have discovered around 20 temples in the area, but they have excavated only 6 of them up to now. The history of the site dates back to 10,000 BC, so it is believed that Göbeklitepe is the oldest religious site in the world.

When Göbeklitepe was constructed, people used to live in small groups, and they used to hunt animals and collect plants. Therefore, such a large group of people might have come together for the first time to build Göbeklitepe.

Hundreds of T-shaped pillars, which weighed up to 40 tonnes, were used in order to make the temples. That must have been extremely challenging because the pillars were carried uphill for 2 kilometers by people without using any animals or machines. How could they manage that about 7,500 years before the Pyramids were constructed? That is really incredible.

The discovery of this unique region has changed all the known understanding of the history of humanity, so Göbeklitepe was listed by UNESCO as a World Heritage Site in 2018. It was also included in the National Geographic's list of 25 must-see destinations and travel experiences for 2020.

## THEME 8: SPORTS

### LISTENING & SPEAKING (PART-1)

#### Page 101

#### 4. Listen to the interview and write the interviewer's questions. (Audio 8.1)

**Interviewer:** Hello! I'm Mike Stone, from the magazine *Teen Life*. We're conducting a survey about extreme sports this week. Do you have a few moments? Can you answer my questions?

**Claire:** Yes, of course.

**Interviewer:** What's your name?

**Claire:** I'm Claire.

**Interviewer:** OK, Claire. Here's the first question. Are you interested in extreme sports?

**Claire:** Yes. I'm fond of extreme sports because I think they're exciting.

**Interviewer:** What extreme sports have you tried so far?

**Claire:** Well, I've tried surfing, paragliding and snowboarding.

**Interviewer:** What's your favorite extreme sport?

**Claire:** I love paragliding. It's fascinating. When I go paragliding, I'm in seventh heaven. I feel really overjoyed.

**Interviewer:** When did you try it for the first time?

**Claire:** I went to Türkiye on holiday 2 years ago. I was in Fethiye, a town on the south-west coast. While I was on the beach in Ölüdeniz, I saw lots of paragliders in the sky. They looked so attractive that I decided to try paragliding. Next, I went to Babadağ Mountain and jumped down. While I was flying like a bird over the beautiful beach, I felt extremely happy.

**Interviewer:** What extreme sports would you like to try in the future?

**Claire:** I'd like to try hang-gliding and rafting.

**Interviewer:** OK, Claire. Thank you for your time.

**Claire:** You're welcome.

#### Page 102

#### 8. Listen to the interview with the second teenager and tick the picture of his favorite extreme sport. (Audio 8.2)

**Interviewer:** And now, it's your turn. Is it okay if I ask you some questions?

**Dylon:** Sure. Go ahead.

**Interviewer:** All right. What's your name?

**Dylon:** Dylon.

**Interviewer:** Dylon, are you interested in extreme sports?

**Dylon:** Yes. I like them a lot.

**Interviewer:** Why do you like extreme sports?

**Dylon:** Because they're challenging. When you do extreme sports, you feel a sense of achievement. I think that's great.

**Interviewer:** What extreme sports have you tried so far?

**Dylon:** I've tried wrestling, windsurfing and mountain biking.

**Interviewer:** What's your favorite extreme sport?

**Dylon:** It's wrestling. I'm crazy about it. Actually, I'm in the school team. My coach says that I'm gifted in it.

**Interviewer:** When did you try it for the first time?

**Dylon:** When I was 14, my cousin Andy suggested going to a wrestling tournament. I accepted, and then I got really fascinated while I was watching it. When I came back, I talked to the coach. Next, he wanted me to wrestle with a boy. Although it was my first game, the coach told me that I had lots of natural talent, and he let me join the team at the drop of a hat.

**Interviewer:** That's great.

**Dylon:** Yes.

**Interviewer:** What extreme sports would you like to try in the future?

**Dylon:** I'd like to try weightlifting and scuba diving.

**Interviewer:** That's all, Dylon. Thank you very much.

**Dylon:** Don't mention it.

## PRONUNCIATION

Page 105

2. Listen to the questions in activity 1 and repeat with the correct intonation. (Audio 8.3)

### Rising intonation in Yes/ No questions:

Do you have a few moments?

Can you answer my questions?

Are you interested in extreme sports?

Is it okay if I ask you some questions?

### Falling intonation in wh-questions:

Why do you like extreme sports?

What extreme sports have you tried so far?

What's your favorite extreme sport?

When did you try it for the first time?

3. Listen to the following dialogues and repeat with the correct intonation. (Audio 8.4)

1. **A:** Are you fond of scuba diving?

**B:** Yes, I am.

2. **A:** Have you ever tried rafting?

**B:** No, I haven't.

3. **A:** When did you take up surfing?

**B:** Last summer.

4. **A:** How often do you go mountain biking?

**B:** Twice a month.

## LISTENING & SPEAKING (PART-2)

Page 106

3. Listen to the speaker and answer the questions. (Audio 8.5)

Have you ever heard of Yasemin Dalkılıç? She is a famous Turkish sportsperson who has broken many world records. She was born in Ankara in 1979. She says she was very keen on swimming when she was only 3 years old.

When she was 10, she became a licensed swimmer. When she was 14, she was selected for the Turkish National Swimming Team and became a diver there. She represented Türkiye successfully in many tournaments around the world.

When she was a student at Middle East Technical University in Ankara, she joined the freediving club. With that team, she competed so well in the World Freediving Championship in Italy in 1998 that she was regarded as the most successful female freediver there.

Her first world record was in 1999, when she dived for 68 meters and remained underwater for 2 minutes 27 seconds while she had no breathing equipment.

Yasemin Dalkılıç was very talented at freediving, so she managed to break many world records in different categories. One of them was in the year 2000, when she dived for 120 meters, and as a result, she became the best female freediver of the world to dive the deepest.

Yasemin Dalkılıç is interested in various extreme sports as well. She says one of her favorite extreme sports is skiing.

## WORKBOOK

### Page 61

#### 3. Listen to the radio program and answer the question. (Audio 8.6)

**Presenter:** Good evening, everyone! You're listening to Julie Taylor from *Radio Alive*. We have a guest here: Tony Clarke. He's crazy about extreme sports. Hi, Tony.

**Tony:** Hello, Julie.

**Presenter:** Tony, could you tell us some of the extreme sports you have tried so far?

**Tony:** Sure. I've tried lots of extreme sports, but I'd like to mention 2 of them this evening. The first one is *ice climbing*. If you want to try it, you should climb on a frozen waterfall or a mountain covered in ice. Of course, you need some equipment. For example, ice axes are really important. And you have to take some other equipment like a safety harness and a climbing helmet. I first went ice climbing in Scotland last year. I was fascinated. And I've tried it in a few different places this year. I liked Canada the best. I had a fabulous experience there.

**Presenter:** How terrific!

**Tony:** Yes. And I'd like to talk about *base jumping*. It's one of my favorites.

**Presenter:** I think it's extremely dangerous.

**Tony:** That's right. Jumpers throw themselves off a very tall building, a bridge, a cliff, and so on. A parachute is necessary for this sport. It's a specially designed parachute. You'd better wear a helmet as well. The world's most popular base jumping spot is in South Africa. I went there 3 years ago. It was great. In my opinion, another ideal place for

the sport is in Venezuela. I recommend these places to your listeners.

**Presenter:** You're a real thrill seeker, Tony.

**Tony:** Absolutely.

**Presenter:** Thank you very much.

**Tony:** My pleasure.

## THEME 9: MY FRIENDS

### LISTENING & SPEAKING (PART-1)

#### Page 114

#### 5. Listen to Tracy talking about her best friend and circle the correct alternative in the following sentences. (Audio 9.1)

My best friend is Mia. I like her a lot. I think she's got a wonderful personality. First of all, Mia is a very kind person. I believe her kindness is one of her greatest strengths. Secondly, she's so thoughtful. She always thinks about how she can help her friends. She also avoids making people upset. She's someone who cares about other people's feelings. She's not selfish at all. I can't stand people who only think of their own pleasure.

She's really modest as well. I think that's great. What's more, Mia is so honest and trustworthy that I can describe her as a straight arrow. All in all, she's very special to me. I hope our friendship will never end.

#### 7. Listen to Tracy and tick the correct sentences. (Audio 9.2)

I'd like to tell you the day when I met Mia for the first time. That was 2 years ago. I was staying with my grandma. The weather was fantastic that day, so we decided to go to the park for a picnic.

The place where we were having our sandwiches was wonderful. A girl who looked as old as me was sitting on a bench near us and reading a book.

Everything was great, but my grandma suddenly felt very bad. I got into a panic and I started to cry. I didn't know what to do. The girl immediately ran to help us. Next, she called an

ambulance. She even got into the ambulance with us and waited at the hospital for hours. Meanwhile, I learned that her name was Mia. She was so friendly and helpful that I liked her a lot.

Luckily, my grandma began feeling better soon. As I was saying goodbye to Mia, I thanked her very much and gave her my phone number because both of us wanted to meet again.

Now Mia is my best friend. We have a lot in common. Actually, we are like two peas in a pod, so we have good fun together.

I feel that Mia is the right person when I need a shoulder to cry on. She always listens to me patiently when I tell her my problems. She's so supportive.

We see each other very often. We're planning to go to a pop concert next week.

I hope we'll be good friends forever.

## PRONUNCIATION

### Page 116

2. The following examples are from the audios. Listen and repeat. (Audio 9.3)

#### assimilation:

grandma /'græm.mɑ:/

that day /ðæd.deɪ/

goodbye /gʊb'baɪ/

#### elision:

kindness /'kaɪnəs/

friendship /'frenʃɪp/

next week /nekswi:k/

3. Listen to the examples of assimilation in the third column below and repeat. (Audio 9.4)

#### assimilation:

1. (good night) /gʊnnaɪt/

2. (give me a pen) /gɪm.mi: ə, pen/

3. (in the garden) /ɪn.nə'gɑ:.dən/

4. (who's that) /hu:z.zæt/

4. Listen to the examples of elision in the third column below and repeat. (Audio 9.5)

#### elision:

1. (tonight) /t'naɪt/

2. (dustbin) /'dʌs.bɪn/

3. (correct) /k'rekt/

4. (standby) /'stæn.baɪ/

5. Listen to the following words and phrases. Write A for assimilation and E for elision. (Audio 9.6)

1. better than me /'betə ðəm'mi:/

2. perhaps /p'hæps/

3. I don't know /,aɪdə'nəʊ/

4. that person /ðæt'pɜ:sən/

5. I must go /,aɪməs'gəʊ/

6. he might come /hi,maɪk'kʌm/

7. today /t'deɪ/

8. postman /'pəʊsmən/

9. in this way /ɪn'nəs,weɪ/

## LISTENING & SPEAKING (PART-2)

### Page 117

2. Listen to Alper's speech about a school trip. Match the phrases (1-4) with the names (a-e). There's an extra name. (Audio 9.7)

Last year I went on a school trip to Cappadocia. It was unforgettable. The best thing was that I made some good friends.

On the way to Cappadocia, I had to sit next to my classmate Ata. At first, I was unhappy because he was someone who I didn't know much. However, when we started chatting, I felt better. He was so friendly. I realized that we had a lot in common, so I had a very good time. Now Ata is one of my best friends.

I also want to talk about Atilla, who was one of my roommates at the hotel. He was someone who I had never spoken to before. He was so cheerful that evening. He told us a lot of funny stories. Now I like him a lot. He has a good sense of humor.

Some of our teachers were also with us. Our PE teacher Mr Rock, who organized the trip, was very kind to us. He was very easygoing as well. Ms Easton, who was our teacher of chemistry, was responsible for our group. She was so patient and tolerant all through the school trip.

4. Listen to the rest of Alper's speech. Write the places below in the correct sentences. (Audio 9.8)

Cappadocia is a unique tourist attraction in Türkiye. We had a great time there. I'd like to tell you only some of the main parts of our school trip.

On Saturday, we went to the Ihlara Valley, which is a beautiful canyon along the Melendiz River. We discovered the natural beauty there.

After that, we went through the Derinkuyu Underground City, which is the largest one in Türkiye. We saw the caves and tunnels which were made thousands of years ago.

On Sunday afternoon, we visited the Uçhisar Castle, where we could watch the picturesque sunset and the wonderful panoramic view of the valley below.

I had a fantastic weekend in Cappadocia. I'll always remember that school trip.

## WORKBOOK

### Page 69

3. Listen to Logan and tick the phrases he mentions. (Audio 9.9)

Nathan is my best friend. Actually, we've been friends since we were at primary school. Now we're students at different universities, but we still keep in touch. We make time to see each other very often. We have a good laugh together. But Nathan has also cried with me so many times. He's always there for me when difficulties arise. He's extremely supportive. Besides, he is really honest. He never lies to me. I'm sure he tells me the truth even when it is really hard. For example, he tells me when I'm mistaken. Nathan is very patient as well. He listens to me when I need someone to talk to. He immediately understands when there's something wrong with me. What's more, he accepts me as I am and doesn't try to change me. For this reason, I feel so relaxed when we're together. In fact,

Nathan is more than a best friend; he's like a brother.

### Page 70

8. Listen to the song and fill in the blanks using the following words. (Audio 9.10)

#### THAT'S WHAT FRIENDS ARE FOR

(by Dionne Warwick & Friends)

And I never thought I'd feel this way  
And as far as I'm concerned  
I'm glad I got the chance to say  
That I do believe I love you  
And if I should ever go away  
Well, then close your eyes and try  
To feel the way we do today  
And then if you can remember

Keep smiling, keep shining  
Knowing you can always count on  
me, for sure

That's what friends are for  
For good times, and bad times  
I'll be on your side forever- more  
That's what friends are for

Well, you came and opened me  
And now there's so much more I see  
And so by the way I thank you... oh  
And then for the times when we're apart  
Well, then close your eyes and know  
The words are coming from my heart  
And then if you can remember... oh

Keep smiling, keep shining  
Knowing you can always count on  
me, for sure

That's what friends are for  
In good times, and bad times  
I'll be on your side forever- more... oh  
That's what friends are for

Keep smiling, keep shining  
Knowing you can always count on  
me, for sure

That's what friends are for  
For good times, and bad times  
I'll be on your side forever- more  
That's what friends are for  
That's what friends are for, yeah!

## THEME 10: VALUES AND NORMS

### LISTENING & SPEAKING (PART- 1)

#### Page 125

3. Listen to the speakers in activity 2 and check your answers. (Audio 10.1)

**Speaker 1:**

Kindness:

I think it is one of the most important values. It is much more than preventing yourself from saying something rude. If you have this quality, you are both friendly and generous. In fact, you have a heart of gold. You always care about others. You want to make life better for the people around you.

**Speaker 2:**

Patriotism:

In my view, it is one of the main values of our nation. It is defined as the feeling of loving your country more than any others and being extremely proud of it. If you have this quality, you defend your country against enemies. Actually, you try to protect it at all costs. It is a kind of loyalty to your own country.

**Speaker 3:**

Forgiveness:

I believe it is among the values which are of great importance. It is described as the willingness to stop feeling angry with somebody for something unpleasant which they have caused and to decide not to punish them for their mistakes. People who have this quality choose to let go of anger that makes them miserable.

**Speaker 4:**

Integrity:

In my opinion, it is among the primary values. It is regarded as the quality of both being honest and having strong moral principles. People with this quality choose to do the right thing in all circumstances even if nobody is watching them. They neither cheat nor lie. Come rain or shine, they never do anything dishonorable.

#### Page 126

11. Listen to the extract from a conversation and check your answers to activity 10. (Audio 10.2)

...

**Boy:** Have you studied Yunus Emre's poem's in your literature lessons this week?

**Girl:** Yes. We studied some of his poems yesterday. I think they're impressive. It seems to me that he was an excellent poet.

**Boy:** Absolutely!

**Girl:** Our teacher said Yunus Emre wrote hundreds of poems. From my point of view, that's incredible.

**Boy:** I completely agree. As I see it, he was gifted in poetry.

**Girl:** Yes! I couldn't agree more. He wrote poems about different topics such as peace, modesty, integrity and generosity.

**Boy:** I see your point, but the main theme of his poems is mostly love for God.

**Girl:** I see exactly what you mean. Our teacher shared some quotes with us. For example, Yunus Emre said, "We love all the created for the sake of the Creator."

**Boy:** Yes, In his view, people should love and respect not only each other but also all the creatures in the world.

**Girl:** That's terrific!

**Boy:** Definitely. By the way, I'm doing a project with some of my classmates about Mevlana Celaleddin-i Rumi. Have you heard about him?

**Girl:** Yes, I have. While I was surfing the Net last Sunday, I watched a video about him. He was a brilliant philosopher.

**Boy:** Yes. He wrote some books which were translated into many languages.

**Girl:** And I'd like to point out that he was also a great poet who generally wrote about love for God.

**Boy:** I agree up to a point, but many of his poems are also about moral values like tolerance, forgiveness and patience.

**Girl:** Yes. He wrote poems about gratitude, honesty and reliability as well. He said, "Either seem as you are or be as you seem."

**Boy:** That's a good point.

**Girl:** I suppose he strongly advised people to be honest and reliable. That's amazing!

**Boy:** I totally agree.

...

## PRONUNCIATION

### Page 128

1. Listen to the following sentences and repeat them by paying attention to the 2 different pronunciations of the highlighted words. (Audio 10.3)

1. **Pronunciation 1:** They neither cheat nor lie. /'naɪðə(r)/

**Pronunciation 2:** They neither cheat nor lie. /'ni:ðə(r)/

2. **Pronunciation 1:** Either seem as you are or be as you seem. /'aɪðə(r)/

**Pronunciation 2:** Either seem as you are or be as you seem. /'i:ðə(r)/

### Page 129

4. Listen and check your answers to activity 3. (Audio 10.4)

**Column 1:** /aɪ/

lie– kindness– shine– reliable– right– advise

**Column 2:** /i:/

cheat– seem– peace– feeling– agree– completely

## LISTENING & SPEAKING (PART– 2)

### Page 130

3. Listen to the extract from a radio program and answer the question. (Audio 10.5)

**Presenter:** Good evening, everyone! Welcome to our program *Travel*. The topic of yesterday's program was how to behave in India. And today we want to talk about the cultural and social norms in Türkiye, which is a very popular holiday destination. Now we have an expert here: Sociologist Will Elton. Yes, Mr Elton. What details would you like to share with our listeners?

**Expert:** Türkiye is a country which is culturally rich, so it's difficult to discuss all the cultural and social norms in this program, but I'll try to summarize some of the main points. First of all, Turkish people are very respectful. Respect plays an important role in all kinds of relationships. However, they have the greatest respect for their elders. And Turkish people are extremely hospitable; they treat their guests very well. Can you believe there's even a special room called *the guests' room* in almost every house in Türkiye?

**Presenter:** Really?

**Expert:** Yes. What's more, it's generally accepted the Turkish are very friendly people and they make friends easily. When the Turkish greet someone, they normally shake hands. But they often kiss their friends on both cheeks instead. Hugs are also quite common between close friends and family members. They take their shoes off before they enter a house. They even offer the guests a pair of slippers to wear inside.

**Presenter:** That sounds interesting!

**Expert:** Yes. They believe it's necessary to keep their houses clean.

**Presenter:** To my mind, that's nice.

**Expert:** I totally agree with you.

...

## WORKBOOK

### Page 75

3. Listen to the beginning of a talk on a recent survey and complete the question below. (Audio 10.6)

Values are very important to individuals because they are just like self-control systems for them. But don't you think families should have some moral values as well? Many people believe it is necessary for parents to teach their children some moral values by being role models for them.

A survey has been carried out recently by the magazine *Our Society* to find out the most common moral values in the families living in this area. In the survey, 100 teenagers were asked the question *What are your family's top 3 moral values?* Their answers were definitely unsurprising.

**4. Listen to the rest of the talk and complete the pie chart by writing the missing percentages. (Audio 10.7)**

Here are the moral values which the teenagers mentioned first, that is to say the values at the top of their families' lists.

First of all, many parents tell their children to be honest as we all know, and 34 percent of the young people who were surveyed said that honesty is of great importance to their families.

Secondly, 21 percent of the teenagers stated that their families most value justice, so their family members act in a just way and share things equally.

Thirdly, 19 percent said that kindness is extremely important to their parents. They want their children to have a heart of gold.

And another example of the common values is tolerance. 14 percent of them said tolerance is at the top of their families' lists.

Finally, 12 percent of the teenagers pointed out that their parents most value respect. Some of them said their parents often tell them to behave respectfully at all times.

In conclusion, most parents would like their children to have some moral values because it is considered that values help children not only to develop strong personalities but also become responsible citizens.

**Page 78**

**15. Listen to the song and check your answers. (Audio 10.8)**

**Try a Little Kindness** (by Glen Campbell)

If you see your brother standing by the road

With a heavy load from the seeds he sowed

And if you see your sister falling by the way

Just stop and say, "You're going the wrong way."

**[Chorus:]**

You've got to try a little kindness

Yes, show a little kindness

Yes, shine your light for everyone to see  
And if you try a little kindness  
Then you'll overlook the blindness  
Of narrow minded people  
On the narrow minded streets

Don't walk around the down-and-out  
Lend a helping hand instead of doubt  
And the kindness that you show every day  
Will help someone along their way

**[Chorus (x2)]**

## TRANSCRIPTS OF VIDEOS

### THEME 1: FUTURE JOBS

#### (Video 1.1)

**Mr Taylor:** Let's begin the interview, Mr Wayne. Can you tell me a little bit about yourself?

**Robin:** I graduated from university a few months ago. I got an honors degree since I did my best to achieve success. I also took part in many projects at university. Besides, I had some temporary jobs during my holidays. That provided me with extremely useful experience. In addition, I spend most of my spare time researching the new trends in web designing to upgrade my professional skills.

**Mr Taylor:** What are your strengths?

**Robin:** My friends say I'm good at solving problems. I can cope well with a crisis by finding effective solutions. Furthermore, I'm a competent team member. In my view, teamwork is essential to an organization.

**Mr Taylor:** Why do you want this job?

**Robin:** Working for different companies has given me the opportunity to see what I really want. I'm a very skillful and ambitious web designer. I hope I'll be very successful one day. And I'm sure I'll reach this goal in your company. For this reason, I'm determined to work really hard here.

### THEME 5: BACK TO THE PAST

#### (Video 5.1)

**Presenter:** Good evening, everyone. Welcome to our program *If I Had Behaved Differently in the Past*. Our guest today is Mr Scott. He is here to share his biggest regrets with us. Welcome to our studio, Mr Scott.

**Mr Scott:** Thank you very much.

**Presenter:** My pleasure. Let's start if you like.

**Mr Scott:** Certainly.

**Presenter:** What would you like to tell us this evening?

**Mr Scott:** Well, I have too many regrets in fact. To start with, I used to be a lazy student when I was at high school. I wasn't interested in the lessons at all. Now I feel so sad about that, but it's too late. I could have studied at a better university if I had been a hardworking student. I wish I had worked harder at high school. If only I had listened to my teachers' advice.

Secondly, I used to have some unhealthy habits when I was younger. For example, I didn't use to have a balanced diet. I didn't do any sports. And I didn't use to get enough sleep. So my health deteriorated. I would have been healthier if I had taken better care of my body. I wish I had had healthy eating habits. If only I had exercised regularly.

Thirdly, I couldn't find a good job, so I didn't earn well, and then my wife and I had arguments very often. I could have earned a better salary if I had found a good job. I wish I hadn't had so many financial difficulties. If only I hadn't argued with my wife.

Unfortunately, my wife and I got divorced. Now I feel so lonely. I wish my wife and I had respected each other. If only we had understood each other's needs. We would have lived together happily if we had supported each other.

I wish I had behaved differently in the past.

### THEME 7: FACTS ABOUT TÜRKİYE

#### (Video 7.1)

##### THE TOPKAPI PALACE

The Topkapı Palace is one of the most popular attractions in Türkiye. It is situated among the Marmara Sea, the Bosphorus and the Golden Horn.

The palace became a museum in 1924. Every year it is visited by thousands of tourists from all over the world.

The Topkapı Palace Museum is of great importance to historians because of the

valuable collections that display the history and culture of the Ottoman Empire.

The Topkapı Palace was built by Mehmed II. Its construction started in 1460, and it was completed in 1478.

And after that, the Ottoman Empire was ruled from the Topkapı Palace by nearly 30 sultans. It was the most important place of the empire for about 4 centuries.

The Topkapı Palace consisted of 4 courtyards, which were surrounded by high walls.

The first courtyard was open to the public, and it had the largest garden.

The second courtyard wasn't open to the public. Only official visitors could enter it. The council meetings were held there several times a week to discuss state affairs.

The Tower of Justice, which is the tallest structure in the palace, is in the second courtyard as well.

The sultans used to live in the third courtyard. And the people who worked for them lived there, too.

The third courtyard was also called *the Enderun Courtyard* because the Enderun School was there.

The fourth courtyard includes some mansions like the Baghdad Köşk and the Mecidiye Köşk. This courtyard was one of the most beautiful sections of the Topkapı Palace.

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## VISUALS

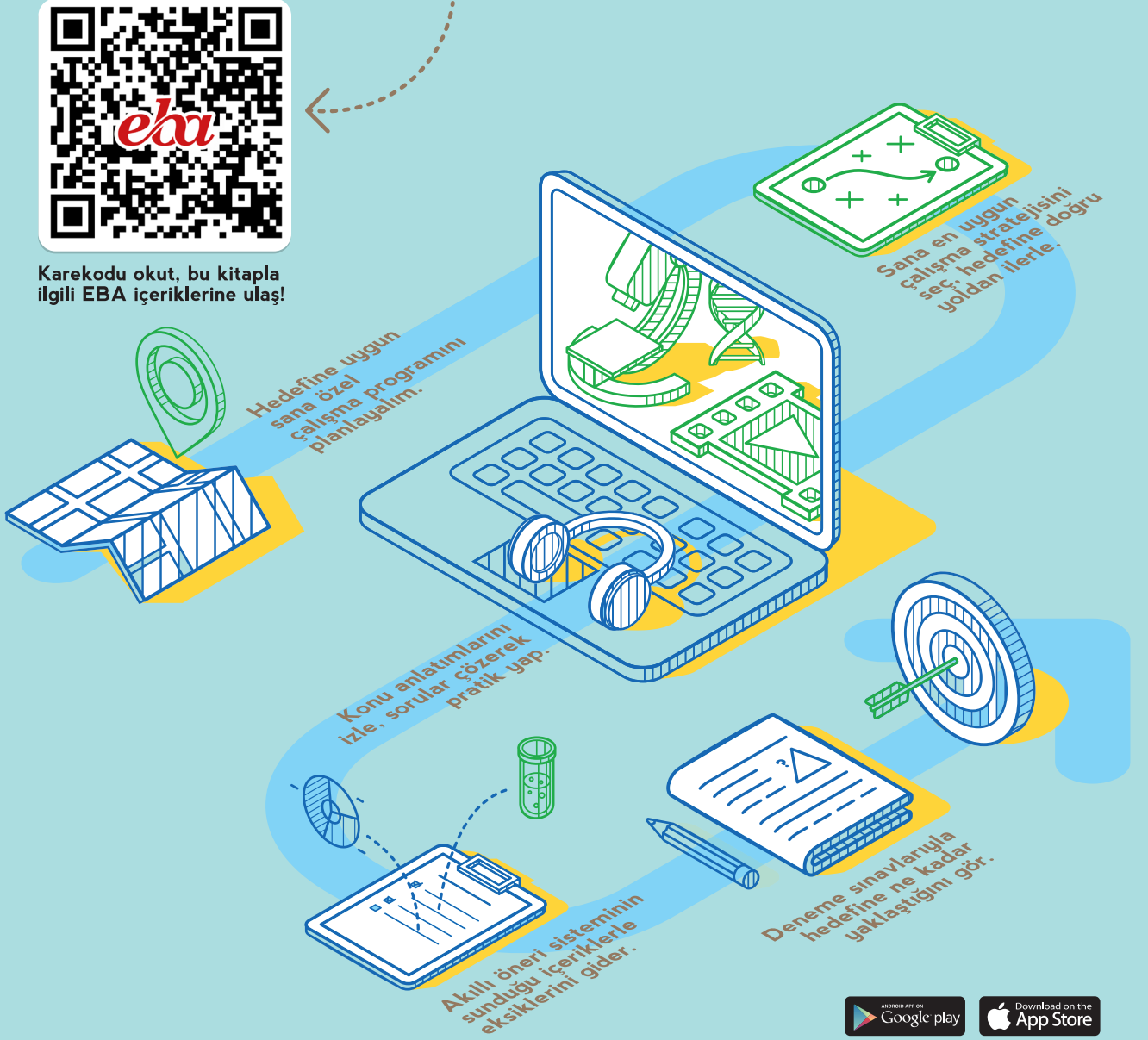
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ÜCRETSİZ OLARAK VERİLMİŞTİR.  
PARA İLE SATILAMAZ.**

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